



Republic of the Philippines
Department of Education
Region III
Division of Bulacan
STA. MONICA NATIONAL HIGH SCHOOL
Final Examination
1st Sem 2018 - 2019
TVL- EPAS- 12



Names: _____ Scores: _____

Grade/Section: **12 – Jerusalem / EPAS** Date: _____

Multiple Choice: Choose the letter of the correct answer. **STRICTLY NO ERASURE.**

Directions: Choose the letter of the correct answer. Encircle the letter of your choice. (1pt- each)

1. It refers to an electronic device with two wires or terminals, which allow the flow of current in only one direction.
a. **Diode**
b. Resistor
c. Capacitor
d. Transformer
2. It is an electronic device for increasing the amplitude of electrical signals, used chiefly in sound reproduction.
a. Radio
b. **Amplifier**
c. Television
d. Speaker
3. It is a device that use to convert AC voltage to a low DC voltage.
a. Varactor
b. Zener
c. Signal
d. **Rectifier**
4. It is a device that converts electric signals to audible sound.
a. **Speaker**
b. Transformer
c. Microphone
d. Transistor
5. It is an apparatus for reducing or increasing the voltage of an alternating current.
a. Transistor
b. Resistor
c. **Transformer**
d. Capacitor
6. It is an electroacoustic transducer that converts sound energy into electric energy.
a. Speaker
b. Transformer
c. **Microphone**
d. Transistor
7. It is an electronic component that is used to vary the amount of current that flows through a circuit.
a. **Variable Resistor**
b. Variable Capacitor
c. Selector switch
d. Inductor
8. It is a device that supplies electric power to an electrical load.
a. **Power Supply**
b. Resistor
c. Converter circuit
d. Capacitor
9. A type of circuit in which current flows only one direction or there is only one path through which electric current flow.
a. parallel circuit
b. short circuit
c. open circuit
d. **series circuit**
10. To get an accurate resistance reading we need to adjust the pointer in:
a. zero resistance
b. mid resistance
c. **infinite resistance**
d. high resistance
11. It is the movable part of electrical motor that rotates.
a. **Electric motor**
b. Rotor
c. Selector switch
d. Stator
12. How is direct current (DC) flows in a circuit?
a. **In one direction**
b. in three direction
c. in two direction
d. in four direction
13. FM stands for:
a. Fine Modulation
b. Frequency Modulator
c. **Frequency Modulation**
d. Fine Modulator
14. Before checking any capacitor we:
a. charge the capacitor
b. **discharge the capacitor**
c. reverse the polarity of the meter
d. all of the above
15. Before using the multi - tester for measuring resistance we need to:
a. **calibrate the unit**
b. clean the unit
c. connect its test probes
d. set in DC range
16. If the arrow of a transistor symbol is pointing outward it tells us that the transistor is:
a. PNP
b. **NPN**
c. Bipolar
d. Injunction
17. It is a component in an electric or electronic circuit that possesses inductance.
a. Transformer
b. Inductor
c. Capacitor
d. Resistor

Grade1final Exam 2014 Paperessay

Barbara Thomas,Laura Matthews



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Teaching Psychology Douglas A. Bernstein, 2014-06-26 This volume provides thoroughly updated guidelines for preparing and teaching an entire course in psychology Based on best principles and effective psychological and pedagogical research it offers practical suggestions for planning a course choosing teaching methods integrating technology appropriately and effectively developing student evaluation instruments and programs and ideas for evaluation of your own teaching effectiveness While research based this book was developed to be a basic outline of what to do when you teach It is intended as a self help guide for relatively inexperienced psychology teachers whether graduate students or new faculty but also as a core reading assignment for those who train psychology instructors Experienced faculty who wish to hone their teaching skills will find the book useful too *Graduate Programs in the Humanities, Arts & Social Sciences 2014 (Grad 2)* Peterson's, 2013-11-22 Peterson's Graduate Programs in the Humanities Arts Social Sciences 2014 contains comprehensive profiles of more than 11 000 graduate programs in disciplines such as applied arts design area cultural studies art art history conflict resolution mediation peace studies criminology forensics language literature psychology counseling religious studies sociology anthropology archaeology and more Up to date data collected through Peterson's Annual Survey of Graduate and Professional Institutions provides valuable information on degree offerings professional accreditation jointly offered degrees part time and evening weekend programs postbaccalaureate distance degrees faculty students requirements expenses financial support faculty research and unit head and application contact information There are helpful links to in depth descriptions about a specific graduate program or department faculty members and their research and more There are also valuable articles on financial assistance the graduate admissions process advice for international and minority students and facts about accreditation with a current list of accrediting agencies *PROCEEDINGS OF THE THIRD INTERNATIONAL CONFERENCE ON GLOBALIZATION: CHALLENGES FOR TRANSLATORS AND INTERPRETERS* Zhiqing Zhang, Youbin Zhao, Xinjie Wang, 2020-05-26 With the implementation of the Belt and Road Initiative and the development of Guangdong Hong Kong Macau Greater Bay Area the demand for translators and interpreters continues to grow in China The breakthrough in artificial intelligence which has contributed to an enormous improvement in the quality of machine translation means challenges and opportunities for translators and interpreters as well as studies of translation and interpreting Studies of translation and interpreting have been further expanded and diversified in the era of globalized communications The interrelation between translation and globalization is essential reading for not only scholars and educators but also anyone with an interest in translation and interpreting studies or a concern for the future of our world's languages and cultures By focusing on the connection between the two various researches have been conducted in all forms of communication between languages including translation interpreting cross cultural communication language teaching and the various specializations involved in such activities This has resulted in The Third International Conference on

Globalization Challenges for Translators and Interpreters co organized by the School of Translation Studies Jinan University on its Zhuhai campus and South China Business College Guangdong University of Foreign Studies November 16 17 2019 The response to the conference was once more overwhelming which was partly attributed to the previous two conferences held successfully under the same title Apart from five keynote speakers over one hundred and fifty participants came from universities institutions or organizations from mainland China Spain New Zealand as well as Hong Kong and Macao to attend the event contributing over 130 papers in total Among the keynote speakers are internationally renowned scholars in translation studies such as Dr Roberto Valde n professor of English Linguistics at the University of Oviedo Spain and the Chief Editor of Perspective Studies in Translatology Dr Sun Yifeng chair professor of Translation Studies and head of the English Department at the University of Macau Dr Tan Zaixi distinguished professor of Shenzhen University and Chair Professor of Beijing Foreign Studies University and Professor Emeritus of Hong Kong Baptist University After careful evaluation and compilation 90 papers have been selected for this conference proceedings which was summarized into the following four topics Translation and Interpreting Theory and Practice Translation and Cross cultural Studies Evaluation of Translation and Interpretation and Studies on the Teaching of Translation By no means is it difficult to find some interesting and thought provoking papers under each topic For example concerning Translation and Interpreting Theory and Practice To Translate or not to Translate That is the Question On Metaphor Translation in Chinese Political works by Dong Yu explains that in judging whether or not a Chinese metaphor can be translated into English an indispensable step is to decide whether or not the two cultural connotations can be connected But this can easily be influenced by subjective factors Yu has suggested some ways in which subjective factors could be controlled to some extent so that the translator could be more confident in his or her decision He has also suggested three steps The first step is to assume that the cultural connotation of the Chinese metaphor can be connected with that of its English version For example the metaphor in could be translated as rain or shine The second step is to find out whether or not this translated version is acceptable both linguistically and culturally in English The third step is to consider the systematicity of the metaphor in regard with the context in both the source and target texts This involves a process of recontextualization When it comes to Translation and Cross cultural Studies On Translation of the English Guide interpreter from the Perspective of Intercultural Communication by Fengxia Liua and Xiaoning Bi points out that inbound tourism serves as a window through which foreign tourists get to know China so the interaction between the guide interpreters and foreign tourists are the typical activity of cultural communication Foreign language speaking guides are usually regarded as people to people ambassadors or cultural ambassadors who have played an essential role in the international tourist industry Therefore they argue that it is extremely important for tourist guides to cultivate their cross cultural communication awareness enhance their overall communicative competence observe and distinguish east and west differences with multi dimensional perspective transcend cultural barriers and learn to use

translation skills Studies on the Teaching of Translation is another interesting topic that has attracted enormous attention such as Business Translation Teaching from the Perspective of Metaphors by Dandan Li which explores application of conceptual metaphor theory in the translation process of business lexicons business discourse and business English culture so as to provide a new perspective in business English pedagogy Another study entitled Cognitive Studies in Translation by Xin Huang analyzes the cognitive studies of translation interpreting processes over the past three decades with focus on the issues examined the findings reached as well as the recent development She explains that cognitive studies of translation process examine the translation competence on line translation behaviors such as how the eye gazes and how the words are typed and the brain activities when doing translation Special interests are paid to the working memory problem solving the executive function and some linguistic relative factors such as text difficulty Over the past thirty years the interest in the field has been gaining considerable momentum and increasing issues have been involved Finally she concludes that with the advancement of technologies and interdisciplinary approaches the black box the previously unforeseeable cognitive activities of how human process translation can be unfolded Considering the importance of integrating theory with practice the proceedings are therefore compiled in such a way as to be balanced and inclusive in the hope of summarizing current accomplishments as well as providing certain insights for teaching and further research in the field of translation and interpretation studies , Authenticity and Teacher-Student Motivational Synergy Richard Pinner,2019-06-14 Despite the common association between authenticity and motivation in language learning there does not currently exist a single volume exploring these connections This book looks at the relationship between authenticity and motivation by specifically viewing the process of mutually validating the act of learning as social authentication which in turn can often lead to positive motivational synergy between students and teacher s The study at the centre of this book uses autoethnography and practitioner research to examine the complex relationship between authenticity and motivation in the foreign language learning classroom In particular it traces the links between student and teacher motivation and proposes that authenticity can act as a bridge to connect learners to the classroom environment and engage with the activity of learning **Graduate Programs in Business, Education, Information Studies, Law & Social Work 2014 (Grad 6)** Peterson's,2013-12-20 Peterson s Graduate Programs in Business Education Information Studies Law Social Work 2014 contains comprehensive profiles of more than 11 000 graduate programs in disciplines such as accounting finance business administration management education human resources international business law library information studies marketing social work transportation management and more Up to date info collected through Peterson s Annual Survey of Graduate and Professional Institutions provides valuable data on degree offerings professional accreditation jointly offered degrees part time evening weekend programs postbaccalaureate distance degrees faculty students requirements expenses financial support faculty research and unit head and application contact information There are helpful links to in depth descriptions

about a specific graduate program or department faculty members and their research and more Also find valuable articles on financial assistance the graduate admissions process advice for international and minority students and facts about accreditation with a current list of accrediting agencies **EdPsych Modules** Cheryl Cisero Durwin, Marla

Reese-Weber, 2016-12-01 Now with SAGE Publications Cheryl Cisero Durwin and Marla Reese Weber's EdPsych Modules uses an innovative implementation of case studies and a modular format to address the challenge of effectively connecting theory and research to practice Each module is a succinct stand alone topic that represents every subject found in traditional chapter texts and can be used in any order for maximum flexibility in organizing your course Each of the book's eight units of modules begins with a set of four case studies early childhood elementary middle school and secondary and ends with Assess and Reflect and Evaluate questions and activities to encourage comprehension and application of the research and theories presented The case approach and the extensive pedagogy that support it allows students to constantly see the applications of the theories and research that they are studying in the text **Models for Improving and Optimizing Online and**

Blended Learning in Higher Education Keengwe, Jared, Agamba, Joachim Jack, 2014-07-31 This book examines the benefits and costs associated with the utilization of technology mediated instructional environments recognizing that instructional technology could offer alternative means of communication for understanding Provided by publisher

Evaluation Beyond Exams in Nursing Education Robin Donohoe Dennison, Anita Dempsey, John Rosselli, 2014-07-29 Helps educators to design assignments and rigorous rubrics that truly measure student learning objectives The ability of students to pass an examination does not necessarily reflect or guarantee their ability to apply knowledge in practice nor are traditional exams a sufficient means to evaluate all learning objectives Written for both new and seasoned nurse educators this book is unique in its provision of rigorous rubrics that fully take into account learning objectives and the teaching learning process and promote objective grading It examines a variety of time tested alternative evaluation methods discusses how to design them and includes best practices for using them The book provides an overview of how evaluation and rubrics play an integral part within the larger nursing education teaching learning process It helps educators clearly define learning objectives and desired outcomes and how to evaluate them The book describes how to formulate a variety of teaching strategies design effective assignments and examine in detail specific evaluation methods including best practices for their use and exemplar analytic scoring rubrics Also available are detailed modifiable grading rubric templates for each assignment presented Evaluation methods covered include papers presentations participation discussion boards concept maps case studies reflective journals and portfolios The book will assist both new and seasoned nurse educators in their quest to graduate competent safe nurses at all levels of nursing education Key Features Provides rigorous modifiable rubrics for learning objective grading Includes time tested alternative evaluation methods Describes best practices for designing a variety of teaching learning evaluation tools Includes guidelines for writing clear assignment descriptions Discusses papers

presentations concept maps case studies portfolios and more **Making the Grade** Kevin A. Morrison, 2021-07-01 From a cultural history of the essay to incisive contemporary rethinking of its usefulness in the classroom from guides on how to write a seminar paper to guides on how to assess them *Making the Grade* offers desperately needed clarity on a complex genre The contributions in this book should be standard for every first semester graduate student and every first semester professor who wants to prepare undergraduates for graduate level writing or who wants to prepare graduate students for professional publication *Objective First Student's Book with Answers with CD-ROM* Annette Capel, Wendy Sharp, 2014-01-30 Fourth edition of the best selling Cambridge English First FCE course updated to prepare for the 2015 revised exam The Student's Book with answers contains fresh updated texts and artwork that provide solid language development lively class discussion and training in exam skills The 24 topic based units include examples from the Cambridge English Corpus to highlight common learner errors while vocabulary sections informed by the English Vocabulary Profile ensure that students are learning the most useful language required at this level A phrasal verb list provides a handy reference The interactive CD ROM provides comprehensive extra practice of the language and topics covered in the book Class Audio CDs containing the recordings for the listening exercises are available separately **Murder 101** Edward J. Rielly, 2014-08-23 This collection of essays examines how college professors teach the genre of detective fiction and provides insight into how the reader may apply such strategies to his or her own courses Multi disciplinary in scope the essays cover teaching in the areas of literature law history sociology anthropology architecture gender studies cultural studies and literary theory Also included are sample syllabi writing assignments questions for further discussion reading lists and further aids for course instruction **Compact First for Schools Student's Book with Answers with CD-ROM** Barbara Thomas, Laura Matthews, 2014-09-11 The course is designed to maximise the performance of school age learners It features eight units covering the core topics vocabulary grammar and skills needed for all four exam papers for the revised Cambridge English First FCE for Schools exam from 2015 Two teen inspired topics in each unit ensure the entire exam syllabus is covered and can also act as a basis for CLIL based extension activities and projects Grammar sections and a Grammar Reference help students build up the accurate language structure necessary for the Use of English parts of the new Reading and Use of English paper while B2 level vocabulary is targeted drawing on insights from English Profile and brought together in a Wordlist based on key vocabulary from the units Exam tips and grammar and vocabulary exercises teach students to avoid common mistakes identified in Cambridge's unique collection of real exam papers the Cambridge Learner Corpus Publisher description *Compact First for Schools Student's Book without Answers with CD-ROM* Barbara Thomas, Laura Matthews, 2014-09-11 A focused 50 60 hour course for the revised Cambridge English First FCE for Schools exam from 2015 *Compact First for Schools Student's Book* features eight topic based units to maximise the exam performance of school age learners Units are organised by exam paper with pages on Reading and Use of English Writing Listening and Speaking A

Grammar reference covers key areas in the syllabus and unit based wordlists include target vocabulary with definitions There is also a revision section and two full practice tests are available online for teachers to access The CD ROM provides interactive grammar vocabulary and exam skills tasks including listening Audio recordings for the Student s Book listening exercises are available separately on a Class Audio CD **Objective First Student's Book without Answers with CD-ROM** Annette Capel, Wendy Sharp, 2014-01-30 Fourth edition of the best selling Cambridge English First FCE course updated to prepare for the 2015 revised exam The Student s Book without answers contains fresh updated texts and artwork that provide solid language development lively class discussion and training in exam skills The 24 topic based units include examples from the Cambridge English Corpus to highlight common learner errors while vocabulary sections informed by the English Vocabulary Profile ensure that students are learning the most useful language required at this level A phrasal verb list provides a handy reference The interactive CD ROM provides comprehensive extra practice of the language and topics covered in the book Class Audio CDs containing the recordings for the listening exercises are available separately

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Creole Composition Vivette Milson-Whyte, Raymond Oenbring, 2019-08-13 Creole Composition is a collection featuring essays by scholars and teachers researchers working with students in from the Anglophone Caribbean Arising from a need to define what writing instruction in the Caribbean means Creole Composition expands the existing body of research literature about the teaching of writing at the postsecondary level in the Caribbean region To this end it speaks to critical disciplinary conversations of rhetoric and composition and academic literacies while addressing specific issues with teaching academic writing to Anglophone Caribbean students It features chapters addressing language approaches to teaching assessing writing administration and research in postsecondary education as well as professionalization of writing instructors in the region Some chapters reflect traditional Caribbean attitudes to postsecondary writing instruction other chapters seek to reform these traditional practices Some chapters interventions emerge from discussions in writing studies while other chapters reflect their authors primary training in other fields such as applied linguistics education and literary studies Additionally the chapters use a variety of styles and methods ranging from highly personal reflective essays to theoretical pieces and empirical studies following IMRaD format Creole Composition the first of its kind in the region provides much needed knowledge to the community of teacher researchers in the Anglophone Caribbean and elsewhere in the fields of rhetoric and composition writing studies and academic literacies In suggesting frameworks around which to build and further institutionalize and professionalize writing studies in the region the collection advances the broader field of writing studies beyond national boundaries Contributors include Tyrone Ali Annife Campbell Tresecka Campbell Dawes Valerie Combie Jacob Dyer Spiegel Brianne Jaquette Carmeneta Jones Clover Jones McKenzie Beverley Josephs Christine E Kozikowski Vivette Milson Whyte Kendra L Mitchell Raymond Oenbring Heather M Robinson Daidrah Smith and Michelle Stewart McKoy

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Table of Contents Grade1final Exam 2014 Paperessay

1. Understanding the eBook Grade1final Exam 2014 Paperessay
 - The Rise of Digital Reading Grade1final Exam 2014 Paperessay
 - Advantages of eBooks Over Traditional Books
2. Identifying Grade1final Exam 2014 Paperessay
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Grade1final Exam 2014 Paperessay
 - User-Friendly Interface
4. Exploring eBook Recommendations from Grade1final Exam 2014 Paperessay
 - Personalized Recommendations
 - Grade1final Exam 2014 Paperessay User Reviews and Ratings
 - Grade1final Exam 2014 Paperessay and Bestseller Lists
5. Accessing Grade1final Exam 2014 Paperessay Free and Paid eBooks
 - Grade1final Exam 2014 Paperessay Public Domain eBooks
 - Grade1final Exam 2014 Paperessay eBook Subscription Services

- Grade1final Exam 2014 Paperessay Budget-Friendly Options
- 6. Navigating Grade1final Exam 2014 Paperessay eBook Formats
 - ePub, PDF, MOBI, and More
 - Grade1final Exam 2014 Paperessay Compatibility with Devices
 - Grade1final Exam 2014 Paperessay Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Grade1final Exam 2014 Paperessay
 - Highlighting and Note-Taking Grade1final Exam 2014 Paperessay
 - Interactive Elements Grade1final Exam 2014 Paperessay
- 8. Staying Engaged with Grade1final Exam 2014 Paperessay
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Grade1final Exam 2014 Paperessay
- 9. Balancing eBooks and Physical Books Grade1final Exam 2014 Paperessay
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Grade1final Exam 2014 Paperessay
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Grade1final Exam 2014 Paperessay
 - Setting Reading Goals Grade1final Exam 2014 Paperessay
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Grade1final Exam 2014 Paperessay
 - Fact-Checking eBook Content of Grade1final Exam 2014 Paperessay
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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