

← Reflection: current knowledg...

Drilling the meanings of new words is the most effective method to learn vocabulary. !

- Agree
- Disagree

Learners need to know only the meanings of new words. !

- Agree
- Disagree

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Form only means the way words are written. !

- Agree
- Disagree

Reading aloud coursebook lessons is sufficient to learn pronunciation. !

- Agree
- Disagree



← Self-assessment checklist

3

4

5

I can analyse new language for meaning, pronunciation and form before presenting it in the class. !

1

2

3

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I can plan activities to help learners practise vocabulary in a controlled and freer manner. !

1 (Lowest)

2



← Self-assessment checklist

- 4
- 5 (Highest)

I can help my learners recognise tricky words and understand spelling rules. !

- 1 (Lowest)
- 2
- 3
- 4
- 5 (Highest)

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I can focus on creating real-life connections between words and their use to build learners' confidence in using new lexis. !

- 1 (Lowest)
- 2
- 3



← Agree / Disagree



Question 1

Not graded

Learners are often given a list of words and their meanings either before or after reading a specific lesson.

Agree

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Disagree

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Question 2

Not yet answered

Not graded

Learners are expected to memorise them.

Agree



Disagree



Question 3

Not yet answered

Not graded

Rote learning of word meanings ensures that learners will retain new words in their minds for a long period of time.

Agree



← Agree / Disagree



Disagree

Question 3

Not yet answered
Not graded

Rote learning of word meanings ensures that learners will retain new words in their minds for a long period of time.

Agree

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Disagree

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Question 4

Not yet answered
Not graded

Learners should be able to tell the meanings of new words orally or in writing when the teacher asks them during the next lesson/s.

Agree

Disagree



← Agree / Disagree



Question 1

Not yet answered
Not graded

Referring back to a list of new words is always a better idea after the learners have learnt the words.

Agree

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Disagree

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Question 2

Not yet answered
Not graded

Whenever you learn a new word, it never sounds in your head.

Agree



Disagree



Question 3

Not yet answered
Not graded

Learning a word is possible only in a particular context.



← Agree / Disagree



Disagree

Question 2

Not yet answered
Not graded

Whenever you learn a new word, it never sounds in your head.

Agree

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Disagree

Question 3

Not yet answered
Not graded

Learning a word is possible only in a particular context.

Agree

Disagree

SUBMIT



← What do you already kn...



Question 1

Not yet answered
Not graded

Giving learners a list of vocabulary from a lesson along with their meanings ensures they have fully understood the new words.

Agree

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Disagree

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Question 2

Not yet answered
Not graded

Assigning them homework to make sentences clarifies the use of context for new words.

Agree

Disagree

Question 3

Not yet answered
Not graded

Assessing learners' understanding of the meanings of new words in weekly tests completely evaluates their proper understanding





What do you already kn...



Disagree



Question 2

Not yet answered
Not graded

Assigning them homework to make sentences clarifies the use of context for new words.

Agree

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Disagree



Question 3

Not yet answered
Not graded

Assessing learners' understanding of the meanings of new words in weekly tests completely evaluates their proper understanding of new vocabulary.

Agree



Disagree



SUBMIT



← True/False



Rote learning of meanings limits learners' ability to use these words in their routine language development.

Select one:

True



False



CLEAR MY CHOICE

Question 2

Not yet answered

Marked out of 1

Learning the meanings of new words is possible without a context.

Select one:

True

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False

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CLEAR MY CHOICE

Question 3

Not yet answered

Marked out of 1



← True/False



Learning the meanings of new words is possible without a context.

Select one:

True

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False

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CLEAR MY CHOICE

Question 3

Not yet answered

Marked out of 1

Learning the meanings of words by heart takes away learners' interest in the word.

Select one:

True



False



CLEAR MY CHOICE

SUBMIT



← What you already know



Question 1

Not yet answered
Not graded

The best way to improve pronunciation is through drilling target words in the classroom.

Agree



Disagree



Question 2

Not yet answered
Not graded

In order to grasp new words, learners need to learn pronunciation even before meaning.

Agree

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Disagree

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Question 3

Not yet answered
Not graded

Learners have to practise stress patterns for each new word to become better communicators.

Agree



← What you already know



Disagree

Question 2

Not yet answered
Not graded

In order to grasp new words, learners need to learn pronunciation even before meaning.

Agree

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Disagree

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Question 3

Not yet answered
Not graded

Learners have to practise stress patterns for each new word to become better communicators.

Agree

Disagree

SUBMIT



← Review



1 min 19 secs

Grade

5 out of 5 (100%)

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Feedback

Excellent you have achieved the maximum score.

Question 1

Complete

Mark 1 out of 1

Learner names the word on the card and says another word that rhymes with it.

Rhyme time

Your answer is correct.

Question 2

Complete

Mark 1 out of 1

Learner imitates the teacher's pronunciation of target words.

Mimic me

Your answer is correct.

Complete




 Review 

Question 3

Complete
Mark 1 out of 1

Learners begin their word from the last sound of the word said by the previous learner.

Word chain 

Your answer is correct.

Question 4

Complete
Mark 1 out of 1

Learners pronounce a phrase or a sentence with difficult words quickly and accurately.

Tonque twisters 

Your answer is correct.

Question 5

Complete
Mark 1 out of 1

Learners learn to pronounce words with similar sounds.

Minimal pairs 

Your answer is correct.



← Check your understand...



Question 1

Not yet answered
Marked out of 1

In controlled practice activities, the focus is on fluency rather than accuracy.

Select one:

True

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False

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CLEAR MY CHOICE

Question 2

Not yet answered
Marked out of 1

Freer practice activities are less restrictive and focus on fluency rather than accuracy.

Select one:

True

False

CLEAR MY CHOICE



Drop down activity



Question 1

Not yet answered
Marked out of 1

A collocation ▼ refers to giving learners the second word from a combination of two words. Learners search for the first one from a lesson they have completed.

Question 2

Not yet answered
Marked out of 1

Drilling ▼ refers to oral repetition of a specific vocabulary item. It can be mechanical, without much context. It can also be meaningful if it is repeated within a specific context. The teacher models the examples and learners repeat until they feel confident pronouncing the new vocabulary item.

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Question 3

Not yet answered
Marked out of 1

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In Slap the board ▼ , learners form two

lines leading up to the board. A number of options are written on the board. Teachers can say a word and learners have to touch the antonym or synonym of the same word from the



← Drop down activity



Question 4

Not yet answered
Marked out of 1

Matching ▼

activities involve learners

matching words with their meanings or their antonyms. They can also be asked to match formal and informal forms of the same expression, or to match visuals with the words. Learners can also play card games that involve matching a word and a picture or a word and its meaning.

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Question 5

Not yet answered
Marked out of 1
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Bingo ▼

is a fun way of practising

vocabulary. The teacher prepares a sheet of different vocabulary items and learners try to get a horizontal, vertical or diagonal line on their worksheet based on what the teacher calls out, which can be the meaning of the word or a clue about the word, or the pronunciation of the word.

Question 6

Not yet answered
Marked out of 1

In learners are given

sentences or paragraphs with blank spaces



← What do you remember



Question 1

Not yet answered
Not graded

Tick (✓) the statements you agree with

Clapping or tapping the table to show the number of syllables in each word helps learners to recognise the number of syllables in each word.



Saying the word repeatedly yourself will help the learners to pronounce it better.



Writing the words on the board and showing the number of syllables (e.g. car/pet = 2 syllables) gives clear visual examples of the number of syllables in different words.



Reading words silently and writing the number of syllables in each word will help learners with pronunciation.



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← Review



There are four building blocks necessary to develop spelling. Select the correct item to match its explanation.

Question 1

Complete
Mark 1 out of 1

Explanation

Accurate knowledge of sounds

Building blocks of learning spelling

Phonetic awareness ▼

Your answer is correct. اپنی تمام ٹریننگ اچھی کریں اور حل کرنا
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Question 2

0345-7032803 Complete
Mark 1 out of 1

Explanation

Non-phonetic words that need recognition by sight like people

Building blocks of learning spelling

Recognition of tricky words ▼

Your answer is correct.



 Review 

Question 3

Complete
Mark 1 out of 1

Explanation

Example: When one-syllable words have a vowel in the middle, the vowel usually has a short sound.

Building blocks of learning spelling

Understanding spelling rules ▼

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Your answer is correct.
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Question 4

Complete
Mark 1 out of 1

Explanation

Ability to say the word clearly

Building blocks of learning spelling

Articulation ▼

Your answer is correct.



← Seven-step spelling rou...



Question 1

Not yet answered
Marked out of 7

Following this **seven-step spelling routine** will help learners practise spelling effectively. Can you put these steps in the right order?

Have them spell the word.

Step 7 ▼

Make them identify individual sounds. Give feedback.

Step 3 ▼

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Ask them to blend and check the spelling.

Step 2 ▼

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Repeat this for each new word.

Step 1 ▼

Help them identify the number of sounds.

Step 5 ▼

Encourage them to blend the sounds with you.

Step 6 ▼

Ask the learners to say the word after you.

Step 4 ▼

SUBMIT



← Seven-step spelling rou...



Question 1

Not changed since last attempt
Marked out of 7

Following this **seven-step spelling routine** will help learners practise spelling effectively. Can you put these steps in the right order?

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Have them spell the word. Step 5 ▼

کے لیے ابھی رابطہ کریں
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Make them identify individual sounds. Give feedback. Step 6 ▼

Ask them to blend and check the spelling. Step 7 ▼

Repeat this for each new word. Step 3 ▼

Help them identify the number of sounds. Step 2 ▼

Encourage them to blend the sounds with you. Step 1 ▼

Ask the learners to say the word after you. Step 4 ▼

SUBMIT



← Review



vocabulary in this unit. Let's think about how you can vary the content, process, product or environment for a variety of learners. Choose what is being differentiated in each task by choosing the right option from the drop-down menu.

Question 1

Complete
Mark 3 out of 3

Drilling:

a. Give the learners the option to choose the words they find difficult and wish to practise.

Content ▼

b. Have the learners drill words in groups after an initial whole-class drill.

Process ▼

c. Let learners choose a partner to drill with.

Process ▼

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Your answer is correct.

Question 2

Complete
Mark 3 out of 3



← Review



Process ▼

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Your answer is **0345-7032803** correct.

Question 2

Complete
Mark 3 out of 3

Slap the Board:

a. Make mixed ability teams.

Process ▼

b. Prepare a list of easy to difficult questions and vary the questions according to ability.

Content ▼

c. Learners can be asked to choose which vocabulary to revise through this game.

Process ▼

Your answer is correct.

Question 3

Complete
Mark 3 out of 3

Bingo:



← Review



c. Learners can be asked to choose which vocabulary to revise through this game.

Process

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Your answer is correct. 0345-7032803

Question 3

Complete
Mark 3 out of 3

Bingo:

a. You can use a different set of vocabulary levels for various groups of learners. If it is a synonym bingo, you can give synonyms for big as gigantic or titanic to learners with mastery of language and words such as huge or large with learners who are learning the language with difficulty. Content

b. Learners choose to play the game in small groups or pairs. Process

c. Learners use the words in sentences or drill the words in groups. Product

Your answer is correct.



← Self-assessment checklist

5

I can analyse new language for meaning, pronunciation and form before presenting it in the class. !

1

2 اپنی تمام ٹریننگ اچھی گریڈ میں حل کروانے کے لیے ابھی رابطہ کریں

3

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4

5

I can plan activities to help learners practise vocabulary in a controlled and freer manner. !

1

2

3

4



← Self-assessment checklist

5

I can help my learners recognise tricky words and understand spelling rules. !

1

2

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3

4

5

I can focus on creating real-life connections between words and their use to build learners' confidence in using new lexis. !

1

2

3

4



← Unit 2 Quiz



Question 1

Marked out of 1

The meaning of a word cannot be understood without visualising its image in your mind.

Select one:

True



False



CLEAR MY CHOICE

Question 2

Not yet answered

Marked out of 1

Minimal pairs are words that differ by only one letter.

Select one:

True



False



CLEAR MY CHOICE

Question 3

Not yet answered

Marked out of 1



← Review



4 out of 4 (100%)

Feedback

Excellent, you have achieved the maximum score.

Question 1

Complete
Mark 1 out of 1

The meaning of a word cannot be understood without visualising its image in your mind.

Select one:

True



False

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کے لیے ابھی رابطہ کریں

Question 2

Complete
Mark 1 out of 1

Minimal pairs are words that differ by only one letter.

Select one:

True



False



← Review



True

False

Question 3

Complete
Mark 1 out of 1

Choose the correct answer: A child needs to be able to say a word correctly in order to be able to write. This is called

Articulation

Your answer is correct.

Question 4

Complete
Mark 1 out of 1

It is important to encourage learners to make connections between the words and themselves (text to self), between the text and real life (text to world) and between one text and another (text to text).

Select one:

True

False

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