

Module 2 Unit 6

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Activity

Q 1, Tick on both two

Q2, Tick on both two

Q3, Tick on both two

Q4, Tick on both two

True False

Q1, False

Q2, True

Q3, True

Activity

Q1, Constructive..... Specific

Q2, This is an example..... Reading

Q3, This is example.....critical
thinking

Q4, Next time..... Supportive

Q5, feedback should be.....

Understand

Q6, Feedback should..... Change

Unit 6 Quiz

An effective reading test question should test both reading and writing skills

FALSE

Constructive feedback should be specific and easy for students to understand

TRUE

Feedback helps learner to understand what they are doing well and how they can do better.

TRUE

You can gather evidence of learning in your reading and critical thinking lesson by noticing what learner are doing, saying or writing.

TRUE

Formative assessment can be done in any reading and critical thinking lesson

TRUE

Feedback help learner to understand what they are doing well and how they can do better

TRUE

Feedback should focus only
on what learner need to improve

FALSE



Activity

Q1, developing and using different....

Q2, making connection between the..

Q3, learner should be actively involved in the....pre....while...post stage...

Q4, pace and timing are important in reading....

Q5, teacher can adopt reading and critical thinking task....

Q6, reading can be assessed formatively and sumatively

Feedback form

4 – 4 -- 5 – Daily – other - Active reading (Skimming,
scanning etc) – 4 – 4 – 3 – 3 – 3 – 3 -3 -3 – 3

Unit 5 – I thought the content was learner friendly – 1 -
1

End of module Quiz

In the national curriculum there two benchmarks under two standards for reading competency.

True

The aim of learning phonics is to understand the relationships between written letters and spoken sounds .

True

You can ask learners for thier ----- and ideas engage them in a reading lesson.

opinions

Teachers should start reading the text without setting the context of the text.

False

You can help the learners value what they are reading by making connection to their own personal lives and world around them.

True

pause and preview allows learners to check their prior understanding of the text.

True

If learners meet a word they don't know when reading they show.

**Underline the word
and continue read-**

learners should start reading the next.

When the teacher tells them to start the activity

All learners need opportunities to practise all skills even the ones they don't like.

True

An example of controlled practice is.

correcting mistake

constructive feedback should be specific and easy for students to understand.

True

Formative assessment can be done in any reading and critical thinking lesson.

True

Extensive reading focuses on detailed understanding of short texts.

False

Phonemes are larger units in spoken language.

False

To develop fluency teachers should focus on developing learners memory and accuracy.

False

Learners won't lose interest if the reading becomes communicative in the classroom.

True

Differentiation is only about making activities more challenging.

False

An activity where learners complete a task using whatever language they want is called a -----.

**communicative
task**

An effective reading test question should test both reading and writing skills.

False

Feedback helps learners to understand what they are doing well and how they can do better.

True

Scanning means reading a text for its gist.

False

Better understanding of the text can be gained by reading aloud.

False

You can use questions to develop learners' _____ thinking skills.

LOWER ORDER AND HIGHER ORDER

To develop fluency, teachers should focus on developing learners' memory and accuracy

FALSE

_____ helps the learners to connect their existing knowledge to new information.

PREDICTING

_____ helps the learners look for answers quickly, directly and specifically.

SCANNING

You should not give any information about the reading text before learners start reading.

FALSE

You can use questions in the textbook and your own questions to develop learners' critical thinking skills.

TRUE

By ___ learner are able to retell the gist of a text in their own words

SUMARISING

you can help the learners value what they are reading by making connection to their own personal lives and world around them

TRUE

Showing pictures related to a story and asking questions about it is a good way to get learners interested in the story.

TRUE

Guessing the meaning of the new words or understanding a message that is not immediately obvious in the reading text is called.....

inferring

The learner act out a dialogue from the text in the while reading stage.

False

Pause and perview allows learner to check their prior understanding of the text.

True

Critical thinking can be developed by asking various questions during reading and getting learner to give reasons for their answers.

True

when learner approach the text in stages it takes the task more manageable there fore more motivating.

True

----- allows learner to think about what might happen at the end of the text.

predicting

Task focusing on meaning e.g comprehension questions, summarising are usually assigned in the while reading stage.

True

Teacher should start reading the text with out setting the context of the text.

False

variation in ----- engages learner while the teacher reads aloud.

tone and voice

pronunciation can be taught and practiced through reading aloud.

True

The stage of the reading lesson where you introduce the topic find out what learner know about it get them intrested and ready to read is called.....

pre-reading

Learner should start reading the text....

when the teacher tell them to start the activity

learner who finish a reading task quickly should....

start a relevant extension activity

there is less opportunity to be communicative than routine reading at home

false

Encouragement is one of the basic techniques to help learners become more communicative in their reading lesson

false

Inquiry in critical thinking
asking questions to find
information in the text

false

learners won't lose interest
if the reading becomes
communicative in the
classroom

True

To complete a reading
task learner need

**about two and half time
as long as the teacher**

communication is the
sharing of ideas and
experiences between
reader and listener

false

when we give extra support to learner so they can complete an activity, its called.....

Scaffolding

Differentiation is only about making activities more challenging.

False

An example of controlled practice is

writing a speech

An activity where learner look at the title of picture and guess what they are going to read is called.....

prediction

we can help learner complete a reading activity by dividing it into.....chunks

smaller

All learner should respond to a task through the same medium

false

After learner meet new language the teacher can include a stage.

dance

When learner try out new language they have met in a limited activity its called.....

controlled practice

we can help learner to understand the meaning of a text by making thewords bold

key

All learner need opportunities to practice all skills

true

Learner can acquire new..... by reading

friends

An activity where learner complete a task using whatever language they want is called a

communicative task

