

# Module 3 Unit 3

## Self assessment checklist

Tick on 3<sup>rd</sup>, 4<sup>th</sup> 5<sup>th</sup> 6<sup>th</sup> statement

### What do you know

Q1. Disagree Q2.agree Q3.agree Q4. Agree

### Pause for thought

Q1. agree Q2.agree Q3.disagree Q4. Agree  
Q5.agree

### Dropdown activity

Q1. acrostic Q2.galary walk Q3.hot seat Q4.  
Describe teacher chracteristic Q5.Rafts

### Dropdown activity

Q1. Controlled Q2.freer Q3.freer Q4.  
controlled Q5.controllred Q6.controllred  
Q7.freer Q8.freer

## Type in short responses

- Q1.** Build vocabulary for learner using rhyming words will help learner expression and pronunciation
- Q2.** Develop confidence, practices vocabulary learner will be able to generate idea
- Q3.** learner learn vocabulary in content, teaching empathy

## Type in short responses

- Q1.** Instruct the class, assess comprehension, group students, supervise, and circulate for progress monitoring.
- Q2.** Modify textbook role play, encourage extra characters, apply learned language, assign groups different presentation days.
- Q3.** Homework: Vocabulary practice at own pace, write dialogues, prepare for in-class language application.

**Q4. Establish classroom rules, clarify consequences collaboratively, foster responsibility, and maintain discipline through mutual understanding.**

**Q5. Promote active listening among learners, shift focus from one-way teaching, encourage opinion sharing, and engage in discussions.**

## **Reflection drag and drop**

**Q1. Beep sentence Q2. quick fire quiz**

**Q3. dictogloss Q4. Weekly quiz Q5. circle story**

**Q6. vocabulary post box**

## **drag and drop**

**Q1. Inclusive practice Q2. differentiation**

**True false**

**T, T, F, F, T**

## **Self assessment checklist**

**I am confident in all**

**QUIZ UNIT 3**

- Learners make use of RAFTs in order to write an acrostic poem. **False**
- Learners use the context to figure out the meaning of an unfamiliar word when teachers use the 'incidental' vocabulary teaching approach. **True**
- In Dictogloss learners write previously learnt words only after listening to the relevant text extract. **True**
- Which activities are examples of using differentiated, learner-friendly and inclusive techniques? **All of above**
- In 'describe the character' vocabulary game, learners search for different words to describe different characters in the story and their thoughts and actions. **True**
- By keeping diversity, inclusion and differentiation principles in mind, teachers need not consider: **using idioms in classes so that the level of learner understanding increases**

■ Circle Story is about creating a story with the help of words that learners remember from the previous lesson.

**False**

■ In a quick fire quiz, a learner has to guess the right word on the card with the help of clues and related words suggested by his fellow learners. **True**

■ Repetition of new words in various contexts will increase learners' vocabulary. **True**

■ Expressing an opinion is an example of free practice. **True**

■ In a game of Pop, a learner has to guess the word written on the board, sitting on a chair facing the clues.

**False**

■ A good way of teaching new words is to write all the words on the board and ask learners to copy and rote learn them. **False**

- vocabulary can improve even if learner rote learn new words and their meanings. **False**
- Recycling vocabulary refers to the practices of recycling previously learnt words. **True**
- Managing a controlled practice task is not important as it limits the learner to use new words. **True**

**Errors are possible**  
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