

**TERM 1 & 2 2021 PRIMARY SCHOOL READING¹ IMPROVEMENT PROGRAMME 5
SENIOR PHASE: SUBJECT ADVISOR POST-TRAINING ACTIVITY**

Instructions

*The purpose of this activity is to comply with the ETDP SETA and SACE requirements in the upskilling of Subject Advisors in supporting and improving **English First Additional Language (EFAL)** teaching. This is a Post-Training Activity. This exercise must be conducted by the facilitator on the first day at the beginning of the training session and will be marked. A Post-Training Activity will be written at the last training. Both activities will contribute towards your competency outcome.*

A. Province		B. District	
C. Venue/ Platform		D. ID Number	
E. First Name		F. Surname	
G. SACE Number		Duration	45 minutes Total 40
H. Please tick	SUBJECT ADVISOR	Other	I. Facilitator/s
			1.
			2.

SECTION A - CAPS	TOTAL: 16
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TRUE/ FALSE State whether the following statements are True/ False.	2
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Statement	TRUE/ FALSE
1. The process approach is used during reading and viewing lessons.	
2. Skimming and scanning are post-reading activities.	

DIFFERENT KINDS OF LISTENING		4
MATCHING COLUMNS		
Match the following approaches to literature with their descriptions and write the correct letter in the answer column.		
Term	Description	Answer
3. Listening for specific information	A. Distinguish between facts and opinions	
4. Listening comprehension and speaking	B. Respond to the aesthetic qualities of oral text, e.g. rhythm, pace, sound effects, imagery	
5. Listening for critical analysis and evaluation	C. Noting the main and supporting ideas	
6. Listening for appreciation and interaction	D. Re-tell the story	

¹ Designed using the CAPS EFAL Grade 1-3; PSRIP 3 Foundation Phase Training Materials.

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APPROACHES TO LITERATURE		4
MATCHING COLUMNS		
Match the following approaches to literature with their descriptions and write the correct letter in the answer column.		
Term	Description	Answer
7. Chronological approach	E. Learners can look at themes such as justice, success, love, etc. across a number of poems or across different genres and relate them to events in real life situations	
8. Author approach	F. Learners can classify, compare and contrast different types of literary genre, e.g., the difference between the plots in a novel/short story/drama/folklore.	
9. Theme approach	G. Learners can research and combine the literature period with the historical events for the same timeframe.	
10. Genre approach	H. Learners can participate in a broad and deep study of an author especially in poetry and can link his/her poems with a particular historical period.	

QUESTION TYPES		6
MATCHING COLUMNS		
Match the following approaches to literature with their descriptions and write the correct letter in the answer column.		
Question type	Example	Answer
11. Knowledge questions	I. We've learnt different views about John - can you put them all together and describe his character?	
12. Comprehension questions	J. Which of these two poems do you prefer?	
13. Application questions	K. How was this different to?	
14. Analysis questions	L. What happened after ...?	
15. Synthesis questions	M. Can you explain in your own words?	
16. Evaluation	N. Can you think of any other instance where?	

SECTION B – TRAINING CONTENT	TOTAL: 24
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ROUTINES AND CORE METHODOLOGIES	10
MULTIPLE CHOICE	10
Select the letter with the right answer.	
17. In which resource can you find the Programme of Assessment? A. Lesson Plan B. Big Book C. Resource Pack D. Management Document E. Learner book	
18. In which resource can you find all flashcard words and theme illustrations? A. Lesson Plan B. Big Book C. Resource Pack D. Management Document E. Worksheet Pack	

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<p>19. In which resource can you see what to teach on a daily basis?</p> <p>A. Lesson Plan B. Big Book C. Resource Pack D. Management Document E. Worksheet Pack</p>	
<p>20. During which activity are Learner Books used?</p> <p>A. Listening and Speaking B. Shared Reading C. Independent reading and comprehension D. Language Structures and Conventions E. Writing and presenting</p>	
<p>21. Where would you advise a teacher to access the PSRIP materials online?</p> <p>A. Circuit Office B. District Office C. DBE website D. PSRIP website E. NECT website</p>	
<p>22. Which of the following activities is not done in Grade 7?</p> <p>A. Pre-Read B. First Read C. Group Guided Reading D. Second Read E. Post Read</p>	
<p>23. During which core methodology is PATS used?</p> <p>A. Reading and Viewing B. Writing and presenting C. Listening and Speaking D. Language Structures and Conventions E. Independent Reading and Comprehension</p>	
<p>24. The decodable programme falls under which core methodology?</p> <p>A. Reading and Viewing B. Writing and presenting C. Listening and Speaking D. Language Structures and Conventions E. Independent Reading and Comprehension</p>	
<p>25. In the speaking lesson, are learners divided into mixed ability or same ability groups?</p> <p>A. Mixed ability B. Same ability</p>	
<p>26. Which of the following is not a reason for following routines?</p> <p>A. Routines help us to use our time effectively. B. Routines make us feel safe and secure. C. When we do things over and over, we get better at them, and eventually become experts. D. Routines increase stress levels. E. Once we know the routine of a lesson, we can focus on the content and skills.</p>	

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MATCHING COLUMNS		4
Match the following steps of shared reading with the correct description and write the letter of the correct letter in answer column.		
Term	Description	Answer
27. Pre--read	A. Ensures that learners gain a basic understanding of the text.	
28. First read	B. Building learners' understanding of the text before they actually read it.	
29. Second read	C. Learners consolidate their understanding of the text.	
30. Post read	D. Thinking of, and posing their own questions helps to build learners' confidence.	

READING COMPREHENSION STRATEGIES		5
MATCHING COLUMNS		
Match the following terms with the correct description.		
Term	Description	Answer
31. Visualize	A. Compare the story to their own lives, or to another text.	
32. Search the text	B. Helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.	
33. Make connections	C. Make a judgement about an aspect of the text.	
34. Make inferences	D. Ask learner to think about or look at the words on the page, and to recall information.	
35. Make evaluations	E. This is what is meant by 'reading between the lines'.	

THE WRITING PROCESS		5
Arrange the steps of the writing process in the order in which they should be done, 1 being the first and 5 being the last.		
Step	Order	
36. Editing		
37. Planning		
38. Publishing and Presenting		
39. Teach the genre		
40. Drafting		

Thank you for your participation.