TERM 1 & 2 2021 PRIMARY SCHOOL READING[1] IMPROVEMENT PROGRAMME 5
SENIOR PHASE: TEACHER 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 last day at the end 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	**30 minutes**	**Total**	30
H. Please tick	**TEACHER** / **Other**	I. Facilitator/s	**1.**		
			2.		

SECTION A - CAPS	**TOTAL: 12**

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**
1. Listening for specific information	A. Distinguish between facts and opinions	
2. Listening comprehension and speaking	B. Respond to the aesthetic qualities of oral text, e.g. rhythm, pace, sound effects, imagery	
3. Listening for critical analysis and evaluation	C. Noting the main and supporting ideas	
4. Listening for appreciation and interaction	D. Re-tell the story	

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

APPROACHES TO LITERATURE		2
MATCHING COLUMNS **Match the following approaches to literature with their descriptions and write the correct letter in the answer column.**		
Term	**Description**	**Answer**
5. 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	
6. 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.	
	G. Learners can research and combine the literature period with the historical events for the same timeframe.	
	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**
7. Knowledge questions	I. We've learnt different views about John - can you put them all together and describe his character?	
8. Comprehension questions	J. Which of these two poems do you prefer?	
9. Application questions	K. How was this different to ….?	
10. Analysis questions	L. What happened after …?	
11. Synthesis questions	M. Can you explain in your own words ….?	
12. Evaluation	N. Can you think of any other instance where ….?	

SECTION B – TRAINING CONTENT	TOTAL: 16

ROUTINES AND CORE METHODOLOGIES		10
MULTIPLE CHOICE **Select the letter with the right answer.**		10
13. 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		
14. 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		
15. In which resource can you see what to teach on a daily basis? A. Lesson Plan B. Big Book C. Resource Pack		

D. Management Document E. Worksheet Pack	
16. During which activity are Learner Books used? A. Listening and Speaking B. Shared Reading C. Independent reading and comprehension D. Language Structures and Conventions E. Writing and presenting	
17. Where would you advise a teacher to access the PSRIP materials online? A. Circuit Office B. District Office C. DBE website D. PSRIP website E. NECT website	
18. Which of the following activities is not done in Grade 7? A. Pre-Read B. First Read C. Group Guided Reading D. Second Read E. Post Read	
19. During which core methodology is PATS used? A. Reading and Viewing B. Writing and presenting C. Listening and Speaking D. Language Structures and Conventions E. Independent Reading and Comprehension	
20. The decodable programme falls under which core methodology? A. Reading and Viewing B. Writing and presenting C. Listening and Speaking D. Language Structures and Conventions E. Independent Reading and Comprehension	
21. In the speaking lesson, are learners divided into mixed ability or same ability groups? A. Mixed ability B. Same ability	
22. Which of the following is not a reason for following routines? 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.	

READING COMPREHENSION STRATEGIES		6
MATCHING COLUMNS **Match the following terms with the correct description.**		6
Term	**Description**	**Answer**
23. Visualize	A. Compare the story to their own lives, or to another text.	
24. 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.	
25. Make connections	C. Learners think creatively and critically about an aspect of the text.	
26. Make inferences	D. Ask learner to think about or look at the words on the page, and to recall information.	
27. Make evaluations	E. This is what is meant by 'reading between the lines'.	
28. Think about the text (I wonder?	F. Make a judgement about an aspect of the text.	

Thank you for your participation.