

Reading and Writing: How Did I Learn?

Think about the reading and writing tasks you completed in the previous lesson.

This is not a test! The aim is to understand how you worked, which strategies helped you, and what you could do better next time.

Part 1. Missing Sentences

1. How did you choose the missing sentences?

Choose the answer that best describes what you did.

- A. I guessed randomly.
- B. I chose the sentence because it sounded right.
- C. I looked for words and clues in the text.
- D. I read the sentences before and after the gap.
- E. I checked if the ideas connected logically.
- F. I checked grammar clues (pronouns, linking words, verb tenses).

2. Let's look at an example!

Look at the text fragment and the correct missing sentence.

Highlight or underline the words that helped you understand why the sentence fits.

a There is also the general question of whether we, as a society, demand a competitive element in our sporting activities.

2 [____] In a recent survey, many parents said that they would not be interested in watching their offspring doing non-competitive sports. This supports the idea that people find competition exciting. If the stress and pressure of winning and losing is not there, sports become less interesting for both spectators and competitors. In fact, the chance to be a winner is a reason why many students want to take part in physical activity.

In many ways, arguments against competition are simply the opposite of the views above. For example, some argue that if we teach young people that winning is the most important thing, it can make them too competitive. This is not always a good thing in society. In the workplace, for example, people have to interact and co-operate. There is also the problem that while winning is great for sporty kids, losing is painful for kids who are not talented physically.

b Clearly, a real disadvantage of competitive sports in school is the effect it has on losers.

3 [____] It can make them feel negative about themselves. Nobody wants to feel like a failure, and this can drive young people away from playing sports. Some children are introverted and don't really enjoy competing. If we put too much emphasis on winning and losing, we are in danger of forcing young people to do things they don't want to do.

c Some educators, while accepting the arguments on both sides, think there is a middle way.

4 [____] They argue that we should manage sports at school so that they are competitive but not too difficult or stressful for kids who are not good at sports. If we match young people with others who are approximately at the same level as they are in a sport, they will enjoy the activity more and co-operate to improve their sporting skills. If we ask students to set personal goals when playing sports, we can help them feel they are getting better even when they lose. The aim should be to make sports inclusive, so that everybody does them, and they should not exclude anybody.

d A second argument is that taking the competition out of sports is unfair on sporty kids.

1 [____] Students who are good at academic subjects are encouraged to do their best and be the best in their class. Why should sporty kids be denied the happiness of winning at an activity they are good at? Some young people who are good at sports are not so good at other school disciplines. Being the best at a sport may be the only chance they get to feel good about themselves.

Part 2. True or False?

5. When you decided if a statement was TRUE or FALSE, what did you do?

Choose ALL the strategies you used.

- A. I looked for the same words in the text.
- B. I looked for words with similar meanings (synonyms).
- C. I compared the meaning of the statement with the text.
- D. I checked important details, such as names, numbers, places and dates.
- E. I noticed negative words (*not, never, nobody*).
- F. I used my general knowledge instead of checking the text.
- G. I guessed.

6. When you corrected the FALSE statements, what did you do?

- A. I found the correct information in the text and used the original sentences or words.
- B. I rewrote the false statements in my own words because the task said "Correct the false statements".
- C. I changed only the incorrect information.
- D. I wrote what I thought was correct without checking the text.

Part 3. My Writing and AI Feedback

7. Read the paragraph you wrote in the previous lesson. Then read the changes suggested by AI.

Before rewriting, think about these questions:

- Does my paragraph answer the task?
- Are my ideas clear?
- Did I make any grammar or vocabulary mistakes?
- Which AI suggestions actually improve my paragraph?
- Are there any AI suggestions I don't need to use?

8. Now read the original writing task instructions again.

Remember:

In the previous lesson, you had limited time and space to write. Your teacher took this into account when marking your work.

You were **not expected to write a full 100–120-word essay** or demonstrate all the skills needed to organise a longer piece of writing.

This time, focus on making your paragraph clearer, more accurate and better connected to the task.

11. Rewrite your paragraph.

Use the AI feedback, but make your own decisions. You do not have to accept every AI suggestion.

My improved paragraph:

Remember: Good readers don't just find answers. They look for evidence to explain their choices!