

1). Read the definitions and decide if it corresponds to *bottom-up* or *top-down*. 2(p)

language based
meaning based
Reader contributes the prior knowledge to the understanding of the text
Reader uses linguistic knowledge to decode the written word
Activities focused on specific aspects of language
Activities that allow learners to actively contribute to the text

2). Place the steps and activities in the corresponding stage (*pre-reading, while-reading, post-reading*) (2p)

PRE-READING	WHILE-READING	POST-READING
Using listenings or videos to build background knowledge		

Finding specific information

Asking students to role-play the text.

Providing the title and asking students to predict what is going to be about.

Manipulate the text in order to understand it.

Skimming

Asking learners to draw their favorite part of the story, or character.

Answering questions

Help students integrate the new learning with already known learning.

Activate learners' prior knowledge/schemata

Make predictions

Provide oral and written summary.

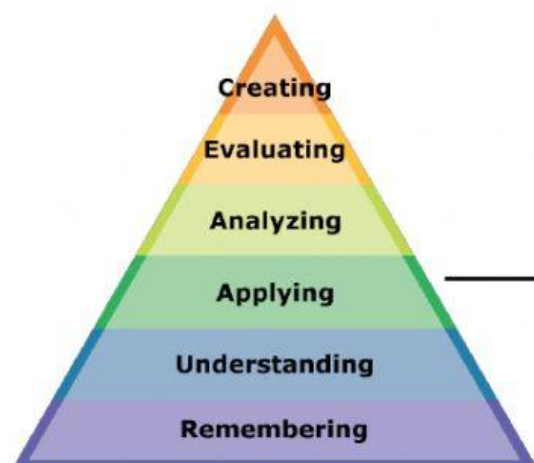
Saying three statements about the text: two false, one true.

Scanning

Asking students to brainstorm around a key theme.

Expand comprehension.

3). Match the activities to the six levels of Bloom's taxonomy (LOTs and HOTs) (2p)



Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events.
Conduct an investigation to produce information to support a view.
Make a list of the main events. Make a timeline of events.
Take a collection of photographs to demonstrate a particular point.
Write a report.
Design a record, book, or magazine cover.

4). Choose true or false (1p)

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| a) When assessing we should be specific about the micro or macro skills and reading strategies we want to assess. | True | False |
| b) A multiple choice question based on synonyms and distracters isn't suitable to assess students' comprehension of vocabulary in context. | True | False |
| c) A classic cloze is appropriate to evaluate learners' overall comprehension of the text. | True | False |
| d) Brown suggest five types of reading with their related assessment tools | True | False |
| e) Graded readers are an ideal resource for extensive reading | True | False |

5) Look at the following Storybook cover. Choose one of the reading stages and plan only ONE activity for this storybook. (3p)



Pearson English Readers

Alice in Wonderland

Lewis Carroll