Jane Irish Ayop
BAELS3B (INC grade compliance)

Look at the list of micro- and macroskills of reading, each group must choose ONE (1) either from a micro and macro skill of reading and design a task that assess such skill/objective chosen. **Make sure that the task is not found on the samples given on the lecture videos.**

1. Micro skills: Retain chunks of language of different lengths in short-term memory

Name of the task: Chunk and Transfer

Objectives:

- Make sure that the students can't just copy chunks without understanding them by requiring a different organization to the text

Procedure:

This will be a two-set task.

part1:

- The task will need two sets of test papers. One has complete, no missing information and a diagram that has missing parts they need to fill using the information. The other one has missing information (it would be in a cloze paragraph form) and has a complete diagram. Students will need to use the diagram to fill in the gaps of information.
- The teacher will divide the class into set A and set B and have set A students grouped together, similarly with set B students.
- Students will still answer the questions individually; they will just need to be grouped together according to their set to avoid cheating.
- The teacher will give students 20 minutes to answer the first part of the task.

part2:

- After answering the first part, students will be given a fresh set of test papers.
- Set A students will be given set B test papers; set B students will be given set A test papers. Nothing changed, students from both sets just got both sets to answer for this task.
- The teacher will give students another 20 mins to answer the second part.

Scoring:

- Since students will be filling answers to the gaps without having any word bank in the test paper, students will have points if they answered correctly or with appropriate words.
- Appropriate = words related to the correct answer or words appropriate to be used in the blanks.
- Set A has ten blanks to fill in with 1 point each blank.
- Set B has ten blanks to fill in with 1 point each blank.
- 1 point each correct or appropriate word/answer.
- No points for incorrect answers, a total of 20 points.

2. Macro skills: Distinguish between literal and implied meanings

Name of the task: Is it what it is?

Objectives:

- Make sure students are able to distinguish literal vs. implied meanings in the text.

Procedure:

- Students will be asked to read a short story and answer the questions provided by the teacher.
- The teacher will give students 40 minutes to read the story and answer the questions.
- The teacher will then discuss the story after everyone's done.

For example, questions may go:

1. *What did Berry mean when she said "I will go to the tower"?*
2. *What is the meaning of the yellow wallpaper?*
3. *Who are the 'birds'?*

Scoring:

- The teacher will prepare answers from both literal questions and questions that implied meanings.
- Students will be credited if they answered appropriately.
- The task will have 4 questions with 5 points each.
- 5pts for correct or appropriate answers.
- 2pts for questions that shouldn't be answered literally but students answered literally.
- 3pts for questions that should be answered literally but students did not answer literally.
- 0pts for answers that are entirely correct/no connection to the questions and story.