

Spring Semester Examination 2019
Paro College of Education
Royal University of Bhutan
Paro

Module: ENG304 (Reading and Writing in Upper Primary) **Programme:** B. Ed (P) **Level:** III

Writing Time: Three hours

Full Marks: 100

Instruction: Do not write during the first 15 minutes. Use this time for reading the questions. You will get full three hours for answering the questions. Write the answers to all the questions in the answer sheets provided by the college. Read the directions to each section and to each question carefully before answering the questions. Once the writing time begins, you are not allowed to ask questions, speak with others, or move around. Do not leave the examination hall before you are certain that all the questions, as directed in the paper, have been answered.

SECTION A
ONE question -20 marks

Direction: This section consists of objective type questions. You do not have to copy the question onto your answer booklet. Write the question number and beside it, your answer.

Question 1

(10 x 2=20)

- a. When the reader extends information from the text with the reader's own experience to create meaning beyond what is explicitly stated in the text, he or she is using
- A. inference skill.
 - B. predicting skill.
 - C. monitoring Skill.
 - D. connecting skill.
- b. In a text with cohesion, the 'glue' that holds ideas together is
- A. a clear outline.
 - B. the specific title.
 - C. the coherent form.
 - D. the central concept.

- c. The technique for selecting and organizing information using visual displays show relationships between or among ideas is
- A. Listing.
 - B. Jotting.
 - C. Brainstorming.
 - D. Graphic Organizers.
- d. All of the following are reading strategies EXCEPT
- A. Previewing.
 - B. Scanning.
 - C. Connecting.
 - D. Story mapping.
- e. Using the structure of language to figure out an unfamiliar word is
- A. Semantic Cueing.
 - B. Syntactic Cueing.
 - C. Linguistic Cueing.
 - D. Grapho-phonetic cueing.
- f. Teaching the concepts of multiple meanings of words or synonyms or etymologies develop children's
- A. fluency skills.
 - B. writing skills.
 - C. word-study skills.
 - D. meaning making skills.
- g. The logical sequence and connection between ideas in writing is
- A. Ideas.
 - B. Voice.
 - C. Organization.
 - D. Sentence fluency.
- h. The instructional strategy 'Question and Answer Relationship' develops children's
- A. predicting skill.
 - B. vocabulary skill.
 - C. questioning skill.
 - D. connecting skill.

- i. The Harry Potter Series books written by J.K. Rowling is
- A. Fantasy.
 - B. Autobiography.
 - C. Historical Fiction.
 - D. Contemporary Realistic Fiction.
- j. Two things that a writer must be careful in transactional writings are
- A. paragraphing and vocabulary.
 - B. creative ideas and great thoughts.
 - C. good handwriting and correct spelling.
 - D. accuracy of information and using effective language.

SECTION B

ONE Question - 20 marks

Direction: Answer all the questions.

Question 2

(4X5=20)

- a. What is critical thinking in reading?
- b. Explain briefly two benefits of children's literature.
- c. What is 'word choice' in writing?
- d. Explain 'chunking' in reading. Provide examples.

SECTION C

FOUR Questions - 60 marks

Direction: There are FOUR questions in this section. Answer them all. Each question may be followed by sub-questions which must be answered in order and completely.

Question 3

(5 +10)

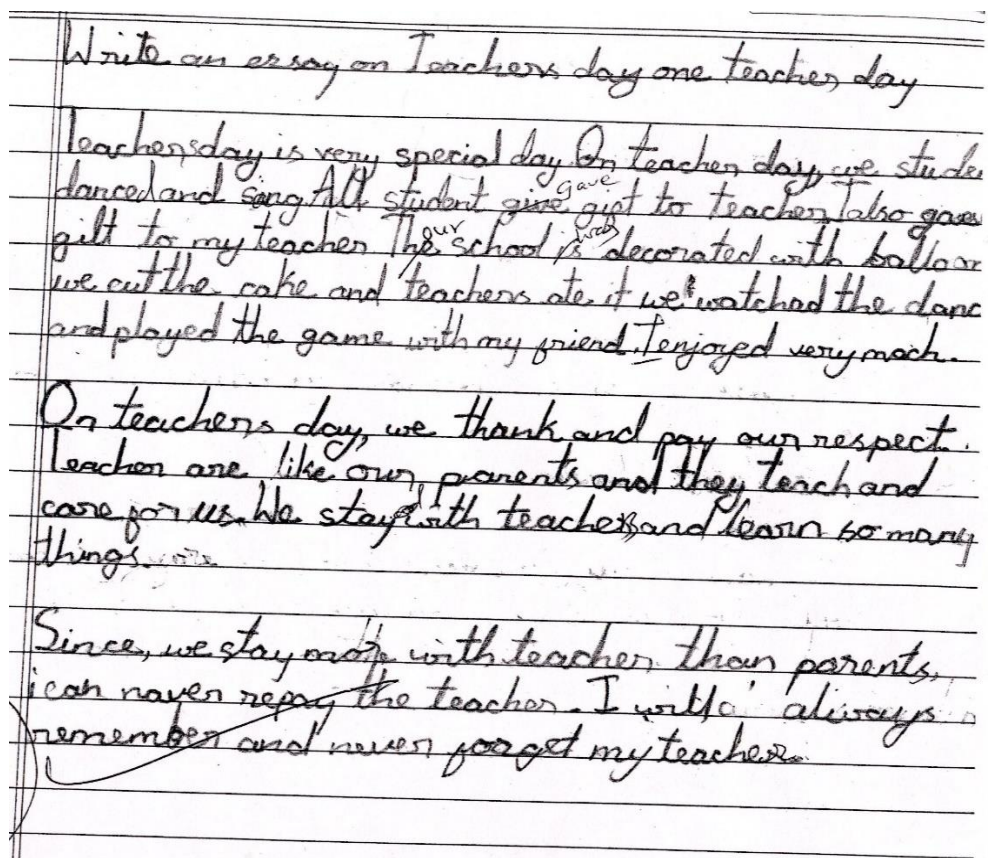
There is rarely a single interpretation of text and the readers' initial felt response to literature is both important and valued (English Curriculum Guide; 2017)

- What is 'felt response' in reading?
- How can teachers encourage 'felt responses' in a reading class? Describe three ways.

Question 4

(7.5+7.5)

Analyze the sample of writing given below and respond to the questions:



- Describe two strengths and two weaknesses in the piece of writing with reference to elements of good writing.
- Write some feedback on this writing that will help improve 'ideas' and 'voice' of the piece.

Question 5

(15)

Describe three activities each for students of class five to develop their cueing systems in reading:

- a. Semantic
- b. Syntactic
- c. Graphophonic

Question 6

(15)

There are three word-learning strategies. They are i) using context clues ii) analyzing word parts and iii) checking the dictionary.

Explain each in your own words with examples.