

The Royal University of Bhutan
Paro College of Education
Autumn Semester Examination – 2013

B.Ed(P) IV - English Across the Curriculum (ENG405)

Full mark: 100

Time: 3 hours

Instruction:

*Do not write for the first ten minutes. This time is to be spent in reading the questions. This question paper consists of two sections, **Section-A and Section-B**. **ALL** questions are compulsory. You must follow the instructions for each section.*

Section A (50 marks)

Instruction: There are **SIX** questions in this section. Answer **ALL** of them.

Question 1: Fill in each blank with the most appropriate word(s). (1x15)

- a. A _____ is a part of a text that stands out from the rest of the text.
- b. The ability to read quickly and efficiently is known as _____.
- c. Genre is a _____ that affects the comprehension of a content area subject.
- d. _____ are thoughtful behaviours that students use to monitor their reading.
- e. _____ refer to the specific techniques teachers use to support students' learning.
- f. _____ is the act of understanding what one is reading.
- g. In the _____ stage of the reading process, readers set a purpose for reading.
- h. "**Language contributes to cognitive growth**" is a _____ of LAC.
- i. Reading Across the Curriculum is the use of _____ in all the classrooms.
- j. The organizational pattern of a text is the _____.
- k. In _____, readers evaluate the text as well as their reading experience.
- l. A person's _____ is all the words s/he can recognize when listening to speech.
- m. "**Un**" is an example of a _____.
- n. A _____ is a text feature that explains what is shown in a picture or an illustration.
- o. _____ is the means of acquiring content knowledge through the use of literacy skills.

Question 2: Read the paragraphs carefully and identify the text structure. (2x5)

- a. Ice-cream is a delicious frozen treat that comes in many different colours and flavours.
Two of my favourite flavours are strawberry and chocolate. Though both of these flavours are delicious, strawberry may contain pieces of fruit while chocolate usually will not. Even though more chocolate ice-cream is sold across the country annually than strawberry, they both taste great with milk._____
- b. The ice-cream shop around the corner from my house has the best ice-cream in the city. When you first walk inside, there is a long chrome counter with matching stools extending to alongside the far wall. Right where the counter stops, the booth seating begins. There are lots of old-timey knickknacks on the walls and chrome napkin holders on all the tables. My favourite part of the shop is behind the counter glass, where they keep all of the ice-cream flavours. A rainbow of delicious sugary flavours is kept cool and delicious behind the counter glass._____
- c. Freezer burn may have wasted more ice-cream than sidewalks. If you don't know, freezer burn is when ice crystals form on the surface of ice-cream. These ice crystals can ruin the texture and flavour of the ice cream. But you can prevent freezer burn. Since freezer burn is caused when melted ice-cream is refrozen, rather than eating your ice-cream from the container as it melts, scoop your ice-cream into a bowl and put the container back in the fridge immediately. Doing this ought to help you solve your issues with freezer burn._____
- d. Have you ever had an ice-cream headache? That's when a painful sensation resonates in your head after eating something cold (usually ice-cream) on a hot day. This pain is produced by the dilation of a nerve center in the roof of your mouth. The nerve center is over reacting to the cold by trying to heat your brain. Ice-cream headaches have turned many smiles to frowns._____
- e. Making ice-cream is not easy. Cream and sugar have to first be mixed in a frozen container. Ingredients may be added at this point, if desired. The mixture must be stirred and whipped until the cream and sugar mixture is frozen. Depending on the equipment, this may take as long as an hour. After the ice-cream is prepared, it must be kept frozen until it is ready to be enjoyed. Making ice-cream is difficult, but most people would agree that it is worth the trouble._____

Question 3: Read the statements and write True or False.

(1x10)

- a. “**Reciprocal Teaching**” is a cross curricular reading tool.
- b. The structure of a text can change several times within the same paragraph.
- c. The word ‘**After**’ is a signal word for compare and contrast text structure.
- d. In “**Reading Workshop**”, teachers choose books for students to read.

- e. “Using Prior Knowledge” is an instructional strategy.
- f. LAC helps students develop into lifelong learners.
- g. “Autobiography” is a type of non-fiction genre.
- h. Vocabulary knowledge and reading achievement are not closely related.
- i. Graphic organizers are visual representations of knowledge, concepts or ideas.
- j. In “*Drawing Inference*,” readers make thoughtful guesses about what will happen in the text.

Question4: Choose the most appropriate response.

(1x5)

- a. An “Anticipation Guide” is a tool for:
 - i. reading. ii. writing. iii. listening. iv. speaking.
- b. Which is **NOT** a component of a Balanced Literacy Programme?
 - i. Spelling ii. Oral Language iii. Assessment iv. Phonics
- c. A “Reader Factor” affecting the comprehension of a content area subject is___
 - i. motivation. ii. text feature. iii. text structure. iv. genre.
- d. A principle of writing across the curriculum is:
 - i. Literacy is a social experience.
 - ii. Language is central to the whole curriculum process.
 - iii. Language is medium for reflective learning.
 - iv. Writing promotes learning.
- e. ‘Activating Prior Knowledge’ could mean_____
 - i. use of a concrete experience or object, pretesting, discussion and anticipation guide
 - ii. use of simple example
 - iii. use of real or life-like examples
 - iv. use of visual or tangible teaching – learning materials

Question 5: Match the following

(1x5)

a. “ing”	i. students link the ideas they are reading about to events in their own lives.
b. Text-to-self connection	ii. Vocabulary strategy
c. Motivation	iii. Cause and effect
d. Teaching contextual clue	iv. The innate curiosity that makes us want to figure things out.
e. An action and its results are discussed	v. suffix

Question 6: There is an **ERROR** in each of the sentences given below. Correct the error and rewrite the sentences. (1x5)

- a. Reading Across the Curriculum is reinforcing writing skills in classes outside of English.
- b. Encouraging students to work collaboratively is a teacher's factor in motivation.
- c. Teaching of phonics helps students improve writing skills.
- d. A text feature is a pictorial way of representing ideas and concepts.
- e. In "Activating Background Knowledge," readers ask themselves literal and inferential questions.

Section B (50 marks)

Instruction: There are **SIX** questions in this section. Answer **ALL** of them.

Question 7

"Reading, writing, listening and speaking are indispensable tools for the learning process as the students move across curriculum."

- a. Why is Language Across the Curriculum important? Discuss **THREE** importance. (1x3)
- b. How can you convince **ALL** teachers in the school to implement Language Across the Curriculum? State **TWO** ways. (2x2)

Question 8

"Increasing fluency improves comprehension. A fluent reader is able to reflect on meanings while reading." Discuss **TWO** ways of helping children improve fluency. (2x2)

Question 9

"If students cannot read, then they are hindered in developing content area knowledge."

- a. Do you agree with this statement? Justify by providing **TWO** reasons. (2x2)
- b. How can you help children become better readers of content area subjects? Discuss any **THREE** ways. (3x2)

Question 10

"Comprehension is the heart and soul of reading in the content area subjects. One of the ways of helping our children enhance their comprehension is by teaching them the comprehension strategies."

- a. Elaborate any **TWO** comprehension strategies and justify how each one helps in comprehension? (2x2)
- b. State **TWO** reader factors and discuss how each one affects the comprehension of a content area subject. (2x2)

Question 11

“Writing Across the Curriculum is the use of writing strategies in all the subjects.”

- a. Why is Writing Across the Curriculum important? State **FOUR** reasons. (1x4)
- b. What can you do to help all writers? Elucidate **FOUR** ways. (1x4)

Question 12

Direction: Read the text from Class Six Social Studies and answer the questions that follow.

Understanding our Culture

What is Culture? Our way of life is our culture. Many people in the community or the country share the same culture. For example, we eat the same food, dress the same way and speak the same language. We worship in the same temple in many parts of Bhutan. These ways of living have been there for a long time.

Customs and Culture: There are several things we do almost every day. For example, we speak with respect to our parents and other people who are older than us. We offer our food to the deities and the lamas before we eat. We play archery, doegor, khuru, football and basketball on holidays and when we have free time. We offer water and incense in the altar every morning. We pray and take refuge in the Lama and Gurus in the morning and before we go to bed. These are *customs*.

Values and Culture: As you have read in the previous chapter, laws tell us what is right and what is wrong. This helps people to live together and be happy. We believe that some actions like stealing and telling lies are wrong. In our culture, we do not respect people who steal and who tell lies and harm other people. We also believe that respecting other people and telling the truth are right. They are the values we have accepted as part of our living. Those actions and behaviour that everyone follows and respects in a society are common values. They are important because every person understands what to do and what to avoid. This brings happiness in a society. We all want to live happily and do not want to say bad things to others nor think bad of others.

- a. Discuss an activity each for pre-reading, during reading and post reading that you would engage the children in. (2x3)
- b. How would you teach the unfamiliar vocabulary in the text? State one strategy. (1x3)
- c. Design and discuss TWO ways of teaching content area on the basis of reading this article. (1x4)