

Royal University of Bhutan  
Paro College of Education  
Autumn Semester Examination – 2014

**B.Ed. (P) IV**

**English Across the Curriculum (ENG405)**

**Full marks: 100**

**Time: 3 hours**

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**Instruction:**

*Do not write for the first ten minutes. This time is to be spent in reading the questions. This question paper consists of three sections, **Section-A, Section-B and Section- C. ALL** questions in Section –A are compulsory. Choose **ANY FOUR** from **Section- B**. Answer **ANY FIVE** from **Section-C**. You must follow the instructions for each section.*

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**Section A (30 Marks)**

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

**Question 1**

**Multiple choice questions- Choose the most appropriate response. (2X10=20 )**

- a) All of the following are TRUE about Comprehension, EXCEPT Comprehension is
- A. the act of understanding what one is reading.
  - B. the creative, multifaceted thinking process in which students are not engaged with the text.
  - C. the ability to grasp something mentally.
  - D. a reader's process of using prior knowledge.
- b) "*Language contributes to cognitive growth*" is
- A. the prime objective of Language Across the Curriculum.
  - B. the theory underpinning language learning.
  - C. the basic tenet of Language Across the Curriculum.
  - D. the language learning strategy.
- c) *Questions-Answers-Relationships (QAR)* helps in
- A. understanding how to develop responses to questions and provide textual support.
  - B. grasping the total implied meaning of a text.
  - C. Modeling mental processes so that you become an expert reader.
  - D. Reading the text fluently and writing clearly.

- d) Activating Prior Knowledge could mean use of
- A. a concrete experience or object, pretesting, discussion and anticipation guide.
  - B. simple examples.
  - C. real or life-like examples.
  - D. visual or tangible teaching – learning materials
- e) Which of the following is not TRUE about Writing Across the Curriculum?
- A. Writing increases student engagement with course materials and content, and increases retention of information and depth of understanding.
  - B. Written output is a great way to assess student knowledge.
  - C. Writing is the essential skill students need as they enter adult life.
  - D. Writing must be emphasized only in the language class.
- f) The signal question, “In what ways are they alike?” is an example of
- A. Chronology
  - B. Compare and contrast
  - C. Cause and effect
  - D. Description
- g) The organizational pattern of a text is called the
- A. Text Features.
  - B. Genre.
  - C. Graphic Organizer.
  - D. Text Structure.
- h) Response Journals and Learning Logs could be used to
- A. promote writing in the content area subjects.
  - B. improve reading in our children.
  - C. motivate children to express themselves and promote productive skills.
  - D. encourage bright children to write more.
- i) An “Anticipation Guide” is a tool for
- A. writing.
  - B. listening.
  - C. speaking.
  - D. reading.

j) Spider Map and Fishbone Map are examples of

- A. Text Structure
- B. Text Features
- C. Graphic Organizers
- D. Comprehension Template

## Question 2

**Instruction: Read the following passages carefully and identify the text structure.**

**(2x5=10)**

### Passage 1

All matter, all things can be changed in two ways: chemically and physically. Both chemical and physical changes affect the state of matter. Physical changes are those that do not change the make-up or identity of the matter. For example, clay will bend or flatten if squeezed, but it will still be clay. Changing the shape of clay is a physical change, and does not change the matter's identity. Chemical changes turn the matter into a new kind of matter with different properties. For example, when paper is burnt, it becomes ash and will never be paper again. The difference between them is that physical changes are temporary or only last for a little while, and chemical changes are permanent, which means they last forever. Physical and chemical changes both affect the state of matter.

### Passage 2

When I got home from school after a long boring day, I took out the peanut butter, jelly, and bread. After taking the lid off of the jars, I spread the peanut butter on one side of the bread and the jelly on the other, and then I put the two pieces of bread together. After that, I enjoyed it while watching "Cops" on the TV. I swear, that was the best peanut butter and jelly sandwich I ever ate.

### Passage 3

Robert James Fischer was born in Chicago but unlocked the secrets of chess in a Brooklyn apartment right above a candy store. At the age of six he taught himself to play by following the instruction booklet that came with his chess board. After spending much of his childhood in chess clubs, Fischer said that, "One day, I just got good." That may be a bit of an understatement. At the age of 13 he won the U.S. Junior Chess Championship, becoming the youngest Junior Champion ever. At the age of 14 he won the U.S. Championship and became the youngest U.S. Champion in history. Fischer would go on to become the World Champion of chess, but he would also grow to become his own worst enemy. Instead of

defending the title, he forfeited it to the next challenger without even making a move, and the rise of a chess superstar ended with a fizzle.

#### **Passage 4**

Dr. Miller doesn't want the tigers to vanish. These majestic beasts are disappearing at an alarming rate. Dr. Miller thinks that we should write to our congress people. If we let them know that we demand the preservation of this species, maybe we can make a difference. Dr. Miller also thinks that we should donate to Save the Tigers. Our donations will help to support and empower those who are fighting the hardest to preserve the tigers. We owe it to our grandchildren to do something.

#### **Passage 5**

Many people are confused about why our economy went to shambles in 2008. The crisis was actually the result of a combination of many complex factors. First, easy credit conditions allowed people who were high-risk or unworthy of credit to borrow, and even people who had no income were eligible for large loans. Second, banks would bundle these toxic loans and sell them as packages on the financial market. Third, large insurance firms backed these packages, misrepresenting these high-risk loans as safe investments. Fourth, because of the ease of acquiring credit and the rapid growth in the housing market, people were buying two or three houses, intending to sell them for more than they paid. All of these factors created bubbles of speculation. These bubbles burst, sending the whole market into a downward spiral, causing employers to lose capital and lay off employees. Consumer spending then plummeted and most businesses suffered. The economy is like a big boat, and once it gets moving quickly in the wrong direction, it's hard to turn it around.

### **Section B (5X4=20)**

#### **Question 3**

**Write short notes on ANY FOUR points or statements.**

- a. Balanced literacy program
- b. Comprehension strategy
- c. Text Structure
- d. Text Features
- e. Predicting
- f. Reciprocal Teaching

### Section C (10X5=50)

**Instruction:** There are **SIX** questions in this section. Answer **ANY FIVE**.

#### Question 4

“Comprehension is the goal of reading; it is the reason why people read.”

- a. Elaborate any **THREE** comprehension strategies and justify how each one helps in comprehension? (2x3)
- b. State **TWO** reader factors and discuss how each one affects the comprehension of a content area subject. (2x2)

#### Question 5

“Students read and comprehend better when they use reading strategies.”

Discuss how various cross curricular reading strategies can be used in the Bhutanese classroom with empirical examples. (10 Marks)

#### Question 6

“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 7

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

How would you prepare your lesson and execute the following writing activities in the content area subjects: **(choose one option and respond)**

- a. Response Journal or Learning Logs (5 Marks)
- b. RAFT or Express writing (5 Marks)

### Question 8

Read the text from Class Five Science and answer the questions that follow.

#### Fertilizers

Fertilizers are of two types. They are natural and chemical fertilizers.

**Natural fertilizers** like compost and manure help the soil in many ways:

- Natural fertilizers improve the soil structure. The soil is easier to dig, it holds the right amount of moisture and has air for plants.
- Natural fertilizers add plant foods called **nutrients** to the soil.
- Natural fertilizers add extra humus to the soil.

The most important nutrients that plants need are nitrogen, phosphorous and potassium.

**Nitrogen** helps leaves to grow. It makes them very green. If there is not enough nitrogen the leaves of the plants turn yellow. It makes the branches strong.

**Phosphorous** helps the roots and the green parts of the plant to grow. It protects plants from disease. If there is not enough phosphorous the plants will be very small and weak. They may have red or purple stems and leaves.

**Potassium** protects the plants from diseases, insects and cold. If there is not enough potassium the plants grow slowly. The edges of the leaves may be brown. The roots and fruits are small, the stems are weak.

- a. Discuss how you would teach the above text using Collaborative learning as an instructional method. (4)
- b. Discuss an activity each for pre- reading, during reading and post reading. (3)
- c. How would you teach the unfamiliar vocabulary in the text to the students? (3)

**Question 9**

You were suggested to run a Professional Development program in your school. Your Principal was particularly impressed by the intent and objective of English across the Curriculum. Hence he wanted you to lead the session. How would you convince your audience of the importance and benefits of language across the curriculum? (10)