

Royal University of Bhutan  
Paro College of Education  
Autumn Semester Examination – 2012

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

**Full mark: 100**

**Pass mark: 50**

**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 two parts-Part-A and Part-B. ALL questions are compulsory. You must follow the instructions for each section.

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**Section A (50 marks)**

**Instruction:** This section consists of objective type questions. You do not have to copy the sentences onto your answer booklet. Write the question number and beside it the answer/s.

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

- a. \_\_\_\_\_ is the ability to read, write, create, interpret and present a range of media in the content area subjects.
- b. \_\_\_\_\_ refer to the specific strategies that students learn to use independently to understand a new concept or master a skill.
- c. \_\_\_\_\_ is the ability to grasp something mentally and the capacity to understand ideas and facts.
- d. Vocabulary is a \_\_\_\_\_ factor that affects the comprehension of a content area literacy.
- e. \_\_\_\_\_ is the ability to read quickly and efficiently.
- f. \_\_\_\_\_ is the act of creating mental images when a person is reading.
- g. \_\_\_\_\_ refers to the ways authors organize information in a text.
- h. \_\_\_\_\_ is a part of a book that stands out from the rest of the text.
- i. \_\_\_\_\_ are visual representations of knowledge, concepts or ideas.
- j. \_\_\_\_\_ is the knowledge of words and their meanings.
- k. \_\_\_\_\_ motivation is the inner desire to learn and is more powerful than grades and other motivators.
- l. In \_\_\_\_\_, readers ask themselves literal and inferential questions.
- m. An \_\_\_\_\_ is a non-fiction book published yearly, containing information about a certain field in tabular form and groups according to the calendar of the given year.
- n. \_\_\_\_\_ is a text feature that provides a list of key terms in an alphabetical order.
- o. A \_\_\_\_\_ is a graphic organizer that is used for compare and contrast text structure.

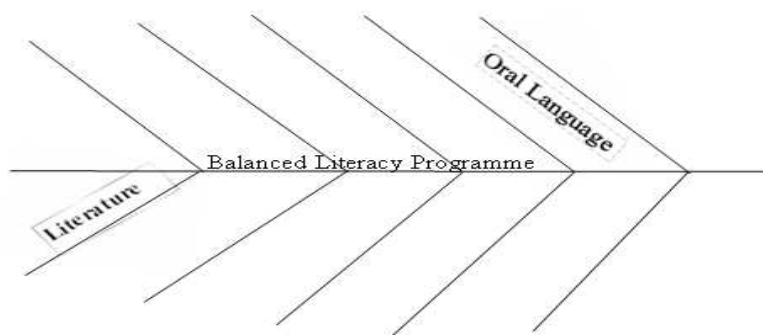
**Question 2:** Read the paragraphs carefully and identify the text structure. (1x5)

- a. Goose bumps make me shiver. I get little bumps on my skin. They look like sesame seeds.
- b. Goose bumps make me shiver. First I get cold. Then I shake all over.
- c. Some people get goose bumps from fear. Others get goose bumps when they are touched emotionally.
- d. Goose bumps make me shiver. When the temperature drops below 45 degrees, my skin crinkles into goose bumps.
- e. Goose bumps make me shiver. But they disappear as soon as I cover up with a jacket or sweater.

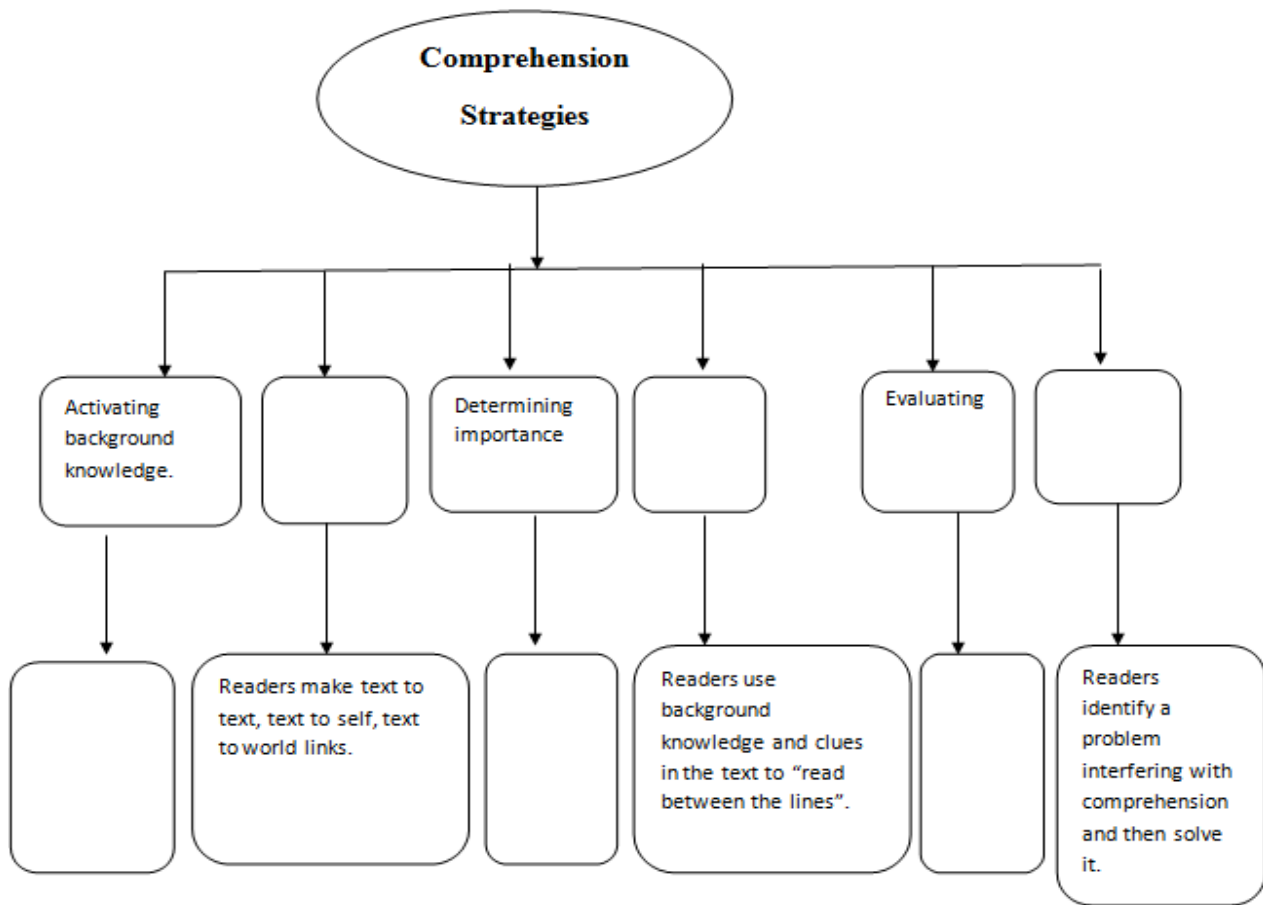
**Question 3:** Read the statements and write true or false. (1x15)

- a. Reading across the Curriculum is the use of reading strategies only in the language classroom.
- b. KWL is a cross curricular reading tool.
- c. Assessment is the process of gathering information on children's learning.
- d. Text features provide information that may not be written in the text itself.
- e. The comprehension strategies are the text factors that affect the comprehension of content area subject.
- f. "Table of contents" is a text structure.
- g. "Ible" is a suffix.
- h. "Language develops through its purposeful use," is a tenet of LAC.
- i. SQ3R is a prereading tool.
- j. In "Evaluating," readers supervise their reading experience.
- k. Language across the curriculum helps produce life long learners.
- l. *Lexicon* refers to all the words in a language or a dictionary.
- m. WAC is reinforcing writing skills in classes outside of English.
- n. The word "finally" is a signal word for compare and contrast.
- o. Text features are found only in the textbooks.

**Question 4:** Complete the graphic organizer on the components of a Balanced Literacy Programme. (1/2 x 8)



**Question 5:** Complete the graphic organizer on comprehension strategies. (1x6)



**Question 6:** Choose the most appropriate response. (1x5)

- Which is **NOT** an example of a learner/learning strategy?
  - Use prior knowledge.
  - Distinguish important ideas from less important ideas.
  - Recognise and use text organization.
  - Anticipation Guide.
- QAR is a tool for \_\_\_\_\_.
  - reading
  - writing
  - vocabulary
  - listening
- A \_\_\_\_\_ explains what is shown in a picture/illustration.
  - textbox
  - timeline
  - glossary
  - caption

- d. A principle of writing across the curriculum is
- Literacy is a social experience.
  - Language is central to the whole curriculum process.
  - Language is medium for reflective learning.
  - Writing promotes learning.
- e. A \_\_\_\_\_ is a non-fiction document that shows the detailed plan of a building or architecture
- diary
  - design document
  - journal
  - blueprint

### Section B (50 marks)

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

#### Question 7

*“The more proficient students are in their handling of the English language, the better they will be able to perform in all other subjects which are taught in English.”*

- Discuss the importance of Language across the Curriculum. (4)
- State four ways of promoting Language across the Curriculum. (4)

#### Question 8

*“Reading is an important skill. Being able to read impacts on learning and achievement in every area of the curriculum and children who struggle will encounter barriers to learning throughout each day in school.”*

- Discuss three techniques/ strategies in teaching reading in the content area subjects. How would you present these strategies to the students. (4)
- What are the benefits of using reading strategies in the content area subjects? (4)

#### Question 9

*“Comprehension is the goal of reading even in the content area subjects.”*

- How would you help children enhance their comprehension in the content area reading? (4)
- State two Reader Factors and discuss how they affect the comprehension of a content literacy. (4)

#### Question 10

Authors include text features to help the readers better understand what they have read.

Discuss five different text features and state how they facilitate comprehension. (5)

#### Question 11

*“WAC is an educational movement or strategy that advocates the incorporation of writing into all classes and disciplines to help students improve their writing and use writing as a learning tool.”*

- Why is Writing across the Curriculum important? (4)
- What can ALL teachers do to help writers? (4)

### Question 12

Read the text from Class Four Science and answer the questions that follow:

#### **Food for Health**

People need different kinds of food. Foods can be divided into three groups: Body Building Foods, Energy Giving Foods and foods which protect us.

**Body Building Foods** help us to grow. They are beef, pork, chicken, eggs, milk, cheese, peas, beans, nuts, dahl and grains.

**Energy Giving Foods** give us the energy we need to work and play. They are rice, atta and maida, maize and sugar. Fat, oil, cheese and butter also give us energy.

The **foods which protect** us are vegetables and fruit. These foods keep us healthy and protect us from diseases.

#### **A balanced diet**

Every day we should eat some body building food, some energy giving food and some which protect us.

- i. Design an anticipation guide based on the text. (3)
- ii. Discuss an activity each for prereading, during reading and post reading. (3)
- iii. How would you teach the unfamiliar vocabulary in the text to the students? (3)

### Question 13

Karma teaches Social Studies in Class Five and he is unaware of the importance of language across the curriculum. How would you convince him of the importance and benefits of language across the curriculum? (4)