

Autumn Semester Examination 2017
Paro College of Education
Royal University of Bhutan
Paro

Module: ENG405 (English Across the Curriculum) **Programme:** B. Ed (DE-P) **Level:** IV
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
TWO questions -20 marks

Direction: 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 your answer/s.

Question 1 (10 x 2=20 marks)

Direction: Choose the correct answer from the choices provided and write it on your answer sheet.

- a. *Questions-Answers-Relationships (QAR)* helps in
- A. Grasping the total implied meaning of a text.
 - B. Reading the text fluently and writing clearly.
 - C. Modeling mental processes so that you become an expert reader.
 - D. Understanding how to develop responses to questions and provide textual support.
- b. *Activating Prior Knowledge* could mean the use of
- A. simple examples.
 - B. real or life-like examples.
 - C. visual or tangible teaching-learning materials.
 - D. a concrete experience or object, pretesting, discussion and anticipation guide.

- c. *Spider Map* and *Fishbone Map* are examples of
- A. Text Structure.
 - B. Text Features.
 - C. Graphic Organizers.
 - D. Comprehension Template.
- d. A Culture of Literacy in Science focuses on the ways of
- A. learning content areas.
 - B. looking at language aspects only.
 - C. the basic tenet of Language Across the Curriculum.
 - D. the ways of improving language through content area subjects.
- e. One of the following is not TRUE about Writing Across the Curriculum.
- A. Writing is power.
 - B. Writing must be emphasized only in the language class.
 - C. Written output is a great way to assess student's knowledge.
 - D. Writing is the essential skill students need as they enter adult life.
- f. The signal question, "In what ways are they alike?" is an example of
- A. Chronology.
 - B. Description.
 - C. Cause and effect.
 - D. Compare and contrast.
- g. The organizational pattern of a text is called
- A. Genre.
 - B. Text Feature.
 - C. Graphic Organizer.
 - D. Text Structure.
- h. Response Journals and Learning Logs could be used to
- A. improve reading in our children.
 - B. promote writing in the content area subjects.
 - C. encourage bright children to write more.
 - D. motivate children to express themselves and promote productive skills.

- i. *An Anticipation Guide* is a tool for
- A. Writing.
 - B. Listening.
 - C. Speaking.
 - D. Reading.
- j. In vocabulary learning, repeated exposure to words is recommended because
- A. this helps children solidify their understanding of their meaning.
 - B. children love repetition and it is easy to drill small children.
 - C. this is an excellent method of scaffolding a child's vocabulary.
 - D. this helps the child to connect the text to his or her experience.

SECTION B
FIVE questions - 30 marks

Question 2

Direction: Write short notes on any FIVE of the following concepts in not more than 100 words.
(5X6=30)

- a. Role, Audience, Format and Topic (RAFT)
- b. Silent Sustained Reading
- c. Text Structure
- d. Predicting
- e. Reciprocal Teaching
- f. Text Features

SECTION C
FIVE questions - 50 marks

Direction: There are SIX questions in this section. Choose any FIVE.

Question 4

(5+5= 10)

Examples of comprehension skills that can be taught and applied to all reading situations include:

1. Summarizing
2. Sequencing
3. Making Inference
4. Comparing and contrasting
5. Drawing conclusions
6. Self-questioning
7. Problem-solving
8. Relating to background knowledge

Based on the above skills, choose any two relevant skills and discuss how you as a Geography teacher, teaching “Continents of the world” will apply the building blocks of effective Reading.

Question 5

Students read and comprehend better when they use reading strategies. (10)

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

Question 6

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

- a. Do you agree with this statement? Justify your stance 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**(5+5)**

- a. List 5 writing strategies in the content area subjects?
- b. Choose any three strategies and explain how you will use in your class.

Question 8**(10)**

Language Across the Curriculum (LAC) as a concept acknowledges the fact that language education does not only take place in specific subjects explicitly defined and reserved for it, such as mother tongue education, foreign language education, second language education etc, but also in every subject and in every school activity.....

Based on the above statement, discuss the importance of LAC.

Question 9**(5+10)**

Mention the five basic tenets of Language across the Curriculum and elaborate with examples.