

Autumn Semester Examination 2015

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

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**Instructions:** 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.

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**Section A (50 marks)**

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

**Question 1**

(1 x 10 = 10)

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

- a. The reading strategy in which the reader constructs meaning from the text using the textual clue(s) is referred to as
- A. Predicting.
  - B. Drawing Inference.
  - C. Evaluating.
  - D. Summarizing.

- b. If a beginning reader gets stuck at a word, the teacher teaches him/her to use all of the following strategies, EXCEPT
- A. spell the word slowly.
  - B. split the word into syllables and read.
  - C. look at the beginning letter and sound it out.
  - D. look for little parts they know within the word.
- c. Capable readers do the following, EXCEPT
- A. read slowly.
  - B. decode rapidly.
  - C. use comprehension strategies.
  - D. understand the organization of the texts.
- d. Using context clues, analyzing word parts, and checking dictionary are
- A. Study strategies
  - B. Word learning strategies
  - C. Decoding strategies
  - D. Comprehension strategies
- e. As the teacher reads the text, the students also join in to read the predictable parts, especially using a big book. This instructional strategy is referred to as
- A. Shared Reading.
  - B. Guided Reading.
  - C. Read Aloud.
  - D. Interactive Reading.
- f. The kind of books which provide facts about just any topic, which children are interested to learn about the environment they live in, are called
- A. Fictional texts.
  - B. Narrative texts.
  - C. Informational texts.
  - D. Biographical texts.

- g. The lead in writing, often referred to as the 'hook', is an aspect of
- A. Ideas.
  - B. Voice.
  - C. Organization.
  - D. Sentence Fluency.
- h. In order to decode and spell words correctly, beginning readers and writers must be taught the
- A. oral skill.
  - B. phonic skill.
  - C. predicting skill.
  - D. writing skill.
- i. In the drafting stage, the writer can do all of the following, EXCEPT
- A. form recognizable paragraphs.
  - B. focus on the ideas and not on language accuracy.
  - C. think randomly on the topic and web out the ideas.
  - D. Freely write the ideas on the chosen topic following some order of thoughts.
- j. There is water problem. Close the tape after you have used.' What type of error is it in 'writing'?
- A. Graphophonic
  - B. Semantic error
  - C. Syntactic error
  - D. Pragmatic error

## Question 2

**Direction:** Fill in the blanks with the most appropriate word or phrase.

(1 X 10)

- a. The document published by CERD which articulates the standards for English for Schools in Bhutan, PP through Class XII, is called the \_\_\_\_\_.

- b. The social aspect of language use is called the \_\_\_\_\_ system.
- c. In the context of vocabulary teaching in the lower primary classes, the words that are frequently used are called \_\_\_\_\_ .
- d. The three things which a writer needs to think about as s/he sits down to write are audience, form, and \_\_\_\_\_.
- e. The writers share their writing with the others and get feedback for further improvement in a Writing \_\_\_\_\_.
- f. The components of fluency are accuracy, speed, and \_\_\_\_\_ .
- g. The words that are spelled the same but have different pronunciation and different meaning are called\_\_\_\_\_.
- h. In the English curriculum the teacher should not focus on developing the children's content of the text but rather focus on teaching the \_\_\_\_\_.
- i. One of the activities in the editing stage, in which the writers locate and mark possible errors for correction, is \_\_\_\_\_.
- j. The diagrams that provide organized visual representations of information from texts are called\_\_\_\_\_.

### Question 3

(1x 10 = 10)

**Direction:** The statements given below may be true or false. Put the question number on your answer sheet and beside it write 'true' or 'false' for each statement.

- a. One of the revisions in the English curriculum development is that literature has been used to aid in the development of the language skills.

- b. The English curriculum recommends that the teachers read the text and explain it to the students paragraph by paragraph.
- c. Vocabulary building is a component of the balanced literacy programme.
- d. The teaching of grammar has to be dealt separately from the rest of the components of language teaching.
- e. The reading teacher must be a reader himself or herself but a writing teacher does not have to be a writer.
- f. One of the key purposes of the curriculum is to instill in the students and teachers that there is no one single interpretation of a text.
- g. Whole class discussion is a more effective way than small group discussion for exploring felt responses to reading.
- h. The reading and writing teacher must limit the variety of literature for Read Aloud so that the children do not get confused.
- i. A reading teacher must demonstrate consistently that s/he loves reading.
- j. The writing teacher should stress on the accuracy of language and ideas from the first draft.

**Question 4**

(4 x 5 = 20)

**Direction:** Choose FOUR questions from the following and answer each in not more than 100 words.

- a. What is 'shared writing' in the context of teaching writing?
- b. Mention two ways to support students' reading interest.
- c. What is the difference between literal meaning and inferential meaning in reading?
- d. Describe a dysfluent reader.
- e. What are the benefits of Read Aloud?

## Section B (50 marks)

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

### Question 5

One of the major shifts in the new curriculum is the student centeredness. Relate this shift to the teaching of language skills in about 350 words. (10)

### Question 6

#### The Quarrel

*Eleanor Farjeon*

I quarrelled with my brother,  
I don't know what about,  
One thing led to another  
And somehow we fell out.  
The start of it was slight,  
The end of it was strong,  
He said he was right,  
I knew he was wrong!  
We hated one another.  
The afternoon turned black.  
Then suddenly my brother  
Thumped me on the back,  
And said, "Oh, come along!  
We can't go on all night—  
I was in the wrong."  
So he was in the right.

- a. Use the text above to create a 10-minute pre-reading activity for class IV. Mention the steps clearly. (5)

- b. Use the text above to create a 20-minute exploring activity for class IV with an objective to build the students' either semantic or syntactic system. Your activity must have clear steps with examples wherever necessary. (5)

**Question 7**

- a. In what ways do writers benefit from writing conferences? (5)
- b. Describe three writing strategies you would teach to students during writing lessons. (5)

**Question 8**

- a. How does good reading translate to good writing? Give examples to illustrate your points. (5)
- b. Mention two ways to support children's word choice in writing? (5)

**Question 9**

According to research, a child's reading skills determine his/her overall academic performance in school. Do you agree? Justify your answer. (10)

**Question 10**

Describe in about 350 words how literature discussions can contribute to the students' overall development, including language skills. (10)