

Royal University of Bhutan
Paro College of Education
Spring Semester Examination - 2014

B. Ed (P) III - Reading and Writing in Upper Primary (ENG304)

Full mark: 100

Time: 3 hours

Direction:

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, Section A and Section B. All questions in section A are compulsory, while you may answer only FIVE questions in section B.

Section A (50 marks)

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

Question 1 Fill in the blanks with the most meaningful word or term. (1X20 marks)

- i. According to Moffett's (1983) *Teaching the Universe of Discourse*, there are four modes of discourse through which people learn to use language. The talking and writing are _____ modes while the reading and listening are receptive modes.
- ii. The reading materials in the 'Reading & Literature' have been organized according to _____ units. It is organized in this manner to cater to the child's emotional, social, physical and academic language.
- iii. Through _____ and guided practice the language teacher can help students apply what they have learned independently.
- iv. One of the significant revisions in the English curriculum is the emphasis on teaching the 'language skills' rather than teaching the _____ of the literature.
- v. English has 26 letters of the alphabet and _____ sounds (phonemes).

- vi. The focus of the reading activities should be to teach children how to develop reading _____ with a meaningful text.
- vii. As the reader _____ meaning with the text the reader's prior experience comes into play.
- viii. In _____ reading, the teacher and the students read a text together.
- ix. The language system that focuses on the order of words in a sentence is called the ____ system.
- x. Teaching our children the difference between a 'command' and a 'request' is building their _____ cueing system.
- xi. Phonic skill is the ability to use the knowledge of _____ in reading and writing.
- xii. Two readers who read the same book may come away with different _____ as a result of the readers' unique literary and life experiences.
- xiii. In the context of reading, the metaphor 'Reading between the lines' means drawing _____.
- xiv. Good writing always contains a main _____.
- xv. The _____ strategy in writing is a way to demonstrate what goes in the writer's head while s/he is constructing a text.
- xvi. If the writer has a strong _____ the readers will be hooked in instantly and be interested to go on reading it.
- xvii. 'My group have finished the work.' What type of error is it, meaning or structure?
It is a _____ error.
- xviii. 'My coat is eating grass.' What type of error is it? It is a _____ error.
- xix. Choral reading is the best suited instructional strategy for reading _____.
- xx. In order to make the ideas come out clearly in writing, the writer must use _____ details.

Question 2: 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. (1X10 Marks)

- i. One of the key purposes of the English curriculum is to instill within teachers and students that there is no single interpretation of a text and that their initial felt response to literature is both important and valued.
- ii. Word ladder game and Word magic game are helpful in building children's syntactic system.
- iii. Children must be exposed to a wide variety of literature so that they become skilled readers and writers.

- iv. Using 'voices' in modelled reading is important to amuse and entertain our young learners.
- v. Context clues provide information about the words or phrases used in the text that help to figure out their meaning.
- vi. Comprehension strategies are mental behaviours which the readers use to understand the text.
- vii. As a reading teacher, make sure your students show respect for others when their opinions differ.
- viii. Pragmatic system is the system that deals with words, phrases and their meaning, one example is the relationship between idioms and their meanings.
- ix. When the readers compare the different versions of folktales, novels, their sequels, comics, they are making text-to-world connections.
- x. The writer's voice is what breathes life into a piece of writing.

Question 3: Write short answers to the following questions in not more than 50 words.

(4X5= 20 Marks)

- a. Explain two important principles you might apply when conducting literature discussion with students.
- b. Why is it important for writers to have writing conferences?
- c. Why is it important to teach drawing inferences in reading?
- d. To help young writers develop their ideas in writing, what guidance would you provide?

Section B (50 marks)

(Instruction: There are six sets of questions in this section. Read carefully and answer ALL of them.)

Question 4

- a. Define reading in your own words. (3 marks)
- b. How can you motivate or inspire your students to read? Mention five ways with examples. (7 marks)

Question 5

Gail E. Tompkins posits that '*Vocabulary knowledge and reading achievement are closely related*'. Do you agree with it? Justify your stance in about 200 words. (10 marks)

Question 6

- a. What is 'Word Choice' in writing? (4 marks)
- b. Create an activity for class six to improve their word choice in writing. The steps must be mentioned clearly. (6 marks)

Question 7

What could be some of the principles you need to follow and teach while having writing conferences? Mention four. (5 marks)

Question 8

Imagine you are going to do a Readers Theatre with class IV as an after- reading activity. Using the fable taken from class IV text given below, develop a script suitable for the activity. Do not forget to mention the title and characters. Your script will be judged on your language accuracy, format and coherency. (15 marks)

The Monkey and the Crocodile

Author: Ellen C. Babbitt (retold)

Genre: Story

A monkey lived in a great tree on a riverbank. In the river there were many crocodiles. A crocodile watched the monkeys for a long time, and one day she said to her son “My son, get one of those monkeys for me. I want the heart of a monkey to eat.”

“How am I to catch a monkey?” asked the little crocodile.

“I do not travel on land, and the monkey does not go into the water.”

“Put your wits to work, and you’ll find a way,” said the mother. And the little crocodile thought and thought. At last he said to himself, “I know what I’ll do. I’ll get that monkey that lives in a big tree on the riverbank. He wishes to go across the river to the island where the fruit is so ripe.”

So the crocodile swam to the tree where the monkey lived. But he was a stupid crocodile.

“Oh, monkey,” he called, “come with me over to the island where the fruit is so ripe.”

“How can I go with you?” asked the monkey. “I do not swim.”

“No—but I do. I will take you over on my back,” said the crocodile.

The monkey was greedy, and wanted the ripe fruit, so he jumped down on the crocodile’s back.

“Off we go!” said the crocodile.

“This is a fine ride you are giving me!” said the monkey.

“Do you think so? Well, how do you like this?” asked the crocodile, diving.

“Oh don’t!” cried the monkey, as he went under the water. He was afraid to let go, and he did not know what to do under the water.

When the crocodile came up, the monkey sputtered and choked. “Why did you take me under water, crocodile?” he asked. “I am going to kill you by keeping you under water,” answered the crocodile. “My mother wants monkey-heart to eat, and I’m going to take yours to her.”

“I wish you had told me you wanted my heart,” said the monkey, “then I might have brought it with me.” “How queer!” said the stupid crocodile. “Do you mean to say that you left your heart back there in the tree?”