

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

B. Ed (P) III Reading and Writing in Upper Primary (ENG 304)

Full mark: 100

Time: 3 hours

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, Section A and Section B. All questions in section A and B are compulsory.

Section A (50 marks)

Direction: *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

(1 x 20 = 20)

Direction: Fill in the blanks with the most meaningful word or term.

- a) _____ reading is an instructional strategy in which the teacher and the students read a text together.
- b) The talking and writing are _____ modes, while the reading and listening are receptive modes of a language.
- c) 'Reading between lines' in reading is making _____.
- d) 'I remember my friend had the same problem when she was little.' This is an example of _____ connection.
- e) _____ is an instructional strategy that demonstrates how an expert reads.
- f) Reading is an active _____ process of constructing meaning from a written text.
- g) _____ is a strategy that involves talking about a book you have read to an audience.
- h) _____ skill is the ability to use the knowledge of sounds in reading and writing.
- i) _____ reading is a strategy in which the students read together expressively and it is exclusively best for reading poems.

- j) English has 26 letters of the alphabet and _____ sounds (phonemes).
- k) In teaching of English, the emphasis must be on the teaching of _____ skills rather than on the content of literature.
- l) An exercise on 'figurative language' after reading a text may be referred to as an _____ stage in the reading process.
- m) The language system that focuses on 'words and their meanings' is called the _____ system.
- n) In the prewriting stage, the writer must find a topic and identify his main _____. In other words, the writer must ask himself/herself what he/she wants to tell the audience on the topic.
- o) _____ writing is a strategy which the teacher uses to conduct a collaborative writing with the students.
- p) A lesson on how to form singular and plural verbs will build the children's _____ cueing system.
- q) One way of adding energy to your writing is by choosing verbs that are _____.
- r) The main idea in writing should have strong _____ details to make it clearer and convincing.
- s) _____ strategies are thoughtful behaviours which the readers use as they make sense of what they are reading.
- t) The structure, the thread of meaning and the logical sequence in writing is called _____.

Question 2

(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) Using voice variation in Read Aloud is important to amuse and entertain our young learners. ()
- b) There is no single interpretation of a text and the readers' initial felt response to literature is important. ()

- c) The instructional strategy KWL chart helps teach 'setting the purpose' of the comprehension strategies. ()
- d) Students master the reading strategies automatically on their own as they read. ()
- e) An ideal teacher of English uses the language with the learners during the classroom teaching only. ()
- f) 'Questioning the Author' develops the young readers' critical reading skills. ()
- g) The writing teacher should stress on the accuracy of language and ideas right from the prewriting stage. ()
- h) The English Curriculum recommends that the teachers read the text and explain it to the students paragraph by paragraph. ()
- i) One of the ways to expanding vocabulary words is reading library books. ()
- j) Capable readers make inferences as they read, but some others may not see the opportunities to make them. That is why teachers need to prompt them. ()

Question 3

(4 x 5 = 20)

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

- a) What is critical thinking in reading?
- b) How do you think writing conferences benefit writers?
- c) Why is it important to teach drawing inferences in reading?
- d) How would you use the 'trash and treasure' strategy in writing?

Section B (50 marks)

Direction: There are five sets of questions in this section. Answer ALL.

Question 4

- a) Explain how reading and writing are related. (5)
- b) Describe three strategies you would employ to develop children's interest in reading. (5)

Question 5

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

Question 6

- a) What is a good 'Lead' in writing? (4)
- b) Create an activity for class five to teach them how to write a good lead. The steps must be mentioned clearly. (6)

Question 7

Read the verse given below and explain it in your own words, including its significance in writing. (5)

*Writing has a good beginning,
Strong conclusion,
And build bridges.
Writing has a good beginning
The order just makes sense.*

Question 8

'A Pet for Mrs. Arbuckle' is a story taken from the Class V English curriculum. Imagine that you are going to do a Readers Theatre as an after-reading activity. So, develop a script using the text given below. Mention the title and characters, including 'narrator'. Your script will be judged on the criteria: language, format and coherency. (15)

A Pet for Mrs. Arbuckle

Mrs. Emmeline Arbuckle needed a pet. She needed a pet to look after and talk to. She had Mr. A. but he didn't need much looking after and he watched the football on TV instead of listening. Mrs. Arbuckle told the gingernut cat from down the street that she needed a pet.

"Well, of course," said the gingernut cat. "You must advertise." So Mrs. Arbuckle put an advertisement in the newspaper:

WANTED—A PET FOR A SWEET OLD LADY.
VERY GOOD HOME.

She received five letters from animals all over the world.

"Wow!" said Mrs. Arbuckle. "Five applications! What happens now?"

"Now you must interview them," said the gingernut cat from down the street.

"I'll come too, in case you need a second opinion."

Mrs. Arbuckle packed her overnight bag and put on her boots and her shawl.

"We're off," she said—and they went to Mexico to interview an armadillo. He had scaly skin and a very nice nature.

“I’d make a lovely pet,” said the armadillo.

“I could curl myself into a ball and roll along beside you when you go cycling. The neighbours would be amazed.”

“There’s a lot to be said for amazing the neighbours,” agreed Mrs. Arbuckle.

But the gingernut cat said, “Do you want a ball or a pet? Because if you want a ball, let’s go to the toyshop.”

“I see what you mean,” said Mrs. Arbuckle.

So they said goodbye to the armadillo—and went to the centre of Africa to interview a giraffe.

“I’ll be with you in a minute,” said the giraffe, and he went on nibbling the leaves at the top of a thorn tree.

Mrs. Arbuckle and the gingernut cat climbed up the thorn tree to talk to the giraffe.

“I’d be a stimulating pet,” said the giraffe. “I could see over the fence and tell you what was happening next door.”

“I’d like that,” said Mrs. Arbuckle.

“But look at it this way,” argued the gingernut cat. “Do you want all the tops of your trees eaten off?”

“No, I suppose not,” said Mrs. Arbuckle.

So they said goodbye to the giraffe—and went to California to see a whale. Mrs. Arbuckle put on her swimming costume and her bathing cap, her flippers and her snorkel, and went out on a raft to meet the whale.

“If you took me home,” said the whale, “you’d be famous overnight. I’d probably be the only pet whale on the street.”