

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

B.Ed (S) II – Secondary English Curriculum (ENG204)

Full marks: 100

Time: 3 hours

Instruction: *There are three sections in this paper. Section A consists of 20 marks, Section B consists of 30 marks and section C consists of 50 marks. Read the instructions provided for each section carefully.*

Section A (50 marks)

This section consists of multiple choice questions. All the questions are to be attempted.

Question 1

Choose the most appropriate response from the options given. (2x10=20)

- a) All of the following are the reasons for the revision of the English curriculum EXCEPT
- A. to prepare our country to modernize and join the community of nations.
 - B. member of UN. Official language.
 - C. advantageous of using English in many circumstances to meet our goals.
 - D. the students felt the need for a new curriculum
- b) The new curriculum which provides students with opportunities to develop equally both their expressive and receptive language capabilities is a
- A. balanced and developmental curriculum.
 - B. balanced curriculum.
 - C. developmental curriculum.
 - D. None of the above.
- c) The new curriculum follows John Dewey's perception of education- greatly stressing on
- A. "Learning by doing"
 - B. "Doing by learning"
 - C. "Learning by understanding"
 - D. "Learning by thinking"

- d) The literary element that describes the structure of a story. It shows the causal arrangement of events and actions within a story.
- A. Setting.
 - B. Plot.
 - C. Exposition.
 - D. Style.
- e) The dramatic struggle between two forces in a story is called
- A. resolution.
 - B. quarrel.
 - C. conflict.
 - D. tussel.
- f) In the English curriculum, the teacher takes the role of a _____, rather than of a teacher.
- A. sage.
 - B. all knowing.
 - C. guide.
 - D. facilitator.
- g) All of the following are the functions of an Essay Thesis EXCEPT
- A. It provides evidence.
 - B. It identifies subtopics and gives the reader an indication of how the argument will develop.
 - C. It identifies subtopics and gives the reader an indication of how the argument will develop.
 - D. It Alert a reader's interest.
- h) The ability to read and use written information and to write appropriately in a range of contexts.
- A. literate.
 - B. literacy.
 - C. educated.
 - D. illiterate.
- i) While reading if we test the logic of a text as well as its credibility and emotional impact than we are
- A. Previewing
 - B. Contextualizing
 - C. Outlining
 - D. Evaluating

- j) A poem that is comparatively short, non-narrative in which a single speaker presents a state of mind or an emotional state is
- A. a lyric
 - B. an ode
 - C. a ballad
 - D. a dramatic monologue

Section B (30marks)

In this section there are **FIVE** questions. Each question carries 10 marks. You can choose any **THREE** (10x3=30)

Question 2 (10)

Why was the Secondary English curriculum revised? State the reasons. What are some of the component which makes the revised curriculum different from the old curriculum?

Question 3 (10)

Prepare a 50- minutes lesson plan on any genre comprising of activities on all the four strands. The lesson plan must follow the conventional lesson planning format.

Question 4 (10)

The new curriculum demands for a change in which students are assessed, a shift from the formal examination oriented approach to informal or alternative assessment. Mention and explain the five principles for the inclusion of the assessment component in the new curriculum.

Question 5 (10)

There are four modes of language. What are the four modes and why were they integrated in the new curriculum.

Question 6 (10)

Prepare a list of five recommendations that you would like to provide to the Ministry of Education on the current secondary school English curriculum. Briefly elaborate on your recommendations.

Section C (50 marks)

In this section there are **FOUR** questions. Each question carries 25 marks. You can choose any **TWO** and write

Question 7 (25)

Think back to the time when you were in class X. How was short story taught to you then? As a teacher now write the changes you could bring in teaching short story differently now.

Question 8 (25)

In the written examination for the Secondary level, the curriculum prescribes seen texts for 'Stories' but unseen texts for 'Essays' and 'Poetry'. What are the pros and cons of this approach in your opinion?

Question 9 (25)

Answer the following questions as briefly as possible.

Mention some elements of novel. (5)

Discuss how you would use elements of novel to teach any novel to your children. (10)

Describe a 30-minutes lesson to teach Dawa creatively? (10)

Question 10 (25)

Do you think it is necessary to prepare activities comprising of the six skill levels of Blooms taxonomy in a lesson for teaching the different genres? State five reasons that make you think it necessary.

Read the attached poem "Absence" from Reading and literature of class X. Prepare six activities, corresponding to the five skill levels of Bloom's Taxonomy –Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.

Absence - Elizabeth Jennings

I visited the place where we last met.
Nothing was changed, the gardens were well-tended,
The fountains sprayed their usual steady jet;
There was no sign that anything had ended
And nothing to instruct me to forget.
The thoughtless birds that shook out of the trees,
Singing an ecstasy I could not share,
Played cunning in my thoughts. Surely in these
Pleasures there could not be a pain to bear
Or any discords shake the level breeze.
It was because the place was just the same
That made your absence seem a savage force,
For under all the gentleness there came
An earthquake tremor: Fountain, birds and grass
Were shaken, by my thinking of your name.