UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
FINAL EXAMINATION PAPER, MAY 2007

TITLE OF PAPER: TEACHING READING

COURSE CODE: PEC 200

TIME ALLOWED: 3 HOURS

INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION 1

                              AND ANY OTHER TWO FROM SECTION 2

DO NOT OPEN THIS PAPER UNTIL YOU HAVE BEEN TOLD TO DO SO BY THE INVIGILATOR

This question paper contains 5 printed pages including this one

QUESTIONS 1, 2, 3, AND 4 ARE COMPULSORY (60 marks)

Question 1: Write TRUE or FALSE for each of the following statements (10 marks):

(a) _____ The study of word origins is called 'etymology'

(b) _____ Understanding the processes involved in reading helps in teaching reading

(c) _____ Diagnosing children's reading problems is a waste of teaching time

(d) _____ Word recognition means the same thing as reading

(e) _____ Youngsters entering primary school are nearsighted.

(f) _____ If a writer can get his ideas into print, those ideas must be correct and true.

(g) _____ Sitting in a straight-backed chair is conducive to efficient reading

(h) _____ Readers must agree with what the author is saying

(i) _____ Speaking is unrelated to learning to read

(j) _____ Antonyms are words that have opposite meanings

Question 2: Answer the following questions in the spaces provided

(a) Name a technique in reading instruction you would use to develop learners' prediction

skills _____ (2 mark)

(b) Why would you recommend that teachers of beginner readers label classroom

objects?_____

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_____ (4 marks)

(c) How does the bottom-up view explain the act of reading? _____

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_____ (2 marks)

(d) Other than regular punctuation marks, list four examples of *features of print* that authors

employ to communicate to their readers _____

_____

_____ (4 marks)

2

Question 3

(a) With a carefully selected example of an English word, briefly explain why teaching its pronunciation without a meaningful context can be useless for successful reading (8 marks)

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(b) Explain two ways in which authors enable readers to apply context-cuing to reveal meaning of specific words in a text (10 marks)

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Question 4: Read the passage below and then answer the questions (a) to (d) that follow:

1. Biologists divide all animals into groups. All those animals which have no backbone are put into one group called invertebrates which means 'having no backbone'. Animals like worms, spiders, insects, and snails are invertebrates. These are the simpler animals. Animals which do have a backbone are put into another group and called vertebrates which means 'with a backbone'. The vertebrates are again classified into five smaller groups. These are fish, amphibians, reptiles, birds, and mammals.

2. **Fish**
   Fish are cold-blooded animals which means that their body temperature changes all the time. Their bodies take on the temperature of their surroundings. If they are in a hot place, their temperature goes up. If they are in a cold place, their temperature goes down. Most fish are covered with scales which grow after they are born.

3. **Amphibians**
   Amphibians, like fish, are cold-blooded animals. They can live either on land or in water. But they must never be far from water because they breed or reproduce in water. The skin of an amphibian is smooth and moist to stop the animal from drying out. It is also coloured green and olive in order to help the animal hide in the bush. This is called camouflage.

4. **Reptiles**
   Reptiles are also cold-blooded vertebrates. Like amphibians, they can also live either on land or in water.

5. **Birds**
   Unlike amphibians and reptiles birds are warm-blooded animals. They are covered with feathers which keep their bodies the same temperature all the time. They live on land and lay eggs in carefully prepared nests.

6. **Mammals**
   The mammals are the most advanced group of animals in the animal kingdom. They include all the animals we see everyday like cows, dogs, cats, and goats, as well as man himself. Mammals are warm-blooded vertebrates with a body temperature of 37 degrees centigrade. All mammals have fur or hair on their skin in order to keep them warm.

[Adapted from English, Primary Course for Swaziland, 1997: 124. Paragraph numbering is for ease of reference only]

Answer the following questions in the answer booklet:
   (a) Comment on the author's use of the word 'animal' in this passage (4 marks)
   (b) Explain how you would use the meanings of common compound words to discuss the meanings of the unfamiliar compound words children would encounter in this passage

   (6 marks)
   (c) The author creates independence for the reader to work out word meanings. Identify and explain examples of this in paragraph 1, 2, and 3.   (8 marks)
   (d) What antonym is used later by the author to contrast the meaning of the word 'simpler' in paragraph 1?   (2 marks)

5. Examine how the Directed Reading-Thinking Activity can effectively meet some of the reading difficulties of learners in content area reading

6. Discuss **one** of the following major factors of reading difficulties given below highlighting possible diagnoses, possible causes, and how they can be corrected in children
   Either (a) physical factors
   Or (b) educational factors

7. What different activities would you use in order to develop the visual discrimination skills of beginner learners?