CONFIDENTIAL

INSTRUCTIONS:
1. This exam paper contains TWO (2) sections in FOUR (4) printed pages, excluding the cover page.
2. Section A contains SEVEN (7) structured questions. Section B contains TWO (2) essay questions.
3. Answer BOTH Section A and Section B on the answer sheets provided.
4. You are NOT ALLOWED to remove the exam paper from the examination hall.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO
SECTION A (60 marks)

INSTRUCTIONS:
Answer ALL the questions.

1. The following are KBSM-related reading skills. For each, identify the corresponding main level of comprehension according to Barrett’s taxonomy of reading.
   (a) Scanning for details
   (b) Following a sequence of ‘do-it-yourself’ instructions
   (c) Producing an outline of a given text
   (d) Locating implicit cause-effect relationships in a text
   (e) Talking about whether the values in the text are meaningful to one’s life

   (5 marks)

2. Briefly describe reading lessons that are skills-focused and text-focused, and explain why there is a need to alternate between them.

   (8 marks)

3. For each of the following types of reading, explain its purpose(s) and provide examples.
   (a) Environmental reading
   (b) Informational reading

   (7 marks)

4. Explain the following pairs of terms:
   (a) Cognitive vs. metacognitive strategies of reading
   (b) Text-based language lessons vs. intensive reading lessons

   (10 marks)

5. A teacher using a reading passage from a textbook needs to identify appropriate reading skills to develop in his/her lesson. Explain briefly, with examples, THREE (3) ways to do so.

   (9 marks)
6 (a) Briefly explain the term “scaffolding” in the context of teaching L2 reading. (4 marks)
(b) Describe TWO (2) ways of scaffolding an L2 reader. (6 marks)

7 (a) List the THREE (3) characteristics of extensive reading in a foreign language. (3 marks)
(b) Briefly explain TWO (2) benefits of extensive reading. (8 marks)
SECTION B (40 marks)

INSTRUCTIONS:
Answer BOTH questions.

1. Discuss the arguments for and against students reading aloud. Elaborate on why teachers should be cautious about using reading aloud as a technique in developing second language reading comprehension ability. (20 marks)

2. Two main criteria in text selection for teaching reading are presentation and authenticity. Discuss each criterion, focusing on what the term refers to and the reasons for its importance. Evaluate Sample A on page four, which is from a KBSM Form Three textbook, and use it to illustrate and elaborate on some of your points. (20 marks)
TEXTBOOK SAMPLE A:

Reading
Read this conversation.

LIN MEI: Hello, Fadzillah. I see you’re reading again. What’s the title of the book?
FADZILLAH: It’s ‘Outbreak’ by Robin Cook. It’s very interesting. I’ve also read ‘Coma’ by him. It is full of suspense.
CHITRA: How about lending it to me? I love mysteries. I’ve just finished ‘Terror’ and ‘Venom’.
FADZILLAH: Sure, Chitra. However, these books deal with mysterious happenings in hospitals. They are not the usual detective stories.
LIN MEI: Oh, for detective stories, I like to read Agatha Christie’s books. Jaswant, my classmate, has a whole collection. I’ve been borrowing them from her frequently.
CHITRA: I borrow books from my friends and neighbours. I can’t afford to buy all the books.
FADZILLAH: I guess the only thing we can do is join a good library.
LIN MEI: I’m a member of the District Library and I find that this is a cheaper way to read books. In addition, I get to read a wide range of books. Very often libraries are centrally situated, like this one.
CHITRA: I think I’ll go with you the next time and join as a member.
LIN MEI: No problem, Chitra. I’m going this Friday. You can come with me.
FADZILLAH: Okay, you too. I’ll see you all tomorrow.
CHITRA: ‘Bye
LIN MEI: ‘Bye.

END OF EXAM PAPER