<table>
<thead>
<tr>
<th><strong>CODE/COURSE</strong></th>
<th>GDB2123 TEACHING OF READING</th>
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<tbody>
<tr>
<td><strong>DATE</strong></td>
<td>5 NOVEMBER 2006 (SUNDAY)</td>
</tr>
<tr>
<td><strong>TIME</strong></td>
<td>9:00-11:30 AM (2½ HOURS)</td>
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<td><strong>VENUE</strong></td>
<td>DKG 3/3</td>
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**INSTRUCTIONS:**

1. This exam paper contains **TWO (2)** sections i.e., Section A and Section B, in **SIX (6)** printed pages, excluding the cover page.
2. Section A contains **SIX (6)** structured questions. Section B contains **TWO (2)** essay questions. You are required to answer **ALL** the questions.
3. Answer **Section A** on the exam paper and **Section B** on the answer sheets provided.
4. Answers to Section A and Section B should be tied together.
5. You are **NOT ALLOWED** to remove the exam paper from the examination hall.

**MATRIC NO.:**

( in words )    ( in figures )

**IDENTITY CARD NO.:**

**LECTURER:** PROF. MADYA DR. AZLINA MURAD SANI

**GROUP:** A   **TABLE NO.:**

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**DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO**

CONFIDENTIAL
SECTION A (55 marks)

INSTRUCTIONS:
Answer ALL the questions.

1. List any FIVE (5) learning outcomes for reading in the KBSM syllabus.

   (5 marks)

2. Explain the difference between a text-based reading lesson and a text-based language lesson.

   (6 marks)
3. Explain any **THREE (3)** key factors that may influence reading in a second language.

Factor 1:

Factor 2:

Factor 3:

(12 marks)
4  (a) Contrast between prompt and follow-up questions, as used in reading lessons.

(b) How is the use of follow-up questions related to the idea of scaffolding for reading development?

(4 marks)

(6 marks)
5 Explain "sight vocabulary development" and its link to extensive reading.

6 Describe briefly a classroom activity suitable for developing each reading skill below. For each activity, include the type of text you would choose, followed by the procedure.

(a) Scanning
(7 marks)

(b) Reorganization
SECTION B (45 marks)

INSTRUCTIONS:
Answer BOTH questions.

1. Discuss the characteristics of an effective teacher of second language reading. (20 marks)

2. Provide a comprehensive discussion of the pre-, while- and post-reading stages of a text-based reading lesson. Among others, you should compare and contrast the purposes as well as the types of reading skills and strategies suitable for each stage. (25 marks)

END OF EXAM PAPER