

**AUGUST 2023**  
**EBS 321**  
**METHODS OF TEACHING ENGLISH AT**  
**THE PRIMARY SCHOOL LEVEL**  
**2 HOURS**

Candidate's Index Number
Signature:

**UNIVERSITY OF CAPE COAST**  
**COLLEGE OF EDUCATION STUDIES**  
**SCHOOL OF EDUCATIONAL DEVELOPMENT AND OUTREACH**  
**INSTITUTE OF EDUCATION**

**COLLEGES OF EDUCATION**  
**FOUR-YEAR BACHELOR OF EDUCATION (B.ED)**  
**THIRD YEAR, END-OF-FIRST SEMESTER EXAMINATION, AUGUST 2023**

**21<sup>ST</sup> AUGUST 2023**      **METHODS OF TEACHING ENGLISH AT**      **9:00 AM – 9:40 AM**  
**THE PRIMARY SCHOOL LEVEL**

This paper consists of two sections, A and B. Answer ALL the questions in Section A and TWO questions from Section B. Section A will be collected after the first 40 minutes.

**SECTION A**  
**(20 MARKS)**

Answer ALL questions in this Section.

For item 1 the stem is followed by four options lettered A to D. Read the item carefully and circle the letter of the correct or best option.

1. The following are verbs associated with synthesis, **except** .....
- A. combine.
  - B. generate.
  - C. outline.
  - D. organise.

For items 2 to 18, write the appropriate responses in the spaces provided.

2. What is a second language in the education or teaching and learning context?  
.....
3. Second language teaching occurs in two contexts, list them.  
.....
4. Which language is learnt for instrumental purposes?  
.....

5. Which theory of second language learning is concerned with external and observable aspects of learning?  
.....
6. Who is regarded as the chief proponent of the Innatist theory?  
.....
7. How many characteristics according to Trafton, Reys, and Wasman (2001) should a standards-based curriculum contain?  
.....
8. The broad areas/sections of the English content to be studied in the new curriculum are referred to as .....
9. State **two** of the learning domains that should be the basis for instruction and assessment. **(2 marks)**  
.....  
.....  
.....
10. What is the final purpose of language learning?  
.....
11. How many kinds of speaking situations do we have?  
.....
12. Listening, speaking, reading and writing are sometimes referred to as ..... skills of language.
13. An instructional approach in which the teacher explicitly models the strategies and skills of proficient readers is referred to as ..... reading.
14. The reading strategy that involves students reading aloud to each other, pairing more fluent readers with less fluent readers.is known as ..... reading.
15. The whole language approach that promotes reading and writing through the use of personal experiences and oral language is .....
16. What term is used to explain a child's knowledge of reading and writing skills before they learn how to read and write words?  
.....

17. What are the **two** main comprehension skills developed in pupils?

.....  
.....

18. State **two** core competencies of the English language curriculum. **(2 marks)**

.....  
.....  
.....

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**METHODS OF TEACHING ENGLISH AT**  
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**1 HOUR 20 MINUTES**

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**THIRD YEAR, END-OF-FIRST SEMESTER EXAMINATION, AUGUST 2023**

**21<sup>ST</sup> AUGUST 2023**      **METHODS OF TEACHING ENGLISH AT**      **9:40 AM – 11:00 AM**  
**THE PRIMARY SCHOOL LEVEL**

**SECTION B**  
**(40 MARKS)**

**Answer TWO questions in all; Question 1 and any other ONE question.**

1.

- a. You are to teach a comprehension lesson to a B4 class based on the passage below. Using the template provided, prepare a lesson plan you will use to teach the lesson. (The duration is 60 minutes.)

Tortoise, Bird and Bush Rope were good friends. One day after a good meal, Bird sat on top of a tree and began to sing happily. Tortoise asked Rope to tell Bird to keep quiet. Bush Rope said, "I can't be bothered." He did not tell bird.

Hunter went out for an animal to kill to prepare his evening meal. He came to the spot where Bird was singing. Hunter aimed his gun at Bird and shot him.

Bird fell from the tree and lay near where Tortoise was. Hunter searched for dead Bird. Fortunately, he saw Tortoise also and took him. Hunter then cut the Bush Rope to tie both Tortoise and Bird. So you see, we can't always say "I can't be bothered."

**(14 marks)**

- b. Provide **three** after-reading questions based on the passage to help learners make meaning from the text read. **(6 marks)**

- 2.
- a. Explain the following terms used in the English curriculum: (6 marks)
    - i. analysing
    - ii. indicators
    - iii. content standard
  - b. What is the difference between an interactive and partially interactive situation in speaking? (4 marks)
  - c. Explain the relationships between the four language skills. (6 marks)
  - d. With appropriate examples, indicate the difference between **micro** and **macro** skills of language. (4 marks)
- 3.
- a. According to the behaviourists' theory, learning takes place in fairly simple ways, With examples, explain the **three** ways. (9 marks)
  - b. In learning a second language, the learner's task is three-fold. List the tasks. (3 marks)
  - c. What is the difference between a foreign and a second language? (2 marks)
  - d. Discuss three activities associated with the Phonic method of teaching reading. (6 marks)
- 4.
- a. Examine the difference between "Controlled Writing" and "Guided Composition". (4 marks)
  - b. State **two** advantages and **two** disadvantages of "Controlled Writing". (4 marks)
  - c. Explain the strategies used in "Shared Reading". (6 marks)
  - d. Discuss the stages in the use of "Shared Reading". (6 marks)