UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
JULY 2018 SUPPLEMENTARY EXAMINATION

PROGRAMME: B Ed Foundation and Intermediate Phase Programme

MODULE: ENGLISH FOR THE PRIMARY SCHOOL 2A

MODULE CODE: EPS10A2; EFP10A2; ENGIPA2

TIME: 2 hours

MARKS: 100 marks

DATE: July 2018

LECTURER: Mrs. C. Allison

MODERATOR: Ms. K. McCarthy

INSTRUCTIONS:

1. Read the following instructions carefully before answering the questions.

2. This question paper consists of **FIVE pages** and **SIX questions**.

3. Answer all the questions.

4. Number your answers according to the question paper.

5. Write neatly and legibly.

6. You will be penalised for incorrect spelling and grammatical errors.

QUESTION 1: CONSIDERING THE ROLE OF LANGUAGE IN LEARNING AND TEACHING

[25]

1.1 The Department of Basic Education's *Manual for Teaching English across the Curriculum: Book 2* (2014: 45) notes that "[e]very teacher is a language teacher".

With this in mind, write a one-page summary in which you explain how the four skills taught in the language classroom could be transferred to any of the other learning areas in the curriculum.

(25)

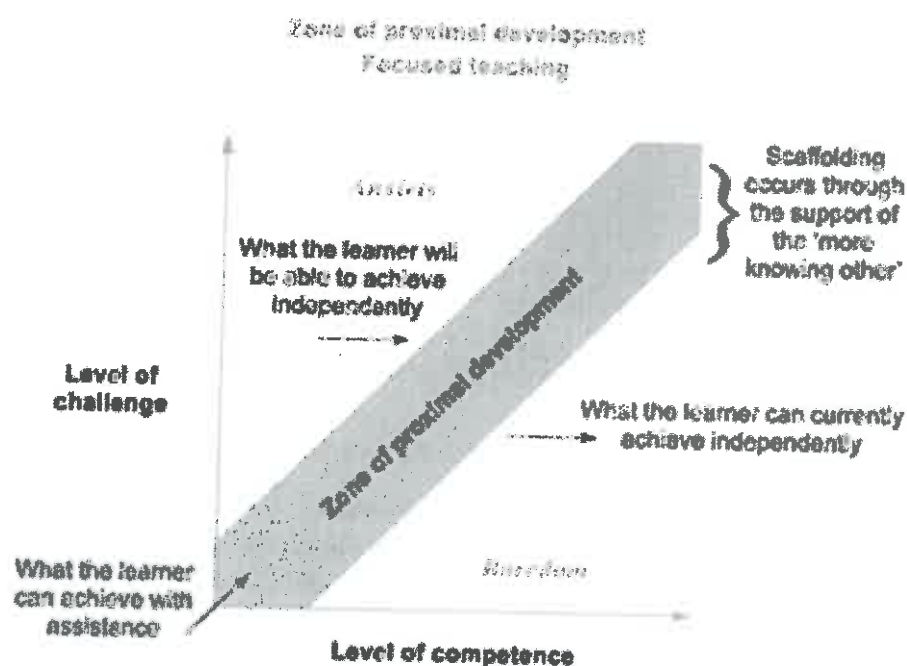## QUESTION 2: INTERACTING WITH TEXTS TO LEARN FROM SUBJECT CONTENT

[20]

2.1 According to Seligmann, "[t]he way we approach and interpret a text is influenced by a number of factors" (2015: 53).

Refer to the statement above and write a paragraph in which you explain the term 'schemata'. Provide a detailed explanation of 'schema theory' and how it relates to the reading process.

(7)

2.2 Study the diagram below and answer the set questions on the following page.

2.2.1 Identify the psychologist who used this model for his learning theory. (1)

2.2.2 Use principles of the learning theory depicted in this model as a basis to describe how you would assist language learners to reach the Zone of Proximal Development with a reading comprehension task.

(12)

QUESTION 3: DEVELOPING ACADEMIC VOCABULARY TO COMMUNICATE EFFECTIVELY.

[25]

3.1 Seligmann discusses several strategies for working out the meaning of unfamiliar words from the context in which they are used. Discuss the following strategies and provide suitable examples in your explanation.

3.1.1 Synonyms and antonyms

3.1.2 Word parts and their meanings

(10x2 = 20)

3.2 Why is it important to teach students how to develop an academic vocabulary?

(5)

QUESTION 4: LANGUAGE FOCUS

[15]

4.1   Seligmann reminds us that "[c]ontextual clues are the most frequently used tools to help determine an unknown word's meanings" (2015: 74)

➢ Draw the table on the following page in your answer book.

➢ In the second column, identify the meaning of each word in bold print.

➢ In the third column, explain the type of context clue contained in the sentence that assisted you to determine the meaning of the identified word.

(10)

Sentence	Explain the meaning of the word in bold print.	Provide an explanation of the context clue that assisted you is determining the meaning.
4.1.1 Thando's **belligerence** surprised everyone. She threw her book across the room, glared at Chris and then pushed him to the floor.		
4.1.2 Paula was suspended from school because of several **infractions** of the rules, including smoking in the bathroom.		
4.1.3 Mike's parrot is **loquacious** but Thabile's says very little.		
4.1.4 While Luis is very hardworking, his **indolent** brother spends much of the time watching TV.		
4.1.5 My opponent is **fallacious**, misleading, and plain wrong.		

4.2 Sentence Types

Identify whether the sentences are simple, complex, compound or compound-complex.

(5)

4.2.1 In spite of his popularity, he cannot be considered to be a great writer.

4.2.2 While the man played the violin, the boys sang and the girls danced.

4.2.3 The sports meeting will be held tomorrow.

4.2.4 Ghandi believed in non-violence but some of his followers were extremists.

4.2.5 The SRC leader has wealth, fame, rank and power

QUESTION 5: ACADEMIC GENRES AND THEIR SOCIAL PURPOSES [5]

Match the social purpose with the corresponding genre. Write ONLY the number and the corresponding letter. Example: 6 f

	GENRE		SOCIAL PURPOSE
1	Procedure	a	To tell a story as a means of making sense of events and happenings in the world. It can be both entertaining
2	Exposition	b	To explain why things are as they are or how things work.
3	Recount	c	To advance or justify an argument or put forward a particular point of view.
4	Narrative	d	To show how something can be accomplished through a series of steps or actions.
5	Explanation	e	To reconstruct past experiences by retelling the events and incidents in the order in which they occurred.

QUESTION 6: READING PURPOSES AND STRATEGIES [10]

Depict **ONE** of the reading strategies that you explored on a detailed mind map.

TOTAL: 100