



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
JUNE 2018 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: June 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 **EIGHT pages** and **EIGHT 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: TEXT STRUCTURE AND GRAPHIC DISPLAYS**[15]****Instructions:**

Text structures are ways that texts can be organized. Students are encouraged to identify how the text is structured and then use critical thinking skills to arrange information from texts in an appropriate graphic organizer. (Seligmann, 2015)

Read the passages below. Identify the main pattern of organization used in each paragraph and organize the information from each passage into an appropriate graphic organizer. Feel free to make changes to the graphic organizers if necessary.

1.1 Bobby Fischer

Robert James Fischer was born in Chicago but unlocked the secrets of chess in a Brooklyn apartment right above a candy store. At the age of six he taught himself to play by following the instruction booklet that came with his chess board. After spending much of his childhood in chess clubs, Fischer said “[o]ne day, I just got good”. That may be a bit of an understatement. At the age of 13, he won the U.S. Junior Chess Championship, becoming the youngest Junior Champion ever. At the age of 14 he won the U.S. Championship and became the youngest U.S. Champion in history. Fischer would go on to become the World Champion of chess, but he would also eventually become his own worst enemy. Instead of defending the title, he forfeited it to the next challenger without even making a move, and the rise of a chess superstar ended with a fizzle.

1.2 Computer Viruses

Computer viruses are scary. If an attacker gets control of your computer, they can snoop through your files, steal your sensitive information, and even use your

computer's webcam and microphone to spy on you. But just because there are scary things *on* the Internet, it doesn't mean that we should *stay off* of the Internet. Instead, practice safe habits such as installing virus protection. Virus protection will not protect you against all attacks, but it may stop the most common ones. It also helps to keep your software up to date. Software updates close security holes. By installing updates from software providers, you will have a stronger system. Perhaps the most important thing that you can do is to be smart about how you browse. Don't click on suspicious links and don't open attached files unless you are expecting them. The Internet can be a dangerous place, but you'll be safer if you take a few precautions. Happy browsing!

1.3 Computers are complex machines

Computers are very complex machines, but everything that they do can be put into two basic categories: inputting and outputting. Inputting is when the computer accepts information entered by the user. Outputting is when the computer returns information to the user. When you press a key on your keyboard, you input information. When the letter that you pressed appears on your monitor, your computer is outputting. Both inputting and outputting require the computer to process information, but input is controlled by the user and output is controlled by the computer. Without inputting and outputting, there would be no computing.

QUESTION 2: MOTHER TONGUE INSTRUCTION

[25]

Children whose primary language is not the language of instruction in school are more likely to drop out of school or fail in early grades. Research has shown that children's first language is the optimal language for literacy and learning throughout primary school.

(UNESCO, 2008)

Do you agree with the sentiment expressed above? Use the insights gained from the articles studied to argue your point of view. In addition, ensure that your 1½ page essay has an introduction, body and conclusion.

QUESTION 3: FORMAL / INFORMAL LANGUAGE [10]

3.1 Differentiate between formal and informal language. (5)

3.2 Read the questions below carefully and select the correct answer to each question. Write only the question number and the corresponding letter.

Example: 3.2.1 b (5)

3.2.1 Which of these phrases is correct Standard English?

- a) We going to town.
- b) We are going to town.
- c) We went to town

3.2.2 I require a full refund with respect to _____

- a) the defective goods which were supplied to me.
- b) the shoddy pile of junk you supplied us with.
- c) the dodgy batch of computers you delivered to us.

3.2.3 _____

Thank you for your letter dated 20th April 2018.

- a) Dear Mr Greenberg
- b) Hi Mr Greenberg
- c) Dear Sir

3.2.4 I am disappointed that

- a) the service you provided was rubbish.
- b) the service you provided was unsatisfactory.
- c) the work you did didn't come up to scratch.

3.2.5 I am the ideal candidate for the job because

- a) I have substantial experience in retail management.
- b) your company rocks! Working for you would be awesome.
- c) I've done this job before and I was pretty good at it.

QUESTION 4 – SUMMARIES**[10]**

Research suggests instruction and practice in summarising not only improves students' ability to summarise text, but also their overall comprehension of text content.

(Duke & Pearson, 2002, in Cameron, 2009: 66)

4.1 Write a paragraph in which you explain how you would define the term 'summary'. Further, what do you think the purpose of summary writing is, and what summarising strategy would you recommend to primary school learners? (6)

4.2 Read the following summaries carefully and then answer the questions by selecting the correct response to each question. Write only the question number and the selected response. E.g.: 4.2.1 b (4)

Summary 1:

Soon the lives of the poor will be as luxurious as those of the rich, thanks to inventions that have been made. Steam power is making the difference.

Summary 2:

In the past, only the upper class could afford a comfortable life. Now artisans and tradesmen can afford beautiful and comfortable things, and soon the working class will be able to as well. Steam-powered machines already produce high quality goods at prices that everyone can afford. In addition, steamboats and trains now transport people over long distances luxuriously and quickly.

- 4.2.1 The main idea of the passages is that
- a) class differences are being erased.
 - b) new inventions are making life better for people of all classes.
 - c) steam-powered machinery has provided beautiful clothing for all people.
 - d) industry will bring many conveniences to people in the future.
- 4.2.2 The information about machines and transportation
- a) explains how fabrics are produced, dyed and moved to markets.
 - b) discusses what the future of industry will be.
 - c) supports the idea that practical items and luxuries are becoming more affordable.
 - d) explains how everyone can afford to travel long distances.
- 4.2.3 The first summary
- a) provides a discussion of steam-powered machines.
 - b) explains how transportation changed industry.

- c) does not state the main idea accurately.
- d) included few unnecessary details.

4.2.4 The second summary

- a) has too many details.
- b) covers all the main points.
- c) does not mention transportation.
- d) includes the author's wishes for the future.

QUESTION 5 – INTEGRATION OF LANGUAGE SKILLS

[10]

The learning material in Seligmann's *Academic Literacy for Education Students* is organized around four central and interrelated themes. Discuss how the theme of "reading to learn and understand" helps you to use language effectively, knowledgeably and critically.

QUESTION 6 – THE COMMUNICATIVE PURPOSE

[10]

Read the descriptions of texts below and determine their genre and subgenre. Then use the categories provided beneath each description and identify the genre, subgenre, the author's purpose and an explanation for each answer. Ensure that your answers correspond with the numbering of each category.

6.1 *The Big Book of Science Grades 5-6* by Mortini School Publishing

This science book for Grades 5 and 6 puts the "fun" in "fundamental". Learners complete a variety of exercises to develop their science skills using materials that can be found at home. This version contains over 62 practice activities.

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|-------|------------------|-----|
| 6.1.1 | Genre | (1) |
| 6.1.2 | Subgenre | (1) |
| 6.1.3 | Author's purpose | (1) |

6.1.4 Explanation for your answer (2)

6.2 *Journey to the Centre of the Earth* by Jules Verne

This is the story of a German professor who believes there are volcanic tubes going toward the centre of the Earth. He, his nephew Axel, and their guide Hans climb down a crater and have many wild adventures, encountering dinosaurs and prehistoric man. They eventually surface again in southern Italy.

6.2.1 Genre (1)

6.2.2. Subgenre (1)

6.2.3 Author's Purpose (1)

6.2.4 Explanation for your answer (2)

QUESTION 7 – WRITTEN AND SPOKEN TEXTS [10]

Tabulate the **three** features that distinguish written texts from spoken texts in English.

QUESTION 8 - CONTEXTUAL CLUES [10]

Contextual clues are the most frequently used tools to help determine an unknown word's meanings.

(Seligmann, 2015)

- 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 helped you determine the meaning of the identified word.

Sentence	Explain the meaning of the word in bold print.	The type of context clue that assisted you is determining the meaning.
8.1 Pedagogical institutions, including high schools, nursery schools, and colleges, require community support to function efficiently.		
8.2 He was so parsimonious that he refused to give his own sons the few pennies they needed to buy pencils for school.		
8.3 Rather than be involved in clandestine meetings, they did everything quite openly.		
8.4 Little Katie talked back to the headmaster and called him by his first name, so he sent her to the office for her insolence .		
8.5 The student was churlish – rude, sullen and ill mannered.		

TOTAL: 100