



UNIVERSITY  
OF  
JOHANNESBURG

<u>FACULTY</u>	: EDUCATION
<u>DEPARTMENT</u>	: CHILDHOOD EDUCATION
<u>CAMPUS</u>	: SWC
	: SESOTHO FOR THE FOUNDATION & INTEMEDIATE PHASE
<u>MODULE</u>	1B
<u>SEMESTER</u>	: SECOND
<u>EXAM</u>	: NOVEMBER 2019/ SUPPLEMENTARY EXAM

<u>DATE</u>	: January 2020	<u>SESSION</u>	: 08:30-11:30
<u>ASSESSOR(S)</u>	: MS M. VAZ (UJ)		
<u>MODERATOR</u>	Mrs N Msimango (UJ)		
<u>DURATION</u>	: 2 HOURS	<u>MARKS</u>	: 100

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NUMBER OF PAGES: 6 PAGES

INSTRUCTIONS:

1. Read the questions carefully
  2. Answer ALL THE QUESTIONS
  3. Number your answers correctly
  4. Write clearly and legibly
  5. Write your surname, name and student number
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## **QUESTION 1 READING MOTIVATION**

Children's reading motivation can be increased by the availability of lots of reading materials that are of interest to them. Using your knowledge of what children's literature is, write a story that could appeal to the learners for the phase, which you will teach.

Take into consideration the following points when writing:

- Content (topic and manner)
  - Writing your plot and characters
- (30)  
[30]

## **QUESTION 2 LANGUAGE ACQUISITION**

2.1 Compare and contrast Chomsky's innateness hypothesis to Piaget's Logical thinking and reasoning in conjunction with language acquisition and development (10)

2.2 Explain the stages of language acquisition from birth to 30 months. (9)

2.3 Name the five components of oral language instruction. (5)

2.4 Define language acquisition. (3)

2.5 Explain what you understand about Chomsky's concept of Universal grammar, and evaluate it. (10)

2.6 Briefly describe Piaget's Logical thinking and reasoning theory for learning language.

(3)

[40]

## **QUESTION 3 VOCABULARY DEVELOPMENT**

3.1 For learners to take an active role in word learning and assume increasing responsibility for their own vocabulary growth, they need some information about the nature of words (Manzo & Manzo, n.d)

Explain how you would, as a teacher, teach children about the nature of the following words:

3.1.1 Motho

3.1.2 hlobotse

3.1.3 sehlopha

3.1.4 tshwenyane

3.1.5 bontate

3.1.6 itlhapisa

3.1.7 ntlhatswetsa (2 marks each)

3.2 Choose a word that you could use to teach learners about the nature of words. (1)

[15]

#### QUESTION 4 READING COMPREHENSION

4. How would you teach learners comprehension strategies using the narrative text provided:

##### Tselane le Dimo

Mehleng ya boholoholo, kgale kwana ha madimo a ne a tletse hohle mme dikgoho di tseba ho bua, ho ne ho ena le mosadi wa mofutsana ya neng a dula le moradi wa hae Tselane ntlong e nyane. Kaha ho ne ho se na motho ya ka hlokamelang Tselane, mosadi enwa o ne a qobelleha ho siya ngwana hae a le mong ha a leba masimong ho ya lema letsatsi le leng le leng.

Ehlile, mme wa Tselane o ne a batla hore a bolokehe, kahoo hoseng ho hong le ho hong ha a tsamaya, o ne a hopotsa Tselane hore *hohang a se ke a* bulela motho *ofe kapa ofe* lemati. Mme ka nako tsohle ha a fihla hae, o ne a mminela pina ena, “Tselane, ngwanake, Tselane, ngwanake, tlo o tlo mpulela monyako ke kene!”

Mme ebe Tselane, ya leng ka tlung a emetse ho utlwa lentswe le monate la mmae, o araba ka ho bina pinanyana ya hae le yena. “Ke a utlwa, he Mme, Ke a tla, he Mme!” O ne a bina mme a notlolla lemati a bile a bososela ha a haka mme wa hae ka thabo.

Ka tsatsi le leng, ledimo le leng le tshabehang, le meharo le neng le dula haufi le moo la ba utlwa ha ba ntse ba binelana. “Mmmm,” a

rialo, a dutlisa diqhenqe a bile a itatswa melomo, "ngwana yane o utlwahala eka a ka latsweha ha monate ha ke mo ja!"

Matsatsi a mmalwa kamora moo, mohla ledimo le lapileng haholo, la hwanta ho ya habo Tselane. Lemating le ka pele la hula moyahaholo, la bua molomo la qala ho bina, "Tselane, ngwanake, Tselane, ngwanake, tloo o ntlo mpulela lemati!"

Empa Tselane a itshehela. "Tsamaya!" a rialo. "Lentswe la hao le makgerehla le lebe le ke ke la tshwana le la mme wa ka le monate!"

Yaba Dimo o a halefa. A tsamaya a ya ngakeng ya methokgo ho ya kopa thuso. "Eja ntho ena," ha rialo ngaka, e mo fa sekotwana sa tshepe e tjhesang. "E tla fetola modumo wa lentswe la hao."

Tsatsing le hlahlamang, ha dimo a binela Tselane pina, lentswe la hae le ne le le monate le tsanyaola. Ka lebaka la hore Tselane o ne a nahana hore ke mmae ya monyako, a bina pina ya hae ka thabo mme a bua monyako. Ka ho panya ha leihlo ledimo le tshosang la mo qhautsa mme la mo lahlela ka mokotleng. Yaba le lahlela mokotla oo mahetleng mme la tsamaya ka potlako. O ne a thabile haholo hoo e itseng ha a feta moketjaneng o neng o tshwaretswe tlung ya moahisane e mong, a nka qeto ya ho kgafutsa hanyane mme a kgelohela teng ho ya keteka.

"Mpheng jwala!" a omanya monga mokete ka ntswe le makgerehla, a bea mokotla wa hae pela hae ka tlhoko.

"Ho lokile," a araba, empa yare ha dimo a sa ntse a nwa mothamahane, mosadi eo a utlwa lentswe le lesesane le tshohileng le tswa mokotleng. "Ho na le motho ka mane!" mosadi eo a rialo a le mong. "Re lokela ho mo thusa!"

Yaba o re ho ledimo leo, "Ke kopa o yo nkgella metsi nokeng. Mme ke tla o fa nkgo e tletseng jwala."

"Ho ho!" ha rialo ledimo le meharo, le phamola nkgo eo ba mo fang yona. O ne a tla tseba jwang hore nkgo eo e na le lesoba ka tlasa yona? Ha a fihla nokeng, a leka makgetlo a mangata ho tlatsa nkgo metsi – empa nkgo e ne e hlile e hana ho tlala.

Morao kwana ntlong, mosadi yane le monna wa hae ba thusa Tselane ka potlako ho mo ntsha ka mokotleng, mme ba mo pata ka tlung. Yaba ba tlatsa mokotla oo ka dinoha, dinotshi, mekgodutswane, bobi, le dingqanqane.

Ka mora nako e telele, ledimo la kgutla le tshwere metsi a manyane feela. A akgela nkgo e dutlang fatshe, a tjamelia mosadi eo, a phamola jwala ba hae le mokotla mme a leba hae, a ntse a honotha a ttleba. Ha a fihla lapeng la hae, a lahlela mokotla fatshe ka ntle mme a kena ka tlung.

"Ntlele le mokotla wa ka o ka ntle!" a kgaruma ha a bua le mora hae, empa ha moshanyana eo a phahamisa mokotla, bobi ba fofela ka ntle mme ba mo loma nkong. "JOWEE!" a hoeletsa, a mathela ka tlung, "JOWEE! JOWEE!"

"MOKOTLA WA KA O KAE?" ledimo la kgaruma hape. "O tliseng mona kapele!"

Yaba jwale mosadi wa hae o mathela ka ntle, empa noha ya tswa mme ya mo loma letsohong. "JONNA WEE!" a hoeletsa, a mathela ka tlung. "ITJHUU!"

Jwale dimo o ne a se a halefile haholo. "Tswang mona!" a kgaruma a omanya ba lelapa la hae. A tlola, a phamola mokotla mme a kena ka tlung a kwala lemati.

"E re ke bone!" a honotha, a nyarela ka mokotleng. Empa ha etsahalang? Dibopuwa tsohle tse kotsi tsa tswa ka mokotleng mme tsa qala ho mo loma ka nako e le nngwe! Dimo a hoeletsa, a kgonya, mme a tlola ho ya tswa monyako, empa ho ne ho notletswe. Eitse getellong lemati la buleha, mme a mathela ka ntle a hoeleditse ho ya

nokeng mme a itahlela ka hare ka hlooho metsing a seretse a lebopong la noka. Moo he a tshwaseha, mme a fetoha sefate.

O batle sefate se nang le kutu tse pedi lebopong la noka – se ntse se le teng moo le kajeno. Mme ha e le Tselane yena, o ile a kgutlela habo ho mmae a bolokehile.

- activating prior knowledge (3)

- predicting (3)

- visualising (3)

- Asking questions (3)

- monitoring comprehension (3)

[15]

**TOTAL = 100**

