



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
AUGUST SUPPLEMENTARY
EXAMINATION 2016

PROGRAMME: B Ed Foundation and Intermediate Phase

MODULES: English for the Foundation Phase 1A
English for the Intermediate Phase 1A

CODES: EFP10A1 and ENGTLA1

TIME: 2 hours

MARKS: 100

EXAMINER: Mrs CF Allison

MODERATORS: Ms G Petker and Prof N Petersen

INSTRUCTIONS

Read the following instructions carefully before answering the questions.

1. This question paper consists of **EIGHT** pages and **FIVE** questions.
2. Answer all the questions.
3. Number your answers according to the question paper.
4. Write neatly and legibly.
5. You will be penalised for incorrect spelling and grammatical errors.

QUESTION 1**The Value of Games in learning English**

The “*Wits Language Learning*” article written by A.L De Wit, that we discussed during lectures, stressed the importance of the use of games in the language classroom.

1.1 List the benefits of games in the primary school language classroom as outlined in this article. (6)

1.2 Discuss the criteria for the use of games in the primary school language classroom. (6)

1.3 Why do you think it is important to set these types of criteria? (2)

1.4 Before we attempted the “Vocabulary Enrichment Game” we revised the syllable division rules. List the syllable division rules that are applicable to the following words:

a) emphatically b) hungrily c) protectively (6)

Use the three adverbs listed above in a game to reinforce the Grade 4 learner’s knowledge of the use of adverbs.

1.4.1 Describe the rules of the game. (6)

1.4.2 List the teaching aids that you would use for this game. (2)

QUESTION 2 Reading and Viewing

Read the passage below and answer the set questions.

So the hours, miles passed. Now when I try to remember that journey I can remember of it barely one particular by which one remembers one journey from another. I remember Frank yelling at me that Mirredal was miles off the main road to the Cape, but that we could back to it the next day by going through Suurfontein. Once the girl in the front turned and 5 stared at us through the little oval window at the back of the cab. I stared back at her, but she did not smile. Her chin was thrust forward a little, her lower lip remained primly sucked in. I don't think she could have been more than seventeen, or perhaps eighteen. I remember wondering why I had decided that the two in front of us were husband and wife, and not 10 brother and sister, or cousins or neighbours. And I remember the road being sucked away beneath us, disappearing with a roar and a rattle, like a wide white chain, and the dust, and the sun on the side of my head.

And then the car swung off the road and came to a halt in front of a gate with a final swirl of dust that eddied closely about us as the car rocked. 15 We jumped off the back and came to the driver's window.

"Where are we?" I asked.

"Mirredal," the man replied. He pointed beyond me, and I turned and saw a village some miles away at the end of a grey stretch of a veld. The veld sloped slowly up towards the village, of which only its trees could be 20 seen – there must have been some sort of a fold in the ground that was hidden from us. The sun was sloping towards the west above the ragged lines of trees that marked the dorp, and our journey with the untalkative couple was over.

Taken from Dan Jacobson's
A Dance in the Sun



- 2.1 What word in the second sentence of the first paragraph confirms that the narrator is reminiscing? (1)
- 2.2 Explain how the writer suggests boredom in the first sentence of the text. (2)
- 2.3 Suggest a synonym for the word “passed” (line 1) (1)
- 2.4 Was Mirredal behind, in front of, or to the side of the narrator when he was speaking to the driver? Explain your answer. (2)
- 2.5 What does the word ‘grey’ suggest about the veld? (line 19) (2)
- 2.6 Does “ragged” suggest evenness or unevenness? Give a reason for your response. (2)
- 2.7 List words in the text that identify the setting as South African? (2)
- 2.8 What does the writer wish to suggest by the using the word ‘barely’ in (line 2)? (2)
- 2.9 Discuss the simile of the chain in line 13 in no more than 3 sentences. (3)
- 2.10 In your own words describe the young girl’s actions in lines 6-8? (3)
- 2.11 Find an example of an indefinite pronoun in line 2 and explain its function. (3)
- 2.12 Identify the compound sentence contained in Lines 5 and 6. Explain how compound sentences are constructed. (3)

2.13 Adjectives can create mood and atmosphere to your writing. (7)

Passage A: In the first passage, provide interesting adjectives to create an eerie mood.

Write only **Passage A**, the **number** and the **adjective**.

Night was falling, and we walked slowly down the i) _____ path to the ii) _____ river. The iii) _____ cry of a distant hyena reached us through the iv) _____ silence. v) _____ trees stretched out to clutch at our vi) _____ clothes as we passed, and the splashing and grunting of the vii) _____ hippos made our pulses race.

Passage B Now select different adjectives to create a light hearted, carefree or amusing atmosphere.

Write only **Passage B** the **letter** and the **adjective**.

Night was falling, and we walked slowly down the a) _____ path to the b) _____ river. The c) _____ cry of a distant hyena reached us through the d) _____ silence. e) _____ trees stretched out to clutch at our f) _____ clothes as we passed, and the splashing and grunting of the g) _____ hippos made our pulses race.

QUESTION 3 Visual Literacy – The Poster



3.1 In no more than 10 sentences comment on the attention getting devices used in this poster. Do they comply with the criteria for effective poster design? (10)

3.2 Who is the target audience that the poster designer is aiming to reach? (3)

3.3 Is the poster effective? Provide reasons for your answer. (3)

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Question 4 Visual Literacy – The Photograph Study the picture below:



4.1 Describe this photograph. Comment on the photographer's intention, the social and historical context, and his/her decisions about content and composition. (10)

4.2 *Melissa Thibault and David Walbert have indicated that photographs have the power to communicate misinformation.*

4.2.1. Do you agree with this sentiment? Provide a reason for your answer. (2)

4.2.2 This picture will raise a few questions. Write 2 of these questions that come to mind. (2)

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QUESTION 5 Cartoon analysis

Study the cartoon below and answer the questions that follow.



"I CAN'T COME OUT. I HAVE TO HELP
MY DAD WITH MY HOMEWORK."

5.1 Explain how humour is created in the cartoon strip. (4)

5.2 Analyse the body language of the two characters in this cartoon.

5.2.1 What evidence can you find to suggest that the character inside the house is unaware of how inappropriate his response is ? (4)

5.2.2 What technique does the cartoonist use to show the reader that the incident depicted occurs in two separate locations? (1)

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TOTAL: 100