



FACULTY	Education and Humanities		
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SUPPLEMENTARY/ DEFERRED EXAMINATION

UNIVERSITY OF NAMIBIA EXAMINATIONS

Examiner: Ms. EK Kamonde (University of Namibia)

Moderator: Dr. J Indongo (Namibia University of Science and Technology)

INSTRUCTIONS TO CANDIDATES

1. This question paper consists of eight [8] pages including this cover page.
2. Answer **ALL** the questions as indicated.
3. Number your questions correctly and clearly.
4. Read the questions carefully before you answer.
5. Work in an orderly way and present your work as neatly as possible.

QUESTION 1

Read the passage below.

Fascinating Myths and Legends From Namibia

By Rukee Kaakunga

Myths and legends left behind by ancient Namibians have been kept alive through an oral tradition passed down from generation to generation. Representing the tribes' beliefs regarding religion, the origins of life, or simply tales of pre-historic animals, these stories help us shed light on the country and culture we know today. Here are just a few to get you started.

Fairy circles in the desert

Among the many natural wonders of the Namibian desert are its fairy circles: hundreds of circular patches scattered across barren land. Many urban myths have emerged as to the origin of these unique circles, with some claiming that they are footprints of God. According to one oral myth of the Himba, the circles were left by gods, while another has it that an ancient dragon living beneath the earth's crust burns the vegetation on the surface of the earth by breathing fire onto it.

The legend of Haitisi Aibeb

Haiseb or 'Haitisi Aibeb' is said to have saved the world from a monster which had caught many travellers in its pit. According to oral tradition, the demon sat beside his pit and mocked anyone who passed by. He challenged these passers-by to throw a stone at him, and most of the time they did, even though the stones would bounce off him. He would then use this opportunity to catch the passers-by off guard and throw them into his pit. Haiseb eventually overpowered the demon, saving the world in the process.

Haiseb is also highly revered because the moon and the stars are said to have risen from his breast. He saved the animal world by removing lions nesting in trees and fish from the desert. The grave of Haiseb is said to be in different locations; either along walkways or near waterholes. These graves are called "Haitisi Aibeb" ("the grave of Haiseb, a deity"). Travellers have since then always placed stones and other offerings on the graves. Anyone visiting these graves is expected to show respect and upon leaving, should never turn back.

The legend of the upside-down tree

Legend has it that the baobab tree, 'upside-down tree', or 'ghost' tree got to look this way because of neglect and a lack of appreciation. The baobab is said to have constantly compared how it looked to other trees and deemed its peers more attractive. After getting fed up with all its complaints and questions as to why other trees were better looking, God picked the baobab up and replanted it upside-down, leaving it unable to ever see its reflection in the nearby lake and complain again.

The legend of Makuru

The Herero legend about the origin of men says that Makuru, and his wife Kamungarunga descended from the roots of a sacred tree known as the Omumborombonga tree. The scientific name of this tree is *Combretum imberbe* but it's also commonly known as leadwood, literally meaning 'the tree of lead' because of its inability to float on water. The Herero also believe that their prized cattle descend from the leadwood tree, while other animals and tribes descend from common flowers and have crawled out of the earth. The Omumborombonga is revered as the 'father of life' and when the Herero come across these trees they show respect to it by throwing twigs at its roots.

The Khwe and the elephant

The Khwe people from the Zambezi region of north-eastern Namibia believed that elephants were originally human and so their myths depict elephants as strong and wise chieftains and police officers. In one story, the elephant gets its nose stretched out after beating a hippo in a game of tug-of-war. In another story, the elephant gets its nose stretched after a fight with a crocodile. The second story serves as a warning to people about an elephant's temper.

Fish River Canyon

Namibia's Fish River Canyon may be one of the top visited tourist attractions, but many who visit are unaware of the legend of how it came into being. According to the San people, a serpent named Kouteign Kooru looked for refuge within the massive territory of the canyon while escaping would-be captors. Kooru was so enormous that he was larger than a hippo. Chased by hunters, he fled into the desert and began to burrow. This was how the canyon was formed.

<https://theculturetrip.com/africa/namibia/articles/7-fascinating-myths-and-legends-from-namibia>

1.1 Answer the questions that follow.

- | | |
|---|---|
| a. How have the Namibian legends been preserved? | 1 |
| b. What do myths and legends left behind by ancient Namibians, represent? | 3 |

c. Where in Namibia are the fairy circles found?	1
d. Explain who is Haitisi Aibeb and why he was well respected.	3
e. What is the moral of the story in the legend of the up-side down tree? Explain this in your own words.	2
f. What can be inferred about the elephant's temperament from the passage?	2
g. Why is the Omumborombonga tree revered as the 'father of life'?	2
h. How was the Fish River Canyon formed?	3
1.2. The following words have synonyms in the passage above. Provide synonyms for the following words from the text:	
a. sacred	1
b. depict	1
c. nose (in the context of the given passage)	1
d. serpent	1
e. burrow	1
1.3. The words in 1.2 are likely to be part of the learners' passive or receptive vocabulary, Differentiate between receptive and expressive vocabulary.	
	4
1.4 Vocabulary can either be taught implicitly using top-down information processing strategies or explicitly using bottom- up information processing strategies. Differentiate between implicit and explicit teaching of vocabulary.	
	6
1.5 Provide two examples of each of the strategies mentioned in 1.4	
	8
1.6. Language development flourishes in environments that are rich in vocabulary and language interactions". Critically discuss the relationship between vocabulary growth and the environment and refer to the implications thereof for the SENIOR PRIMARY PHASE Foundation Phase teacher.	
	10

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QUESTION 2

Read the statements below critically and choose the most appropriate answer to complete them. Only write the answer in your answer booklet, for example, 2.18. B

2.1 inferential reading is.....

- A when the learners use their schemata to construct reading materials.
- B when the teacher reads aloud correctly and learners repeat after her/him.
- C when learners are made aware of contextual clues within a text in order to understand implied information.

2.2. Cloze procedures or cloze texts

- A are information gap activities that test more than low level reading skills.
- B are hierarchical in that they first present phoneme- grapheme correspondence, word recognition then linguistic comprehension.
- C are only applicable for word recognition skills and recalling knowledge

2.3. A balanced reading approach to reading.....

- A includes different genres and text types
- B builds word recognition
- C is for activation of linguistic schemata

2.4. Paraphrasing and making inferences are on thelevel in Bloom's taxonomy.

- A knowledge
- B synthesis
- C comprehension

2.5. The Flesch Kincaid Calculator measures the readability of a text.

- A the higher the readability score of a text, the easier it is to read a text
- B the higher the readability score of a text, the more difficult it is to read a text
- C the lower the readability score of a text score, the more syllables a text contains

2.6. Phonemic awareness is important in reading development because

- A it enables learners to learn fluency skills in reading aloud
- B it enables learners to learn accuracy skills in reading silently
- C it enables learners to learn segmenting and decoding skills

2.7. Emergent literacy refers to.....

- A explicit reading instruction and modelling
- B the gradual development of learning to read and write
- C readers who show interest in exploring reading and can read independently

2.8. Reading fluency

- A appears at the logographic stage in reading development
- B is the ability to read books from different genres effortlessly
- C is the ability to read texts quickly, accurately, and with proper expression

2.9. Prediction as a reading strategy is based on

- A the cognitive view of reading
- B the behaviourist view of reading
- C the social constructivist view of reading

2.10. The Namibian syllabus regards reading as.....

- A an isolated skill aimed at reading extensively
- B a cross-curricular skill needed for intensive reading
- C a tedious chore for learners who need learning support

2.11 In a good reader,

- A decoding is as important as linguistic comprehension
- B reading comprehension is more important than decoding
- C decoding is less important than linguistic comprehension

2.12 In a reading context, scaffolding refers to.....

- A construction material used to support builders.
- B demonstrating to learners strategies and techniques to build their decoding and comprehension skills
- C offering a particular kind of support to students as they learn and develop new concepts.

2.13 Schemata theory explains...

- A how factual texts are beneficial to readers who use the DRTA strategies
- B how the long term and short term memory function in reading
- C how the reader interacts with a text to create meaning

2.14 Visualising requires learners to.....

- A form mental images and picture scenes read in their minds
- B predicting what they will read about
- C use main ideas from a read text and draw a picture

2.15 Which sentence best defines reading?

- A reading is the decoding and correct pronunciation of words plus the rapid and effortless word recognition in a text
- B reading is made up of decoding, word recognition, linguistic comprehension and meaning construction
- C reading is a purposeful and predictive activity that draws on the reader's linguistic schemata

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QUESTION 3

Define the following terminologies.

3.1 Whole Word Method	
3.2 extensive reading	1
	1
3.3 critical reading	1

3.4 dyslexia	1
3.5 phonics	1
	/5/

QUESTION 4

4.1 Linguistic schema is one of the three types of prior knowledge that readers bring to a text. Elaborate on how you will activate your Grade seven learners' linguistic schemata in the different phases of a reading comprehension lesson.	5
4.2 Guided reading is one of the structured scaffolding teaching methods for struggling readers. Define the six (6) steps of guided reading.	6
4.3 Discuss the benefits of guided reading for struggling readers.	4
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QUESTION 5

5.1 Which pivotal role do reading fluency and accuracy play in reading?	2
5.2. Elaborate on the benefits of reading aloud on building both fluency and accuracy.	3
5.3 Ms Katjimune decided to teach a reading comprehension lesson to her Grade 4 learners. The learning objective of the lesson was for the learners to be able to read aloud to entertain and convey understanding of the text. She gave her learners ten new words from the reading passage. She then asked the groups of learners to use the 10 words and write their own story.	
a. What type of activity are they doing?	2
b. What are the advantages of this activity?	3
c. Explain in detail how the the abovementioned activity is conducted.	5
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TOTAL:100