



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**SUPPLEMENTARY EXAMINATION 2015**

**PROGRAMME:** B Ed Intermediate and Foundation Phase  
**MODULE:** English as Language of Teaching and learning 1B  
 English for the Foundation Phase 1B  
**CODE:** ENGTL1B/ EFP20B1  
**TIME:** 2 hours  
**MARKS:** 100  
**EXAMINER:** Mrs D Arends  
**MODERATORS:** Prof N Petersen and Ms G Petker  
 (This paper consists of 10 pages)

**INSTRUCTIONS**

Read the following instructions carefully before answering the questions.

1. Read the questions carefully.
2. Answer all the questions
3. Please insert the frame from Question 3.3 and the word search from Question 4.3 in your answer book before submission.

**QUESTION 1: ACADEMIC LITERACY AND LANGUAGE**

Read through the text below - from *The Daily Maverick* then answer the questions that follow.

**South Africa can learn from Aylan Kurdi's\* tragedy**

*By Judith February (writing in The Daily Maverick 7/9/15)*

1. "Without ID you are nothing and everything, /litmus for another country's acid test. /No rest now, blank state, stateless enemy/of those whose lips and fingers can be read."
2. In Haraga, South African poet Ingrid de Kok writes of migrants who attempt to stay in Italy without official documents by burning their fingertips with boiling wax so they cannot be identified and deported.

3. The poem, written in 2009, is apt during these days of tragedy and suffering as we watch the mass displacement of people and their desperate move across Europe seeking to find a place called home.
4. This past week Aylan Kurdi became the face of this unfolding human suffering.
5. Who could not be moved by the picture of this little boy whose father risked his life and the lives of his family, in search of a better life somewhere in Europe? The Kurds were not sure how but they needed to leave Bodrum, Turkey, and get to Kos, Greece, with its promise of a life free of war.
6. But that was not to be. Aylan's lifeless body washed up onto the shore of one of Turkey's fashionable beaches as a grim reminder of how unjust and ephemeral life truly is.
7. For the past months, the refugee crisis has been building in Europe and European Union leaders have seemed divided and at a loss as to how to deal with it. Not since World War II has the world seen such a movement of people in search of safety. The International Organisation for Migration has been consistently calling for those fleeing war-zones, dictatorship and devastation to be treated with dignity and within bounds of international law.
8. Yet, there is very little dignity when men, women and children risk their lives to cross the Mediterranean in search of a home and die in rickety boats operated by ruthless smugglers. Images of men and women being numbered as they reach Lampedusa, Italy, show the stark reality of life as a modern-day refugee or asylum-seeker; the loss of a name and identity, only the number marking one out as someone 'processed' and 'captured' by a system which seems to be buckling under political, social and financial pressure.
9. Yet something needed to turn the tide of public sympathy to Aylan Kurdi's tragic death seems to have done just that. As impatient migrants waited to board a train in Budapest, hundreds of Germans were waiting at train stations across the country to welcome refugees. Even in England, prime minister David Cameron, with one foot outside Europe, was forced to soften his country's stance on creating space for those fleeing war and devastation.
10. In the face of such human tragedy it is easy to forget the context. For the mass movement of Syrian people has been caused by a Syrian civil war that has become intractable. The Assad regime and Islamic State battle it out for a country that is largely in ruins. The long arm of international law has not yet reached Syria at all. The United Nations and the leaders of the world have been unable to stem the tide of violence and destruction.
11. As Germany prepares to settle 800,000 refugees, one's instinct says the task will not be easy. Integration never is.
12. And again one cannot help but think of South Africa and Xenophobic violence which broke out in 2008 and then again recently. Our government's stance towards refugees and asylum seekers has been ambivalent and ambiguous to say the least. It was the South African police who dragged Mozambican Mido Macia from the back of a police van and claim innocence. And who can forget the scenes of busloads of Malawians desperate to flee xenophobic South Africa?
13. Again, De Kok's words ring true for our country. For *Haraga* is a companion piece to *Today I do not love my country*, written in 2008 in the wake of that xenophobic violence that erupted in South Africa. On other days, De Kok writes, she "may argue our grievous inheritance" or even run her fingers "along the downy arm of the morning" or "sing with others the famous forgiving man, / who has forgotten who were enemies, who friends".

14. "But today", she says, "today I cannot love my country./ It staggers in the dark, lurches in a ditch./ A curdled mob drives people into pens,/ brands them like cattle,/ only holds a stranger's hand/ to press it into fire,/ strings firecrackers through a child,/ burns stores and shacks burns".
15. Aylan Kurdi tragically represents the shame of a world disconnected from the injustice of war and human suffering. Yet here in South Africa we might well learn from such a tragedy and from the Germans sitting in a train station in Munich waiting to welcome those whom the world has forgotten.

\* Aylan Kurdi is the three-old Syrian boy who drowned with his brother and mother while they were trying to cross the Mediterranean Sea to reach Greece. Images of the boy lying dead on a Turkish beach went viral reigniting outrage over the deaths of desperate refugees trying to reach safety in Europe.

### Question 1.1

The sentences below contain adjectives. Classify the type of adjective that is underlined in each of the sentences below.

- 1.1.1 "Without ID you are nothing and everything", (1)
- 1.1.2 Aylan's lifeless body washed up onto the shore of one of Turkey's fashionable beaches as a grim reminder of how unjust and ephemeral life truly is. (2)
- 1.1.3 As impatient migrants waited to board a train in Budapest, hundreds of Germans were waiting at train stations across the country to welcome refugees. (1)
- 1.1.4 The mass movement of Syrian people has been caused by a Syrian civil war that has become intractable. (1)

### Question 1.2

Identify the main clause in each of the sentences below.

#### Paragraph 5

- 1.2.1 Who could not be moved by the picture of this little boy whose father risked his life and the lives of his family, in search of a better life somewhere in Europe? (1)

## Paragraph 6

1.2.2 Aylan's lifeless body washed up onto the shore of one of one of Turkey's fashionable beaches as a grim reminder of how unjust and ephemeral life truly is. (1)

## Paragraph 8

1.2.3 Yet, there is very little dignity when men, women and children risk their lives to cross the Mediterranean in search of a home and die in rickety boats operated by ruthless smugglers. (1)

## Paragraph 10

1.2.4 For the mass movement of Syrian people has been caused by a Syrian civil war that has become intractable. (1)

**Question 1.3**

**Change the sentences below into compound-complex sentences by adding either a main clause or a subordinate clause.**

1.3.1 Without ID you are nothing. (1)

1.3.2 Aylan Kurdi became the face of this unfolding human suffering. (1)

1.3.3 One's instinct **says** the task will not be easy. (1)

1.3.4 Today I do not love my country. (1)

1.3.5 In the wake of the xenophobic violence. (1)

**Question 1.4**

Each of the words in the table below can be changed into the parts of speech listed (noun, verb, adjective and adverb). Fill in the correct part of speech as indicated in the highlighted block. Do not redraw the table below. Write down only the number and your answer in your answer book.

NOUN	VERB	ADJECTIVE	ADVERB
<i>Example</i>			
education	educate	Educational	educationally
1.4.1	seduce	Seductive	1.4.2
justification	1.4.3	1.4.4	justifiably
simplicity	1.4.5	Simple	1.4.6
1.4.7	moisten	1.4.8	moistly
beauty	beautify	1.4.9	1.4.10

(10)

**Question 1.5**

Refer to the text taken from *The Daily Maverick*. Paragraph 9 contains punctuation errors. Rewrite this paragraph to include the correct punctuation marks.

(6)

[30]

**QUESTION 2: THE INTERNET FOR LANGUAGE AND LEARNING**

Write an e-mail to Judith February, the author of “*South Africa can learn from Aylan Kurdi’s tragedy in The Daily Maverick*”. In your e-mail explain whether you agree or disagree with her comparison between the xenophobia in South Africa and the reason for Aylan Kurdi’s death. When answering this question consider the following guidelines:

- \* Use the correct e-mail format: Include the recipient’s e-mail address with an accompanying subject line and an appropriate salutation.

The content in the body of the email should not exceed 250 words

[20]

### QUESTION 3: THE VALUE OF VISUAL LITERACY

#### Question 3.1

Study frames 1, 2 and 3 below and then answer the questions that follow.

Frame 1

Frame 2

Frame 3



3.1.1 Account for the change in Mr B's body language from Frame 2 to Frame 3.

(3)

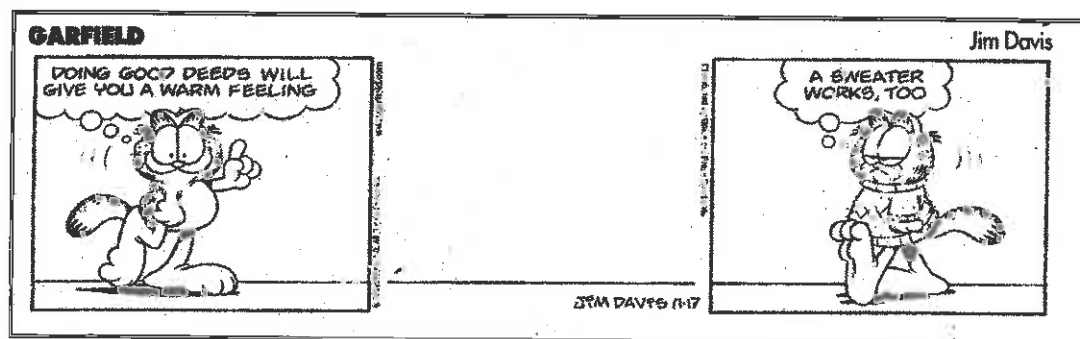
3.1.2 Explain how humour is achieved in this cartoon.

(3)

#### Question 3.2

Frame 1

Frame 2



3.2.1 Suggest why the cartoonist has left a space between the two frames in the cartoon.

(3)

3.2.2 What do you think the cartoonist is suggesting about society in the cartoon?

(3)

**Question 3.3**

Framing refers to the material presentation or representation of an object or image, and to the actual boundaries that not only function to enclose and contain the object but also to reveal it to us in a certain way.

**Design a suitable frame for the illustration found on page 10 of this question paper. In designing this frame consider the following guidelines:**

- \* Your frame should be eye-catching and suitable for the type of illustration shown below
- \* You are allowed to use as many colours as you desire

**NOTE:** This question requires of you to design a frame. Please note that the frame should be drawn on **page 10** of this question paper. This means that you must insert the page into your answer book once completed. Remember to write your name, surname and student number on the page before inserting it into your answer book.

(10)

**[22]****QUESTION 4: LEARNING THROUGH GAMES AND PLAY****Question 4.1**

- 4.1.1 List five advantages of including games in an English language lesson. (5)
- 4.1.2 List five criteria you would use to select an appropriate game for a language lesson. (5)

**Question 4.2**

The words below have been deliberately scrambled. Review these words then unscramble each one to the correct English word.

- |                   |     |
|-------------------|-----|
| 4.2.1 yyhgopsoolc | (1) |
| 4.2.2 teeutrlia   | (1) |
| 4.2.3 iveeclon    | (1) |
| 4.2.4 pseoreyrt   | (1) |
| 4.2.5 cetaue      | (1) |

**Question 4.3**

This question requires of you to complete a word search. The word search table can be found on page 9. After completing the answers to this word search you must insert it into your answer book. Remember to write your name, surname and student number on the word search page before inserting it into your answer book.

Find the past tense form of each verb below in the word search. Please note only the present tense form of these verbs are listed. (13)



Name: \_\_\_\_\_

Student number: \_\_\_\_\_

Code: \_\_\_\_\_

<i>Implicate</i>	<i>Welsh</i>	<i>Jettison</i>	<i>Embezzle</i>	<i>Convene</i>
<i>Disdain</i>	<i>Encounter</i>	<i>Promptness</i>	<i>Anticipating</i>	
<i>Inhibit</i>	<i>Impound</i>	<i>Fluorinate</i>	<i>Specify</i>	

**QUESTION 4.3****Reminder: This page must be inserted into your answer book.**

I M P L I C A T E D S B U S T L L E D P N O D U  
 D P P A T E N T E D E A A N T I C I P A T E D D  
 I I T C D I S D A E N E D W E L S H E D I E E P  
 A T T R I B U T E D H U P M O R P Z I F L E A N  
 D A O D F L U O R I N A T E D I D E I U T S T D  
 E N N E D D E T T U B I R T T A G C C D S D D T  
 N T I T E C O N F U O N D E D N E I E U E E A U  
 E E D A N C O N V E N N E D E P D N B D S P B S  
 V D E R O I N H I B I T E D S A I S N S R M S C  
 N E L T S O N H I B I T I D T A I U E O B O T D  
 O N Z E I M P O U N D E D E D S O S M U P D R B  
 C G Z P T C A N D L E D D S T F S P S R T I A E  
 A I E R T W E S H E D D I E N A T T D T I F C N  
 H E B E E M P D R R N D D O E E L R C I E I T T  
 T D M P J E A U S N T N C T D E E D W N A E E E  
 L Z E D E N C O U N T E R E D A S S E S E D D P  
 O D L M U T D R E U D D A U E O E D L L T S E B

**QUESTION 3.3 (FRAME)**

**This page must be inserted into your answer book.**

**Name:** \_\_\_\_\_

**Student number:** \_\_\_\_\_ **Code:** \_\_\_\_\_



**TOTAL: 100**