



UNIVERSITY
OF
JOHANNESBURG

<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Department of Childhood Education
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: ENGIPA2: English for the Intermediate Phase
<u>SEMESTER</u>	: Semester 1
<u>EXAM</u>	: Supplementary July 2019

<u>DATE</u>	: July 2019	<u>SESSION</u>	: 08:30-10:30
<u>ASSESSOR(S)</u>	: Mrs CF Allison		
<u>MODERATOR</u>	: Ms K McCarthy		
<u>DURATION</u>	: 2 HOURS	<u>MARKS</u>	: 100

NUMBER OF PAGES: 6 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
 2. Number your answers clearly.
 3. Marks will be deducted for incorrect spelling and grammatical errors.
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QUESTION 1: LANGUAGE ACROSS THE CURRICULUM

The Department of Basic Education's *Manual for Teaching English across the Curriculum: Book 2* (2014, p. 45) notes that "[e]very teacher is a language teacher".

With this in mind, write a 1 ½ page summary in which you explain how the four skills taught in the language classroom could be transferred to any of the other learning areas in the curriculum.

[50]

QUESTION 2: TOPIC SENTENCES

Identify and rewrite the topic sentence in each of the following paragraphs.

2.1 The United States has a severe fire problem that if not addressed, will continue to worsen drastically. Fire statistics show that our nation, one of the richest and most technologically sophisticated countries in the world, lags behind its peer nations in fire security. Nationally, there are millions of fires, thousands of deaths, tens of thousands of injuries, and billions of dollars lost each year—figures which far exceed comparable statistics for other industrialized countries. In 2001, for example, the direct value of property destroyed in fires was \$11 billion (\$44 billion if the World Trade Centre loss is included). More recently in 2004, direct property losses from fires were estimated at over \$9.8 billion.

2.2 The star system has been the backbone of the American film industry since the mid 1910s. Stars are the creation of the public, its reigning favourites. Their influence in the fields of fashion, values, and public behaviour has been enormous. "The social history of a nation can be written in terms of its film stars," Raymond Durgnat has observed. Stars confer instant consequence to any film they appear in. Their fees have staggered the public. In the 1920s, Mary Pickford and Charles Chaplin were the two highest paid employees in the world. Contemporary stars such as Julia Roberts and Tom Cruise command salaries of many millions per film, so popular are these box-office giants. Some stars had careers that spanned five decades: Bette Davis and John Wayne, to name just two.

2.3 For decades, we have looked at our steadily increasing life expectancy rates and proudly proclaimed that Americans' health has never been better. Recently, however, health organizations and international groups have attempted to quantify the number of years a person lives with a disability or illness, compared with the number of healthy years. The World Health Organization summarizes this concept as healthy life expectancy. Simply stated, healthy life expectancy refers to the number of years a newborn can expect to live in full health, based on current rates of illness and mortality and also on the quality of their lives. For example, if we could delay the onset of diabetes so that a person didn't develop the disease until he or she was 60 years old, rather than developing it at 30, there would be a dramatic increase in this individual's healthy life expectancy.

2.4 Are you "twittered out"? Is all that texting causing your thumbs to seize up in protest? If so, you're not alone. Like millions of others, you may find that all of the pressure for contact is more than enough stress for you! Known as technostress, the bombardment is defined as stress created by a dependence on technology and the constant state of being plugged in or wirelessly connected, which can include a perceived obligation to respond, chat, or tweet.

2.5 In the past, exposure to liability made many doctors, nurses, and other medical professionals reluctant to stop and render aid to victims in emergency situations, such as highway accidents. Almost all states have enacted a Good Samaritan law that relieves medical professionals from liability for injury caused by their ordinary negligence in such circumstances. Good Samaritan laws protect medical professionals only from liability for their *ordinary negligence*, not for injuries caused by their gross negligence or reckless or intentional conduct. Most Good Samaritan laws protect licensed doctors and nurses and laypersons who have been certified in CPR. Good Samaritan statutes generally do not protect laypersons who are not trained in CPR—that is, they are liable for injuries caused by their ordinary negligence in rendering aid.

[2x5=10]

QUESTION 3: INTEGRATION OF LANGUAGE SKILLS

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

[12]

QUESTION 4: ACADEMIC GENRES AND THEIR SOCIAL PURPOSES

Complete the table below by inserting the correct academic genre next to its social purpose. Write the numbers and answers in your answer book.

Genre	Social Purpose
4.1. _____	a) To tell a story as a means of making sense of events and happenings in the world, it can be both entertaining and informing.
4.2. _____	b) To advance or justify an argument or put forward a particular view.
4.3. _____	c) To show how something can be accomplished through a series of steps or actions to be taken.
4.4. _____	d) To explain why things are as they are or how things work.
4.5. _____	e) To present information and opinions about more than one side of an issue. It may end with a recommendation based on evidence presented.
4.6. _____	f) To reconstruct past experiences by retelling the events and incidents in the order in which they occurred.
4.7. _____	g) To represent factual information about a class of things usually by classifying them first and then by describing their characteristics.

[7]

QUESTION 5: TEXT FEATURES

List and explain how the common text features within non-fiction aids comprehension.

[5x2=10]

QUESTION 6: SUBSTITUTE VOCABULARY

Use a more formal verb to replace the verb and preposition printed in italics in the sentences that follow:

- 6.1 The pass rate *went up* significantly as a result of better teaching practice.
- 6.2 Academics are publicly funded independent schools *set up* and run by sponsors.
- 6.3 This issue was *brought up* in a number of educational meetings.
- 6.4 The staff meeting has been *put off* till further notice.
- 6.5 Researchers *have found out* that there is a relationship between literacy acquisition and cognitive development.

[5]

QUESTION 7: TYPES OF SENTENCES

State which of the following sentences are compound and which are complex?

- 7.1 Walking through the wood, he saw a fox that was following him.
- 7.2 If I do not get this job, I will start a business.
- 7.3 He said that he was so disappointed that he would not try again.
- 7.4 The men who rule the world with their pens are mightier than those who rule the world with their swords.
- 7.5 The evil that men do lives after them.
- 7.6 All that glitters is not gold.

[6]

TOTAL 100