

UNIVERSITY OF SWAZILAND

MAIN EXAMINATION PAPER 2011/2012

TITLE OF PAPER: ACADEMIC COMMUNICATION SKILLS: English for Academic Purposes (EAP)

COURSE NUMBER: ACS 102

TIME ALLOWED: 2 Hours

INSTRUCTIONS:

- 1. Please write the name of your Faculty and Programme on the cover of your answer book.**
- 2. Answer both questions.**

THIS EXAMINATION PAPER CONSISTS OF TEN PAGES .

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Question 1: Reading Comprehension

(50 Marks)

(ACS 102 M)

Read the passage below and answer the questions that follow:

Coming to an inner city near you: Extreme Education

[Small US academies with tough rules and excellent results are model for British - Polly Curtis, education editor October 22, 2007]

- 1 Some people call it extreme education: 10-hour days, parental contracts and zero tolerance behaviour policies in small, 200-pupil academies. The result, seen in an evolving breed of US school, is 100% college acceptance, test scores to rival private schools, and south Bronx teenagers who play the viola like their Manhattan neighbours. James Verrilli, principal of the North Star Academy in Newark, America's second poorest city, said:

"These kids know drugs. These kids know crime and violence. Their fathers are in jail. We have established a school culture which is very distinct from the attitude they walk in the door with. It's a college-bound culture."

- 2 At the North Star Academy children like Charism and Queen-Ama smile politely as they shake your hand and welcome you in. Some 85% of pupils are African-American and 90% get free school meals. Last year 80% were graded 'proficient or advanced' in maths, compared with 28% in the local neighbourhood school, and exceeding state averages. Pupils work in silence with a professionalism learned

during a three-day process. From the beginning, pupils are taught to speak clearly, answer questions in full sentences and look the teacher in the eye.

3 Parents have to sign a three-way contract with their child and the principal, promising to pull their weight. When a child's homework isn't handed in by 8 am, there is a phone call home. When the parent doesn't turn up for a meeting, their child is not allowed back into school until they turn up.

4 Signs telling them 'No excuses' line the walls. "I was working until 11 last night. I'm tired, but I know I've got to work," says one 11-year-old, as she finishes up a 'brain food' worksheet over breakfast. "Even my mother's gone back to school since I've been here." Pupils are tested every six weeks and their results scrutinized. "As a principal of a small school I know what every child is up to in terms of their academic achievement and their behaviour," says Mr Verrilli. It's an accountability that is extended to teachers: Mr Verrilli will sit in on classes with a Blackberry, emailing the instructor his notes as they teach.

5 North Star and other small schools like it, have evolved out of the 3,500-strong charter school movement in the US. Charter schools are independent schools, funded by the state, and allowed more freedom to set policies, including their admissions procedures. It runs a lottery for admissions and has 1,800 children on the waiting list. Parents have to put their child's name into the lottery and there are discrepancies in who does so; three times more girls apply than boys.

6 Mr Verrilli vehemently denies any suggestion that his students might not be the neediest. "It's a prejudice to say that parents from disadvantaged backgrounds don't care about their kids' education. 95% of parents just want a better education for their children. "We're not creaming. I'm defensive about that. It's something we're accused of a lot. How hard is it to put your child's name down on a piece of paper?" he said.

7 Every child who attends the Kipp Knowledge Power Programme Academy in South Bronx, New York, plays in its orchestra, the best school ensemble in the city.

Every child can read music. Shirley Lee, a director of the Kipp academy in the Bronx, says it works because there is a consistent approach across every part of the school. "The truth and reality is that kids like structure," she said. "It's about telling them what's appropriate and then learning when to use it. I wouldn't talk to you like I am now if I was out in some of these areas. But if we teach them to look in my eyes when I'm speaking to them, they will use that if they get stopped by the police and that will protect them."

- 8 In the UK, the political debate about the achievement gap between rich schools is gathering pace. The official body for inspecting schools, Ofsted, last week highlighted the 'stark divide' in achievement linked to social class and the government has set itself tough new targets on reducing the gap. Three London academies are experimenting with small extreme education school principles and last week a group of British teachers in training to run inner city schools visited the US looking for methods to tackle the dire state of 'complex urban education'.
- 9 Ark, a UK academy sponsor, is taking key components of the small school model into London academies. Lucy Heller, managing director of Ark, says: "There's something in the air, its small schools, tough behaviour management and an adamant belief that inner city children can do just as well." The UK schools minister says small schools can teach disadvantaged children the skills that their middle class peers take for granted: "High ambition, zero tolerance of failure, an expectation that children will go to university and that schools will give them the education to do so."
- 10 Ark is also helping to fund the 30 'Future Leaders' group on the school leadership training scheme visiting the US. The trainees are expected to take some of the ideas they experience home to the UK. Many of them see limits in how translatable the model is to the UK, however. They talk about the fact that most of the US schools are middle schools, for 10–14 year-olds. The model has been tested less in the secondary school age group (11–18). They also ask how smaller schools can be afforded, though others point out the fact that in the US Facilities are basic. "They don't even have interactive whiteboards," says one of the group's mentors. "They just teach. Small schools might not be practical in the UK, but what I really want these new school leaders to take back is the sense of culture in these schools."

A. Comprehension questions

Choose the best answer according to the text. (8 marks)

1. What is the purpose of the three-way contract?

- a. To enforce a zero tolerance policy.
- b. To ensure that parents, children and the principal all work for each child's success.
- c. To make sure that all homework is handed in by 8 am.

2. What are the three basic components that UK schools will take from the US model?

- a. Zero tolerance, homework handed in by 8am, and children excluded if their parents do not turn up for meetings.
- b. Small schools, strict management of behaviour and a strong belief that children from disadvantaged backgrounds can do well.
- c. High ambition, zero tolerance of failure and an expectation that children will go to university.

3. How is accountability at the North Star Academy extended to teachers?

- a. They have to work a 10-hour day, just like the pupils.
- b. They have to scrutinize test results.
- c. The principal observes their lessons and sends them notes about their lessons.

4. Which statement best reflects the plans of UK educationalists?

- a. They intend to use some of the US ideas.
- b. They intend to copy the US model exactly and introduce small school academies to the UK.
- c. They intend to copy the US model but have better facilities like interactive whiteboards.

B. Find words or phrases in the text that have the same meaning as the expressions below. (16 Marks)

1. gradually changing and developing. (para 1)
2. to do your share of the work. (para 3)
3. to take the very best of something. (para 6)
4. a musical group. (para 7)
5. becoming stronger and more successful. (para 8)
6. obvious difference. (para 8)
7. extremely bad. (para 8)
8. very determined. (para 9)

C. Match these phrasal verbs from the text with their meanings. (12 marks)

- | | |
|----------------|---|
| 1. hand in | a. highlight |
| 2. turn up | b. go to a class you are not directly involved in |
| 3. go back | c. write something on a piece of paper |
| 4. sit in (on) | d. arrive |
| 5. put down | e. give to a person in authority |
| 6. point out | f. return |

D. Use these verbs from the text to fill the gaps.

(14 marks)

Attend take set look

Establish gather pull

1. _____ a target
2. _____ a culture
3. _____ someone in the eye
4. _____ a school, college or academy
5. _____ pace
6. _____ your weight
7. _____ something for granted

Read the following passage carefully and in not more than 200 words write a summary, outlining what made Jobs "a genius to the end". Do not copy sentences from the passage; instead, use your own words.

A GENIUS TO THE END

No one wanted Steve Jobs when he was born. His biological father was a young Syrian professor at the University of Wisconsin, his mother a graduate student. Her family would not allow them to marry and she was forced to give him up for adoption in the bitter February of 1955, a few days after his birth.

His adopted parents, Paul and Clara Jobs, were solid, working-class folk. Paul was a high-school dropout who made a living as a machinist, Clara an accountant. They lived in Mountain View, California, an agricultural community at the southern end of the San Francisco Bay.

At the time, no one would have guessed the significance of Mountain View and the surrounding towns that we now call Silicon Valley. Hewlett and Packard had founded their company in a garage in nearby Palo Alto in 1935, but it had not yet become the global titan it is today.

Into this nascent revolution dropped an inquisitive, fearless and irrepressible young boy, the kind of kid who could convince his parents to move towns so that he could attend a better high school.

At the age of 12, he phoned William Hewlett, now the head of one of America's largest companies, to ask for advice on a gadget he was working on. Hewlett promptly offered the impudent tyke a job on his assembly line. Jobs was thrilled.

It was during a summer job at Hewlett – Packard that Jobs met the other Steve – Wozniak – the technical genius who would co – found Apple Computer Company with him in 1976. Following in his adopted father’s footsteps, Jobs had dropped out of college to pursue a wild dream: selling fully assembled personal computers. The gamble paid off handsomely: by the mid-80s Apple had become a global brand. But in 1985, internal strife at the company had reached such a pitch that Jobs felt he had no choice but to resign in disgust. He was just 30 years old.

While Apple languished under a series of lukewarm leaders, shrinking in both profitability and influence, Jobs picked himself up and promptly started two other revolutions. In 1986, recognising that animation would eventually be computerised, he helped found Pixar. By 2000 the company had grown into one of the most successful animation studios of all time, second only to Disney

His other company, NeXT Computer , was less obviously successful , but achieved two things : it created a software platform on which many of Apple’s products still rely and it was acquired by Apple. Within a matter of months, Jobs was appointed “ acting chief executive “ of Apple. Suddenly, after more than a decade, he was at the helm of his own company again.

Not a moment too soon. By the late Nineties Apple was teetering on the brink of bankruptcy and collapse. In typical fashion Jobs quickly drew together a group of creative and technical geniuses and began to transform the company from within. The early fruit of this renaissance, the brightly coloured Apple iMac, was a huge success bought as much for its beautiful design as its capabilities. And so, a new template for Apple was born: beautiful, desirable, functional.

From this point on, the history of Apple has entered modern folklore. First came the iPod, then iPhone and now iPad, reinventing markets, delighting customers and terrifying competitors with every new step.

We all knew that Jobs was ill. In 2004, he was diagnosed with pancreatic cancer, but battled through it and subsequent liver transplant in 2009, taking only relatively short leaves of absence. At annual Apple events, he appeared at times to be frighteningly gaunt. His resignation in late August 2011 was not completely unexpected.

But few people believed he would, or even could die. For many fans of Apple, Jobs had attained a messianic quality, a god of technology who could be both benevolent and cruel. Even those unaffected by his reality distortion field cannot quite believe this vivid genius is no longer with us.

Above all, what Steve Jobs taught the world is to believe. Through sheer hard work and stubborn refusal to bow to the conventions of reality, Jobs challenged the world not once but three times. His companies and products have delighted and inspired hundreds of millions.

When he died peacefully on Wednesday this week, he was surrounded by his family. But around the world, his adoptive family, the legions of Apple and Pixar fans, were there in spirit. No one wanted Jobs when he was born, but 56 years later, everyone wanted him to live.

Ref. Fairweather, Alistair (2011) A Genius to the End. Mail and Guardian. October 7 to 13, 2011 p.24.