

UNIVERSITY OF SWAZILAND
MAIN EXAMINATION PAPER 2013/ 2014

TITLE OF PAPER: ACADEMIC COMMUNICATION SKILLS: ENGLISH FOR
ACADEMIC PURPOSES (EAP)

COURSE NUMBER: ACS 102

TIME ALLOWED: 2 HOURS

- INSTRUCTIONS:
- 1. Write the name of your Faculty and Programme at the top of the cover of the answer folder.**
 2. Answer both questions.

THIS EXAMINATION PAPER CONSISTS OF NINE (9) PAGES INCLUDING THE
COVER PAGE

THIS EXAMINATION PAPER IS NOT TO BE OPENED UNTIL PERMISSION IS
GIVEN BY THE INVIGILATOR

QUESTION 1

READING COMPREHENSION

50 marks

Instruction: Read the following passage and answer the questions that follow:

Getting the Most Out of Your Teachers

from *College Thinking: How To Get the Best Out of College*
(Reprinted with permission of Mrs. J. Meiland)

1. The question "How should teachers treat students?" is important and much discussed, because teachers have power over students and care must be taken to see that this power is not abused. The question, "How should students treat teachers?" is equally important. I think that many students do not make sufficient use of their teachers and so do not get as much as they could out of their college experience.
2. Some students do not ask enough questions in class because they are intimidated by their teachers. Some teachers attempt to intimidate their students, while other teachers tolerate intimidation as a by-product of their normal methods of operation. But most teachers try to avoid intimidating students, and are surprised to learn that students sometimes fear them. Students feel intimidated for several reasons: they don't want to impose on the teacher's valuable time; they feel the teacher is so distinguished that he is doing the student a favour simply by being in class; they are afraid that their questions will seem "stupid" to the other students or to the teacher.
3. **These feelings are as common as they are mistaken.** The teacher's job is to teach, regardless of how infallible or distinguished that teacher may be. Classes are held primarily for the benefit of the student, and by choosing to teach and by offering a course; the teacher puts himself at your service. It is up to you to take advantage of the opportunity. Teachers do not automatically know what it is that you do not

understand or why you do not understand it. Experienced teachers know what difficulties students typically have in understanding the material, and they structure their presentation of material in such a way as to try to resolve or avoid those difficulties in advance. But each student will have unique difficulties, and the teacher will not know what your special problems are unless you tell him. The teacher cannot teach the material to you unless you indicate what you need help with. **Learning is a cooperative activity** and cannot occur without the active participation of student and teacher alike. If you do not help the teacher zero in on your particular stage of learning and your particular difficulties, the teaching process will not work in the way that it should. So ask questions in class.

4. But you may still feel that your questions are "stupid," and this inhibits you from asking them. The phrase "**stupid question**" here means "a question that you hesitate to ask during class (or even after class) because you feel that the other students already know the answer and thus your question would simply waste class time; you feel that the answer is obvious and therefore the instructor or the other students, or both, will think that you are stupid for asking it." Both of these feelings are totally misguided. First, the teacher will not think badly of you for asking questions. Good teachers enjoy being asked questions because they make the teacher feel needed and useful--you need the teacher in order to understand the material--and they show the teacher that you are interested in and trying to grasp the material.
5. Second, more often than not, the other students do not know the answer to the question either. They may be sitting there with knowing looks on their faces, but often this is just a mask that they put on so that the teacher will not see that they do not understand the material in the way they should. The other students are usually relieved and grateful that you have had the courage to ask your question. That the other students often do not know the answer is evidenced by the following: when a student asks a question, the alert teacher who is really trying to get this material across to the students will sometimes ask another student to answer that question; and it often turns out that the teacher must ask quite a few students before finding one who

can answer it; then the teacher will explain the question and the answer again to the whole class, since your question has shown that most of the other students did not understand the material either. Colleges and universities ought to give scholarships to students whose job would be to ask so-called "stupid" questions in class. This would perform a great service for education. Education simply cannot proceed unless students ask questions and create some type of dialogue with their instructors.

6. Students should be critical of teachers. Often they refrain from criticism because they believe that they might antagonize the instructor, who will then retaliate by giving them a low grade. It is true that there are some teachers who do not welcome criticism and who will retaliate. But good teachers encourage criticism. Students cannot learn to criticize and to think independently unless they practice these skills and the materials available for practice are the materials of the course, including the instructor's ideas. You are an apprentice to your instructor in the art of thinking; you learn how to do it partly by being told, partly by being shown, and partly by doing it. One major reason why the instructor presents ideas is to give you practice in analysing, criticizing, and evaluating them. You have to cooperate by analysing and criticizing the ideas presented. Just as your teacher needs to challenge you, you must challenge your teacher.

Answer the following questions either by multiple choice, true/false, fill-in-the-blank, or short answer.

1. Which of the sentences in the first paragraph (shown below) contains the main idea of the paragraph? 3 mks

1. Sentence i
2. Sentence ii
3. Sentence iii

(i) The question "How should teachers treat students?" is important and much discussed, because teachers have power over students and care must be taken to see that this power is not abused.

(ii) The question, "How should students treat teachers?" is equally important.

(iii) I think that many students do not make sufficient use of their teachers and so do not get as much as they could out of their college experience.

2. According to the writer, most teachers realize that their students fear them. 3mks

True or False?

3. One of the reasons that students feel intimidated in class is that they think the teacher is too busy to answer questions. 3mks

True or False?

4. The author believes that education cannot continue if students don't start a dialogue with their teachers. 3mks

True or False?

5. The writer believes that good students don't disagree with their teacher's opinions. 3mks

True or False?

6. Which of the following does the writer probably believe? 3mks

- 1. Teachers are infallible.
- 2. Teachers work for students.
- 3. Students often ask strange questions.
- 4. Students don't know how busy teachers are.

7. What does the writer mean by saying that "learning is a cooperative activity"? (3 par) 5mks

8. What two reasons does the author give to show that asking so-called "stupid questions" (par. 4) is important? 10 mks

- a. _____
- b. _____

9. What three "art of thinking" skills does a good teacher try to encourage? 9mks

- a. _____
- b. _____
- c. _____

10. 'These feelings are as common as they are mistaken' (Par 3) 8mks

- a. What feelings is the writer referring to?
- b. Why are the feelings mistaken?

Question 2: Summary

50 Marks

Read the following passage carefully and write a summary of about 200 words describing the long term effects of concussions and the measures taken to curb their occurrence. The summary must be in your own words, lifting sentences from the passage is not permissible and you will lose marks.

Concussions in sport

Adapted from: <http://www.englishforeveryone.org>

1. Concussions are brain injuries that occur when a person receives a blow to the head, face, or neck. Signs and symptoms of concussions can be hard to determine because they may not present strongly and may not present for several hours after the incident has occurred. The symptoms of a concussion may fall within 4 categories, namely: physical, cognitive, emotional and sleep disturbance. The most common symptom is a headache. Other, more subtle symptoms that can accompany headaches are emotional changes, irritability, slowed reaction times and drowsiness. Accompanying symptoms can include sensitivity to light, and noise, fatigue, dizziness, nausea and vomiting.⁴ The loss of consciousness is another identifiable characteristic of concussions but it is not a required symptom to diagnose it. Other distinguishing characteristics of concussions are retrograde amnesia (loss of memory just prior to injury) and posttraumatic amnesia (impaired recall of time between the injury or resumption of consciousness and the point at which new memories are stored and retrieved).
2. Although most people who suffer a concussion experience initial bouts of dizziness, nausea, and drowsiness, these symptoms often disappear after a few days. The long-term effects of concussions, however, are less understood and far more severe. Recent studies suggest that people who suffer multiple concussions are at significant risk for developing chronic traumatic encephalopathy (CTE), a degenerative brain disorder that causes a variety of dangerous mental and emotional problems to arise weeks, months, or even years after the initial injury. These psychological problems can

include depression, anxiety, memory loss, inability to concentrate, and aggression. In extreme cases, people suffering from CTE have even committed suicide or homicide. The majority of people who develop these issues are athletes who participate in popular high-impact sports, especially football. Although new sports regulations and improvements in helmet technology can help protect players, amateur leagues, the sports media, and fans all bear some of the responsibility for reducing the incidence of these devastating injuries.

3. Improvements in diagnostic technology have provided substantial evidence to link severe—and often fatal—psychological disorders to the head injuries that players receive while on the field. Recent autopsies performed on the brains of football players who have committed suicide have shown advanced cases of CTE in every single victim.
4. In response to the growing understanding of this danger, the National Football League (NFL) has revised its safety regulations. Players who have suffered a head injury on the field must undergo a “concussion sideline assessment”—a series of mental and physical fitness tests—before being allowed back in the game. In an effort to diminish the amount of head and neck injuries on the field, NFL officials began enforcing stricter penalty calls for helmet-to-helmet contact, leading with the head, and hitting a defenceless player. Furthermore, as of 2010, if a player’s helmet is accidentally wrenched from his head during play, the ball is immediately whistled dead. It is hoped that these new regulations, coupled with advances in helmet design, will reduce the number of concussions, and thus curb further cases of CTE.
5. Efforts by the NFL and other professional sports leagues are certainly laudable; we should commend every attempt to protect the mental and physical health of players. However, new regulations at the professional level cannot protect amateur players, especially young people. Fatal cases of CTE have been reported in victims as young as 21. Proper tackling form—using the arms and shoulders to aim for a player’s midsection—should be taught at an early age. Youth, high school, and college leagues should also adopt safety rules even more stringent than those of the NFL. Furthermore, young athletes should be educated about the serious dangers of head injuries at an early age.

6. Perhaps the most important factor in reducing the number of traumatic brain injuries, however, lies not with the players, the coaches, or the administrators, but with the media and fans. Sports media producers have become accustomed to showcasing the most aggressive tackles and the most intense plays. NFL broadcasts often replay especially violent collisions while the commentators marvel at the players' physical prowess. Some sports highlights television programs even feature weekly countdowns of the "hardest hits." When the media exalts such dangerous behaviour, professionals are rewarded for injuring each other on the field and amateurs become more likely to try to imitate their favourite NFL athletes. (724 words)