

**ENGLISH FIRST ADDITIONAL LANGUAGE
GRADE 8 – NOVEMBER 2013
PAPER 1 – LANGUAGE
TIME: 1 HOUR TOTAL: 50**

INFORMATION AND INSTRUCTIONS

1. This paper consists of three sections:
SECTION A – Comprehension (20)
SECTION B – Summary (10)
SECTION C – Language (20)
2. Answer all the questions.
3. Begin the answer of each section on a new page.
4. Leave a line open between each answer.
5. It is important to write neatly.

SECTION A – COMPREHENSION

Read the following passage and answer the questions that follow:

Teaching your children not to litter is a valuable life lesson.

I can no longer simply drive past children who drop their chip packets, cold drink cans and, sometimes entire fast-food packaging, as they walk home from school. Something inside me snaps and I tend to stop my car, interrogate them, and demand they pick up after themselves.

"Why did you throw that down in the street, when there's a rubbish bin a metre from where you dropped it?" I yell. The guilty 10-year-old glares at me as though I am insane or dangerous – perhaps I look it?

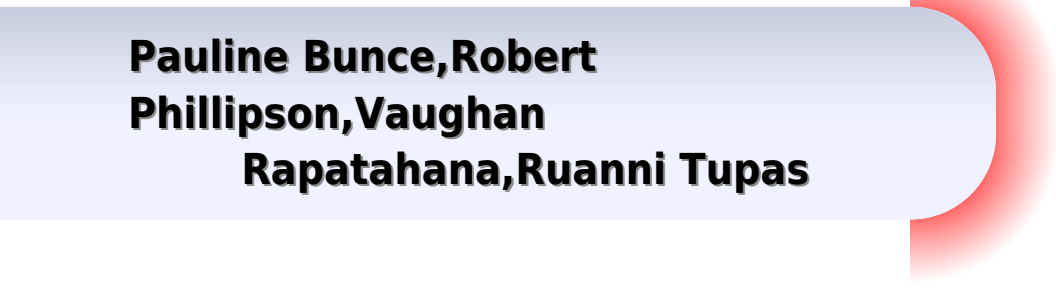
Curiously, it seems the whole idea of putting discarded wrappers into a bin designed for that purpose is a foreign concept to many of them. When pressed to answer my question, some of the responses have left me flabbergasted. "But I am creating jobs," said one indignant little litter-lout!

And it's not a stab in the dark to conclude that children like him are only doing what children everywhere do best: following the example set by their parents and caregivers in their lives. But attitudes like this are extremely dangerous. According to Alderman Clive Justus, Cape Town's Mayoral Committee Member for Utility Services, there seems to be a growing tolerance by the public, not only of litter, but of those responsible for it. What's more, this attitude is increasingly threatening the city's rating by international tourism organisations as one of the world's most beautiful cities and desirable holiday destinations, as residents continue to dump refuse illegally and indiscriminately fill our outdoor public spaces with litter.

"Children need to develop a sense of responsibility for themselves, others and the world in which they live in order to be contributing members of society," explains Johannesburg – based educational psychologist Melanie Hartgill.

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**Pauline Bunce, Robert
Phillipson, Vaughan
Rapatahana, Ruanni Tupas**



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The Semiperiphery of Academic Writing K. Bennett, 2014-09-02 With researchers around the world are under increasing pressure to publish in high profile international journals this book explores some of the issues affecting authors on the semiperiphery who often find themselves torn between conflicting academic cultures and discourses

Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts Angel M.Y. Lin, 2016-09-15 This book will be of interest to a broad readership regardless of whether they have a background in sociolinguistics functional linguistics or genre theories It presents an accessible meta language i e a language for talking about language that is workable and usable for teachers and researchers from both language and content backgrounds thus facilitating collaboration across content and language subject panels Chapters 1 to 3 lay the theoretical foundation of this common meta language by critically reviewing systematically presenting and integrating key theoretical resources for teachers and researchers in this field In turn Chapters 4 to 7 focus on issues in pedagogy and assessment and on school based approaches to LAC and CLIL drawing on both research studies and the experiences of front line teachers and school administrators Chapter 8 provides a critical and reflexive angle on the field by asking difficult questions regarding how LAC and CLIL are often situated in contexts characterized by inequality of access to the linguistic and cultural capitals where the local languages of the students are usually neglected or viewed unfavourably in relation to the L2 in mainstream society and where teachers are usually positioned as recipients of knowledge rather than makers of knowledge In closing Chapter 9 reviews the state of the art in the field and proposes directions for future inquiry

English as a Lingua Franca in Wider Networking Paola Vettorel, 2014-08-27 In a constantly interconnected world communication takes place beyond territorial boundaries in networks where English works as a lingua franca The volume explores how ELF is employed in internationally oriented personal blogs findings show how bloggers deploy an array of resources to their expressive and interactional aims combining global and local communicative practices Implications of findings in ELF and ELT terms are also discussed

50 years after the perceptron, 25 years after PDP: Neural computation in language sciences Julien Mayor, Pablo Gomez, Franklin Chang, Gary Lupyan, 2014-08-11 This Research Topic aims to showcase the state of the art in language research while celebrating the 25th anniversary of the tremendously influential work of the PDP group and the 50th anniversary of the perceptron Although PDP models are often the gold standard to which new models are compared the scope of this Research Topic is not constrained to connectionist models Instead we aimed to create a landmark forum in which experts in the field define the state of the art and future directions of the psychological processes underlying language learning and use broadly defined We thus called for papers involving computational modeling and original research as well as technical philosophical or historical discussions pertaining to models of cognition We especially encouraged submissions aimed at contrasting different computational frameworks and their relationship to imaging and behavioral data

Early History of Soybeans

and Soyfoods Worldwide (1024 BCE to 1899): William Shurtleff, Akiko Aoyagi, 2014-11-04 The world's most comprehensive well documented and well illustrated book on this subject With extensive index 351 color photos or illustrations Free of charge in digital format on Google Books

Applied Linguistics Perspectives on CLIL Ana Llinares, Tom Morton, 2017-03-16 This book represents the first collection of studies on Content and Language Integrated Learning CLIL which brings together a range of perspectives through which CLIL has been investigated within Applied Linguistics The book aims to show how the four perspectives of Second Language Acquisition SLA Systemic Functional Linguistics SFL Discourse Analysis and Sociolinguistics highlight different important aspects of CLIL as a context for second language development Each of the four sections in the book opens with an overview of one of the perspectives written by a leading scholar in the field and is then followed by three empirical studies which focus on specific aspects of CLIL seen from this perspective Topics covered include motivation the use of tasks pragmatic development speech functions in spoken interaction the use of evaluative language in expressing content knowledge in writing multimodal interaction assessment for learning L1 use in the classroom English medium instruction in universities and CLIL teachers professional identities

Robots that Talk and Listen Judith Markowitz, 2014-12-12 Robots That Talk and Listen provides a forward looking examination of speech and language in robots from technical functional and social perspectives Contributors address cultural foundations as well as the linguistic skills and technologies that robots need to function effectively in real world settings Among the most difficult and complex is the ability to understand and use language Speech enabled automata are already serving as interactive toys teacher's aides and research assistants These robots will soon be joined by personal companions industrial co workers and military support automata The social impact of these and other robots extends well beyond the specific tasks they perform Contributors tackle the most knotty of those issues notably acceptance of advanced speech enabled robots and developing ethical and moral controls for robots Topics in this book include Language and Beyond The True Meaning of Speech Enabled Robots in Myth and Media Enabling Robots to Converse Language Learning by Automata Handling Noisy Settings Empirical Studies of Robots in Real World Environments Acceptance of Intelligent Robots Managing Robots that Can Lie and Deceive Envisioning a World Shared with Intelligent Robots

Why English? Pauline Bunce, Robert Phillipson, Vaughan Rapatahana, Ruanni Tupas, 2016-06-10 This book explores the ways and means by which English threatens the vitality and diversity of other languages and cultures in the modern world Using the metaphor of the Hydra monster from ancient Greek mythology it explores the use and misuse of English in a wide range of contexts revealing how the dominance of English is being confronted and counteracted around the globe The authors explore the language policy challenges for governments and education systems at all levels and show how changing the role of English can lead to greater success in education for a larger proportion of children Through personal accounts poems essays and case studies the book calls for greater efforts to ensure the maintenance of the world's linguistic and cultural diversity Vistas of

English for Specific Purposes Nadežda Stojković, 2015-10-05 English for Specific Purposes ESP is one of the most needed forms of English Language Teaching with regards to the adult population in today's global market economy where the English language is a prerequisite for the exchange and communication of professional ideas, best practices and experiences and a necessary skill for advancement in one's career. This comprehensive volume brings together the most insightful papers from the First International Conference on Teaching English for Specific and Academic Purposes titled Connect and Share held at the Faculty of Electronic Engineering of the University of Ni, Serbia in May 2013. The collection covers a diverse and extensive list of topics and provides a number of invaluable contributions which prove the presence of ESP in all continents and in many different professions, sciences and businesses. Also of interest is the fact these papers highlight the interrelatedness of ESP and linguistics, the methodology of teaching sociolinguistics and a number of other fields relevant to the study and practice of languages. The chapters of this book prove that immense original, creative and worthwhile research is being conducted in the ever-growing and increasingly relevant field of ESP. At the same time, the book also offers rich insights into many innovative teaching practices that justify ESP as an important area of academic study.

Developing Generic Support for Doctoral Students Susan Carter, Deborah Laurs, 2014-03-26 This multidisciplinary, multi-voiced book looks at the practice and pedagogy of generic across-campus support for doctoral students. With a global imperative for increased doctoral completions, universities around the world are providing more generic support. This book represents collegial cross-fertilisation focussed on generic pedagogy provided by contributors who are practitioners working and researching at the pan-disciplinary level which complements supervision. In the UK, funding for two weeks' annual training in transferable skills for each doctoral scholarship recipient has caused an explosion of such teaching which is now flourishing elsewhere too, for example endorsed by the Carnegie Initiative on the Doctorate in the USA and developed extensively in Australia. Generic doctoral support is expanding yet is a relatively new kind of teaching practised extensively only in the last decade and with its own ethical, practical and pedagogical complexities. These raise a number of questions: How is generic support funded and situated within institutions? Should some sessions be compulsory for doctoral students? Where do the boundaries lie between what can be taught generically or left to supervisors as discipline-specific? To what extent is generic work pastoral? What are its main benefits? Its challenges? Its objectives? Over the last two decades, supervision has been investigated and theorised as a teaching practice; a discussion this book extends to generic doctoral support. This edited book has contributions from a wide range of authors and includes short inset narratives from academic authorities accumulatively enabling discussion of practice and the establishment of a benchmark for this growing topic.

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