

ENN103F EXAM PACK

Worked and compiled by

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For

And on behalf of



Only for UNISA students doing the module ENN103F

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Welcome

Dear learner

Firstly, I wanted to warmly welcome you to this exciting module that introduces you to the dynamic study of the English language. The themes and topics that we will cover in this course material will of course follow a close reflection and more on the subjects discussed by the writers in the guide. My wish for you is to remain engaged and develop deeper knowledge of themes and topics covered in this material study.

The exam for ENN 103 F consists of three sections, namely:

- **Section A-B: Reading.** Here, you will have to read a passage and answer the questions which follow. The knowledge tested will be similar to assignment 01. These questions will mainly focus on punctuation, sentence construction, parts of speech as well as general reading and comprehension skills. I have provided you with summarized versions of these topics and you are welcomed to consult secondary guides and encyclopedias. Always answer these questions in full unless stated otherwise.
- **Section C: Essay writing.** Here, you are expected to apply everything you have learned from completing assignment two. You might be given two or three topics in which you are required to choose one and argue for or against. Please note that you will not be required to consult or quote any external sources in the exam. As for your preparation for essay-writing, I have compiled various examples of how you should construct a well-informed and structured essay.

Tips in writing a good essay:

Introduction (1 paragraph): Main idea plus 4 reasons of why you are arguing for/against	Body (approximately 5 or 6 paragraphs): One paragraph for each reason/cause. Each paragraph will +/- 8 lines.	Conclusion (1 paragraph):
Begin by answering the given topic. Restate the question so that it gives the lecture a clear view of whether you are arguing for or against, e.g. Playing lottery games <u>is/is not</u> a waste of money. This is called a main idea or topic sentence. Use words such as Firstly, Secondly, Thirdly and Lastly to separate your ideas/reasons/causes.	Start the first sentence (main idea) with a restatement of each reason (in the same meaning) but different words from the introduction. You can include related explanations, examples, and case studies in support of the particular reason. <u>Avoid writing about your own personal experiences. Do not use words such as I, me, my brother or friend.</u> State as the author, the student or one (as one is more general than personal).	Always start with In conclusion, ... Restate the introduction again in different words.
Limit the introduction to plus or minus eight lines. If you paragraph go out to 10 or more lines, there is a possibility that you are giving too much and unnecessary information. Thus make it short by giving the main idea and the reasons for or against. NB: MAKE SURE	Avoid long sentences. Do not start with And or Also. Use connector words with commas to separate and start new sentences such as: - In addition, Moreover, Furthermore, (shows addition) - Similarly, Likewise, Nevertheless, (shows agreement)	Instead of Firstly, Secondly, Thirdly, Lastly, use For one, Next



YOU HAVE CLEARLY READ AND UNDERSTOOD THE TOPIC.	- Even so, In spite of that, Alternatively, On the contrary, Conversely, If..., then, ... On the one hand, ... On the other hand, ... Although... (shows comparison)	and Furthermore,
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Chapter 1:

Grammar, Punctuation and

Sentence construction

Grammar is the study of the classes of words, their inflections, and their functions and relations in the sentence. Punctuation, on the other hand, is the act or practice of inserting standardized marks or signs in written matter to clarify the meaning and separate structural units.

	Function:	Example:
Full stop .	Indicates the end of a sentence.	She cooks her chicken in a pot.
Comma ,	Separates sentences, items, names or ideas.	Jack, Jonah and Tammy play football. Zac cooked, Sam ate and Nat cleaned.
Colon :	Used to add a list or description.	She brought back a range of goods: groceries, toys, clothes and toiletries.
Semi-colon ;	Used to combine two or more complementary sentences.	Criminals are not just compelled to commit crime; rather, they also make choices.
Hyphen --	Used to add a list, description, definition or afterthought.	"Get out of my house -- now!" Milton-- a poet and pastor--became blind at 44.
Parenthesis ()	Used to indicate emphasis, to add a list, or some more description.	Gary was always an evil man (the Devil himself), and he did not even care!
Interjection ? !	Indicates the utterance of questions, exclamations, or emotions.	"Ouch!", "Hooray!", "Shh!" "Huh?" "Uhm...!" "Blah, blah, blah!"
Ellipsis ...	Indicates words are missing or that the author wishes that you draw your own conclusion.	"Punctuation is the act...of inserting standardized marks or signs in written matter"
Asterisk *	Indicates footnote or omission of words.	*Author is stated at the bottom of page.
Concord	Statement of agreement between subject and verb. Singular: Ben Johnson <u>is/was</u> searching for his sister. Plural: The Johnsons <u>are/were</u> searching for their daughter.	Singular: Stephan <u>was</u> sadly stoned. Amanda <u>is</u> sitting alone on the bench. Plural: Some people <u>are</u> just plain silly. Groups <u>are/were</u> gathering together.



Slang	Phrase used in or characteristic of familiar and informal conversation style. Avoid in formal writing.	"It is <u>finger lick'n good!</u> " "The boys and I are going to have a <u>lekker jol</u> "
Active/Passive sentences	Active sentences are clear and direct. Passive sentences make tentative statements which may include some ambiguity. Try to avoid passive sentences.	Active: Ben <u>fell</u> against the wall. Passive: Ben <u>could have</u> fallen against the wall/Ben <u>might have</u> fallen against the wall.
Clichés	A statement or phrase that has become overly familiar or commonplace. Avoid in formal writing.	"Home is where the heart is" "Love is blind" "Time heals everything"
Colloquialism	A local or regional dialect expression. Avoid colloquialism in formal writing.	"The mates and I are having a barbie " "We met in a bar with some blokes " (1 st - Australia/ 2 nd - England).
Jargon	The technical terminology or characteristic idiom of a special activity or group. Avoid also in formal writing.	"There was a code ten emergency in floor 12" - language used mainly in hospitals. "Majority of them are blue-collar workers" - used in factories for ordinary workers.
Euphemisms	The substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant.	Instead of saying prostitute , it is polite to say sex worker ; her grandmother died --her grandmother passed away .

Sentence construction:

	Description:	Example:
Simple sentence	A sentence consisting of at least one clause.	"Kimberly is studying alone in the library".
Compound Sentence	A sentence consisting of two clauses joined by a joining word.	"John confronted Sarah <u>and</u> they both began to fight ."
Complex Sentence	A sentence consisting of several clauses joined together in complex relationships with one another.	" Although Eskimos live in harsh conditions, as in cold weather, which could freeze them to death, they still show some resilience to survive ".
Phrase	A statement without a verb or subject.	"Sky high!" "Goodbye!" "Great grace!"
Clause	Any statement containing a verb and subject.	" She is eating alone" " He stood still"
Main clause	Contains the main idea in the sentence.	Check complex sentence: ...they still show...



Subordinate Clause	Joins or starts with the conjunctions <i>because, since, that, although, while, from</i>	Check complex sentence: " Although Eskimos..." Cannot stand alone.
Co-ordinate clause	Part of clause joined by the conjunctions <i>and, as, for, yet, or, but, then, nor</i> .	Check complex sentence: "... as in cold weather..." Cannot stand alone.
Relative clause	Clause joined by relative pronoun such as <i>who, where, which, when, whom, wherewith</i> .	Check complex sentence: "... which could possibly freeze them..." Cannot stand alone.

Chapter 2: Parts of Speech

Parts of speech: A traditional class of words distinguished according to the kind of idea denoted and the function performed in a sentence.

	Function:	Example:
Verbs	<p>A word that expresses an act, occurrence, or mode of being, that reflects agreement with the subject, tense and number.</p> <p>Types of verbs:</p> <ul style="list-style-type: none"> • Auxiliary verbs - is, have, are, was • Finite verb - drive, scream, run • Infinite verb - <u>to</u> sing, <u>to</u> read, <u>to</u> eat 	<p>John <u>kicked</u> the ball. (Subject-John, Tense-Past, Verb-Kicked Number-1-John)</p> <p>Noah <u>is standing</u> on the wall. (S-Noah, Tense-Present, V- Standing, N-1-Noah)</p> <p>Mary likes <u>to buys</u> milk at the dairy. (S-Mary, Tense-Future, V-buys, N: 1 - Mary)</p>
Nouns	<p>A word expressing name, creature or thing.</p> <p>Types of nouns:</p> <ul style="list-style-type: none"> • Collective noun - a <u>bunch</u> of flowers • Abstract noun - pain, love, sorrow • Common noun - desk, chair, cup • Pronoun - he, she, him, her, them • Proper noun - Brazil, James, Paris 	<p>A noun is used to describe a name a person, place, or thing. For example: Joe, Henry, Bridget, Thembi, Palesa, Thandi, London, Australia, New York, Scotland, India, Delhi , goat, cat, dog, desk, laptop, cell phone, dress et cetera. Abstract nouns describe things you cannot touch.</p>
Adjective	A describing word that comes before a noun. Ugly, pretty, green, red, short, tall.	Sarah was wearing a purple sweater. Tony lives owns an exotic island.
Adverb	A word expressing degree, manner or quality.	Quickly, broadly, weekly, regularly, daily. She attends regularly at London High.
Conjunction	A word that joins a sentence together.	And, or, yet, for, because.
Preposition	Shows position of item or person.	Under, below, above, next to, beneath.



Article	Any word or affixes (as <i>a</i> , <i>an</i> , and <i>the</i>) used with nouns to limit or give definiteness to the application. - Definite article - <i>The</i> - mostly for people, places or organizations. - Indefinite article - <i>A</i> or <i>an</i> - mostly used to refer to animals or things, e.g. <i>A</i> star.	Definite: <u>The</u> man who cuts the wood. - That particular man has a name and it is certainly clear who we are referring to. Refer to proper nouns. Indefinite: <u>An</u> animal slept there. - Is it a bear, dog, giraffe, penguin or wolf?
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Chapter 3: Figures of speech

Figure of speech: Enables one to communicate in a range of styles, manner, or context that is rich and full of meaning and interpretation.

	Description:	Example:
Alliteration	Repetition of two or more consonant sounds closer together within a sentence.	' <u>S</u> he <u>s</u> ells <u>s</u> ea <u>s</u> hells on the <u>s</u> eashore.'
Assonance	Repetition of two or more vowel sounds closer together within a sentence (<i>as in mole and hole</i>).	'Only the rifles <u>r</u> apid <u>r</u> attle <u>c</u> an <u>p</u> atter out their <u>h</u> asty crimson.' Sound effect.
Personification	Attributing human qualities to nonhuman objects.	"A mirror never tells a lie." "The sun decided to smile at me today."
Metaphor	A word or phrase used to compare two or more concepts or ideas with the similar characteristics without the words like or as .	'The apple does not fall far from the tree.' 'I will restore all the years the locusts have stolen.' Implied comparisons.
Simile	Comparing similar ideas or concepts by using the words 'as' or 'like'.	'Red like an apple.' 'Strong as a lion.'
Irony	The use of words to express something other than and esp. the opposite of the literal meaning. Author draws effect or emphasis.	Verbal: Great , you just broke my camera! Situational: Laughing at somebody for slipping on a banana, and then you slip too.
Ambiguity/ Double-entree	A statement that may have double meaning. E.g. "Come to our big sale of the cheapest bedroom sets. Bring in your wife too and will give you a great discount." Is your wife also for sale?	<u>Short children stories</u> are very funny. Here, is it the brief children story books or the amusing jokes about tiny children that are very funny?
Pun	The humorous use of a word in such a way as to suggest two or more of its meanings or the meaning of another word similar in sound.	"Seven days without water makes one <u>weak</u> ." Weak/week. "Your father's <u>back</u> is <u>back</u> again." Backside/returned.



Paradox	A statement that is seemingly contradictory or opposed to common sense and yet is perhaps true. Author draws effect or emphasis.	"Nobody goes to the restaurant because it is full." "Do not go near the water without learning how to swim."
Oxymoron	A combination of contradictory or incongruous words. Author draws effect or emphasis.	"Cruel kindness", "bitter sweet", "falsely true", "love hate".
Antithesis	Contrast of ideas by means of parallel arrangements of words or sentences.	"Action, not words" or "they promised freedom and provided slavery."
Satire	A literary work holding up human vices usu. moral depravity or corruption and follies to ridicule or scorn.	"I, Being Born a Woman and Distressed." Satirical poem: Author mocks sexist society.
Anaphora	Repetition of a word or expression at the beginning of phrases, sentences, or verses especially for rhetorical or poetic effect.	" <u>Marks</u> of weakness, <u>marks</u> of woe". Author uses anaphora to draw reader's attention and sorrow for the people.
Rhetorical question	A question that requires no answer. These questions are posed for effect or emphasis.	"Do you think I am an idiot?" "Is this a joke?" "Did I ask you?"

Chapter 4: General reading and comprehension skills

Purposes, diction and audience of articles:

- **To inform:** Articles usually written by scientific journals, newspapers or car manuals informing readers of new discoveries or the latest issues on current affairs. The language employed by these authors is mostly scientific emphasizing facts instead of assumptions. "Finally: Scientists find extraordinary cure for HIV."
- **To educate:** Articles mostly from textbooks, cooking and fishing guides serving the purpose of teaching or instructing readers on how to apply theories, equipments or cooking ingredients. The preferred language in these articles might follow jargons and other technical definitions. "Statistics for Dummies."
- **To promote or persuade:** Articles written in favor of some idea or product. These may come in the form of adverts and newspapers. Look out for the leading or emotionally loaded language on these articles. E.g. "According to research...", "Research suggests..." or "Get one before it is too late".
- **To critique, satirize or ridicule:** Articles holding up human vices (usu. moral depravity or corruption) and follies to ridicule or scorn. "All cheering and feasting in presidential residency while millions of children go hungry."

Tone or attitude:

First respond with word positive or negative and then add corresponding emotions:

- **Positive:** cheerful, merry, optimistic, encouraging, celebratory, uplifted, joyful, jovial, humorous, personal, constructive, confident, ebullient, calm, or peaceful.



- **Negative:** sarcastic, pessimistic, melancholic, impersonal, distressing, judgmental, patronizing, distant, disinterested, serious, witty, poignant, cold or intimidating.

Synonyms: one of two or more words or expressions of the same language that have the same or nearly the same meaning in some or all senses (e.g. **peace** - tranquility, quietness, stillness or serenity compared to **agitated** - nervous, restless, troubled or uptight). Other examples include **compassion** - sympathy, concern, kindness and consideration as opposed to **coldness** - aloofness, indifference, remoteness, lack of feeling or distantness.

Homophones: one of two or more words pronounced alike but different in meaning or derivation or spelling (e.g. the words *to*, *too*, and *two*; *meat* and *meet*; *sea* and *see*; *sun* and *son*; *weather* and *whether*; *break* and *brake*; *marry* and *merry*; *Rome* and *roam*; *breath* and *breadth*; *discreet* and *discrete*; *March* and *march* as well as *know* and *no*!).

Homonyms: one of two or more words spelled and pronounced alike but different in meaning (as the **noun** *quail*--an Old World migratory game bird--and the **verb** *quail*--as to draw back or shy away). Other examples include: the **noun** *quiver* (a case for carrying or holding arrows) and the **verb** *quiver* (as in to tremble or shake); the **noun** *treat* (the act of providing another with free food, drink, or entertainment) and the **verb** *treat* (as in to care for or deal with medically or surgically); lastly the **noun** music track and **verb** to track somebody.

Chapter 5: Academic writing

Assignment 01:

Discuss the main causes of poverty (1 and a half to 2 pages - 25 marks)

First, set aside the first five minutes to map out your ideas on how to answer the question. For example:

1st paragraph

Introduction: Introduce my reader to the subject of my essay

- Jot down as many causes of poverty as you can:
 - The effects of bad government
 - Unequal distribution of land and its ownership
 - The ramifications of the epidemic of HIV and AIDS
 - Denied access to education
 - Unemployment
 - Learned powerlessness
- You may wish to define your key concept here or the next paragraph

2nd paragraph

Definition of key concepts or background of subject: Here you may choose to define the concept in your own words or provide a historical background on your topic

- You may for example say:
 - **Definition:** Poverty is a substandard way of living in which one lacks the daily resources to survive as a result of deprivation or inability to support oneself. (Here, your focus was to define the concept of poverty).



- Background: Poverty has become an entrenched issue in our human society. Billions of rands are allocated every year to alleviate its causes. (Here, the aim was to introduce the reader to a general view of poverty).

3rd paragraph

Body: Choose three or four points which you wish to argue for. Example:

- The effects of bad government
 - Corruption causes funds not to be used for their intended purposes
 - Economic instability causes investors to pull out
 - Bad economic policies cause inflation and high costs of production

4th paragraph

- Unequal distribution of land and its ownership
 - Land belongs to the minority of the rich and powerful
 - The redistribution of land to former owners drove those who used to manage them into unemployment
 - And those who were not skilled to manage them into poverty

5th paragraph

- The ramifications of the epidemic of HIV/AIDS
 - Death of parents leaves orphans to run households
 - The burden it causes on the health care system
 - People cannot work while sick or always absent from work

Last paragraph

Conclusion: Summarize your main points and give your opinion if asked for it

- The effects of bad government
- Unequal distribution of land and its ownership
- The ramifications of the epidemic of HIV/AIDS

Topic: Discuss the main causes of poverty

1. Introduction

Poverty is a substandard way of living in which one lacks the daily resources to survive as a result of deprivation or inability to support oneself. One is seen as living in poverty if one cannot afford the minimum cost of living as defined by his or her society. As much as there are various definitions on the concept of poverty, there are as many diverse viewpoints on the origin of poverty. **However**, in this discussion, the author will posit the following reasons as the main causes of poverty: The consequences of bad and corrupt government; unequal distribution of land and its ownership; **lastly**, the terrible ramifications of the epidemic of Human Immune Virus* on the state and family.

2. Historical background: The causes of poverty

Poverty has become an entrenched issue in our human society. Billions of rands are allocated every year to alleviate its causes, hundreds of organizations work tirelessly around the world to feed the homeless and destitute, **yet** there are still those who go to bed every day hungry. Furthermore, hundreds of publications are published every year claiming to provide insights into the basic sources of poverty. **However**, many of these claims are often rejected by underprivileged subjects as not being multifaceted to fully capture its definition from a state



and an individual point of view. **In this essay**, the author will argue how the decisions of government and individuals themselves contribute to the manifestation of poverty.

3. The main causes of poverty

3.1 The effects of bad government

Corruption, poor leadership and lack of economic development are one of the major causes of poverty from a state standpoint. **When** a crooked and dishonest government misuses funds than for their intended purposes, unemployment peaks causing the poor to resort to criminal means to maintain a livelihood, this leading to markets crashing and inflation to rise. **Since** investors wish not to become involved in a nation where the government and its economic policies are flawed and unstable, supporters pull out and a country is left with millions of people without jobs and investments. Those who are poor become even more impoverished, and the cycle of poverty perpetually continues.

3.2 Unequal distribution of land and its ownership

The unequal distribution of land and its ownership also presents as another regional and national origin of deficiency and indigence. **As** fertile land provides a sustainable way to maintain a daily source of living for individuals and their generations, the lack of it deprives descendents of a heritage of resources. **However**, since the enactment of laws regarding the redistribution of land to previous owners, many former landowners were driven out of their farms and into unemployment. **Meanwhile**, those reimbursed with land belonging to their forefathers but were unable to efficiently manage them, suffered due to lack of skills. **For this reason**, joblessness and food shortages turned into scarcity and further deprivation.

3.3 The ramifications of the epidemic of HIV/AIDS

The increasing spreading of the Human Immune Virus and its grave consequences on the family as well as the health care system marks as a classic example of how people exacerbate the condition of poverty. **While** the incurable virus is mainly transmitted through consensual unprotected sex, this presents a choice to those who choose to practice unsafe sex without a condom. **As a result** of infection, the individual suffers immense secondary diseases that are generally treated by state hospitals, causing him or her to be absent from work. Unless the person dies beforehand, the burden this causes is severe as the state, workplace and family loses fit and productive members.

4. Conclusion

In conclusion, the subject of poverty remains a prevalent issue promoted by various factors considered from an individual and national point of view. In this paper, the author postulated several sources as the main causes of poverty. **Firstly**, the adverse effect of fraudulent and dishonest government causes people to lose their jobs and to resort to illegal means to ensure



their survival. **Secondly**, the disproportionate distribution of land and its unsuccessful management by those currently allotted such land has led to large scale unemployment and food crisis. **Finally**, due to the deadly outcomes caused by the spread of the Human Immune Virus, countless families, employers and the state has lost gainfully employable and taxpaying individuals.

Notes to remember:

*Avoid abbreviations in formal writing. Write words in full as this is regarded as formal writing.

No headings or sub-headings are allowed in this module, they were only used in this paper only for illustration purposes.

Introductions introduce or orientate the reader to your subject matter. Make it short, providing a brief summary of what will follow **(Section 1)**.

Definitions of key concepts are used to show your understanding of the subject content. They provide your essay credibility, showing you did research on the topic **(Section 2)**.

The body **(whole of Section 3)** explores the topic at length, without it, there is no essay.

Conclusions summarize the discussion, including your opinion, if asked for it **(Section 4)**.

Topic: The public should be kept ignorant of the true prevalence of crime in South Africa?

1. Introduction

The South African population should not be kept ignorant of the true prevalence of crime. **For one**, the repudiation of public access to criminal statics is tantamount to the violation of their right to access to information and knowledge. **Secondly**, if the public is denied entry to government bureaucracy, then this will enable government officials to get away with corruption and incompetence. **Thirdly**, keeping people uninformed of the state of criminal affairs will sensitize them to becoming passive and inactive against crime or, on the other hand, take matters into their own hands. **Lastly**, concealing the true rate of crime will allow ex-offenders to operate undetected

2. Background: The prevalence of crime in South Africa



South Africa has one of the most exponential rates of crime. In the year 2007 alone, South Africans reported the following crimes*: Murder (8 925), attempted murder (9 269), assault with the intent to inflicting grievous bodily harm (96, 499), robbery with aggravating circumstances (59 998), carjacking (7 214), rape (close to 55 000, not to mention an estimated 450 000 cases that go unreported) (Kretzschmar, Bentley and van Niekerk 2009: 37). Judging by these statistics, it is clearly evident that the criminal justice system needs better measures to control crime. Yet, how can one become actively involved in the fight against crime if one is not given the proper representation of the situation?#

3. Reasons against keeping the public ignorant about true prevalence of crime

3.1 Violates the right to information and knowledge

As regular taxpayers, South African citizens are entitled to the right to know the true state of their country's crime prevalence, as enshrined on the constitution.** Acknowledging the tragic and unfortunate history that many South Africans have had to endure to ensure that this country becomes a democratic state, to deny them of their right to clear and transparent information would be equal to perverting the sacrifices and struggles of those who lost their lives for our freedom. For one of the benefits to access to the latest and accurate information on crime is that people can make better choices, and one of these decisions is to how one can protect oneself.

3.2 Government officials may hide corruption and incompetence

Keeping the population ignorant of the actual occurrence of crime may afford government officials the opportunity to hide any fraudulence and their ineffectiveness. Millions of rands are allocated to combating criminal misconduct annually, and one of the ways that citizens can keep account of its expenditure is if they are given access to the most recent records on how finances have been utilized to decrease incidences of crime. Otherwise, if the country is kept uninformed on how its own criminal justice system utilizes its resources to ensure their welfare, then how can the public trust that its government has been truthful in fulfilling its responsibilities?#

3.3 People will be sensitized to crime or take matters in their own hands

Withholding from the public the most up-to-date crime statics will create an illusion that criminal misdeeds are actually decreasing or, on the contrary, that law enforcers are not adequately performing their duties. When people remain unaware of the true nature of the criminal offences happening around them, they become distracted and easily misguided that there is no need to remain cautious or attentive in their environment. On the other hand, if there is no expected feedback on how law enforcement processes and controls the progress on reported cases of criminal misconduct, then the public will feel more at liberty to take matters in their own hands

3.4 Ex-offenders will operate undetected



Denying the country from viewing the records of the actual predominance of crime will allow those who have been charged with gruesome crimes such as infant rape and child pornography to remain unidentified. Although most offenders can become rehabilitated through prison and other treatment methods and therefore re-introduced again into society, there are still those who remain unrepentant and should be guarded at all times. However, when such news on these felonies is not reported back to the public, then it becomes challenging for citizens to protect themselves. It therefore remains paramount that employers, schools and parents be given access to this information.

4 Conclusion

In conclusion, there remains no reason why the public should be kept ignorant to the true prevalence of crime. For one, refusing the public access to the current crime statics is in violation of their constitutional right to access to information. In addition, denying the country entry to how government agencies tackle the occurrence and prevention of crime will enable governmental officials to cover up cases of dishonesty and failure to assume responsibility. Furthermore, keeping people in the dark about the incidences of crime may cause them to be more inactive against the cause to fight crime or, consequently, assume responsibility to settle matters into their own hands. Finally, the result of this act will cause ex-convicts to continue their crimes unnoticed.

Notes to remember:

^ Keep track of how the same ideas are expressed differently.

*In cases where there is not really one word to define, a background of the key concept is also acceptable, e.g. the role of interpreters/the choir in a worship service.

** Topic sentences were underlined to stress how important they function as an introduction to the main idea of each paragraph.

#Be careful when using questions that they are relevant and in their proper context. Questions in essays are used to create a dramatic effect or make the reader pause and carefully consider your point. Make sure that your questions serve the purpose it intends.

Logical connectors have been highlighted to show you how they help create flow and meaning to your sentences. Get in the habit to use these words both in your daily conversation and assignment to enable you to become proficient in using them.

Topic: Should terminally patients have the right to be assisted in the taking of their lives?

1. Introduction*

Terminally ill patients should not be granted the right to be assisted in the taking of their own lives. First and fundamentally, this act is especially prohibited by **moral and religious teachings; secondly, physicians and other medical practitioners are sworn under the Hippocratic Oath to protect the health and interests of their patients; thirdly, there are other alternatives as opposed to terminating someone else's life, such as Palliative Care; and finally,



it is often not clear whether it is the deteriorating patient's express desire to die, or whether it is that of greedy and unscrupulous family members who wish to benefit from the failing patient's death.

2. Definition of key concept(s): Euthanasia#

Euthanasia or mercy killing has been one of the most controversial topics for centuries. +**Webster (2011)** defines 'euthanasia' as "the act or practice of killing or permitting the death of hopelessly sick or injured individuals (as persons or domestic animals) in a relatively painless way for reasons of mercy". Perhaps the reason why this subject still instigates such debate is because people remain divided on which side to support. There are those who claim that people ought to be given the right to die in dignity and not suffer any chronic pain. However, in this essay, ^the author will argue why euthanasia should not become legally accepted.

3. Reasons against euthanasia

3.1 Euthanasia defies moral and religious teachings

Assisting somebody else to die is simply against ethical and sacred teachings. From a religious and secular point of view, the sanctity of human life is regarded as the most paramount entity to preserve by law and Scripture. As one of the Ten Commandments holds: "You shall not commit murder - including causing human death through carelessness or ignorance" - **Exodus 20:13+**. However, there are those who find this view insufficient or irrelevant who might contend that religious teachings are outdated regarding value arguments. Yet, the notion of preserving human life, terminally ill or not, is still enshrined in most constitutions of the world.

3.2 Euthanasia violates the Hippocratic Oath

Health practitioners should abide by the Hippocratic Oath to preserve the safety and wellbeing of their patients. As the Hippocratic Oath is an oath embodying a code of medical ethics undertaken by those beginning medical practice, the breach of this oath will, as a consequence, result in mistrust of human society in its medical profession. Furthermore, the prescription of deadly drug regiments or advices on such combinations, which is clearly prohibited by the Hippocratic Oath, will lead to those who are chronically ill to rely increasingly on the black market for its supply. For this reason, it is recommended that euthanasia not be sanctioned.

3.3 Other alternatives as opposed to euthanasia

There are other options available as opposed to ceasing someone else's life. #For example, improved access to hospices and advanced Palliative Care treatment, which lets dying be a rather less painful process, has immensely improved the quality of life for many of those who have come into spontaneous remission from leukemia and other malignant cancers. Moreover, this alternative provides much needed time for doctors to find a cure to treat the illness, meanwhile, also allowing family members of terminally ill patients to spend time sharing their memories and goodbyes. Euthanasia, therefore, should not be treated as the only option after all.



3.4 Euthanasia may disguise greedy family member's intentions

Without an explicit written or verbal agreement, it is often problematic to prove whether it is the patient's wish to die, or whether it is that of money-oriented and indifferent family members who might use euthanasia to disguise their evil intentions. It has been known, particularly in these cases, for deadly spouses and other family members that might seize the opportunity to cash in from insurance policies and property if the patient should die. **On the other hand**, even if a patient signs a written agreement, it may happen that in the verge of death, the ailing patient might change his or her mind. **Therefore**, to assume might cost someone's life.

4. Conclusion

Upon discussing both arguments for and against assisted suicide, it follows that terminally ill patients should not be assisted in taking their own lives. **One of the reasons** this is so is because euthanasia is in stark contrast to moral and religious teachings, which emphasize the value of preserving the sanctity of human life. **Next**, physician-assisted suicide is unacceptable under the conditions of the Hippocratic Oath. **Moreover**, there are always other alternatives rather than ending someone else's life, such as advance treatment in hospices and Palliative Care centers. **Lastly**, it is often not easy to prove if it is the patient's wish to die or others

Notes to remember:

* Headings and sub-headings are not allowed in this module, they are used here for illustration purposes.

** Do not repeat words and phrases. Use synonyms and phrases to get your point across.

^ Do not refer to yourself as I or me in formal writing, but the author.

Definitions and examples are good - they show how you understand the topic.

+ Only two quotes or references are allowed per page.

Paragraphs are usually +/- eight lines, though this rule is not a rigidly enforced one.

Exam Revision

ENN 103 F: English Proficiency for University Students - May/June 2013 Exam

Section A: Short answer questions



Question 1

The author uses the phrase "elastic language" in order to show the diversity, fluidity and multi-voicedness of a language such as Tsotsitaal. Tsotsitaal is rich of different cultural meanings and reference and most of its vocabulary can be traced from various creeds and ethnicities. **As noted in the passage,** Tsotsitaal bares its origin mostly in Southern African languages such as Shona in Zimbabwe, Nguni from indigenous languages like Zulu and Sotho, as well as Afrikaans. The language is dynamic and constantly ever-changing, reflecting its versatility to accommodate all people and cultural backgrounds. **Most importantly,** Tsotsitaal is widely representative of a plethora of tongues and voices which definitely makes it a broad, elastic and flexible language.

Question 2

Tsotsitaal was initially regarded as a language of the lower echelons of society since it was mainly common amongst the lower strata. Prior to it being a language popular in urban settings, Tsotsitaal was formerly rooted within members of the lower-class. Ordinary working citizens used to communicate with each other in this language since it united them from their shared experiences. **According to the article,** workers employed on the streets, kitchens and gardens of their white employers, who mostly instructed their employees in Afrikaans, used Tsotsitaal to interchange in their own manner and context. Tsotsitaal **thus** is pegged as a historically lower-rank dialect because it bears its beginnings from poor African and Coloured cultures as a language of preference during the Apartheid era.

Question 3

Based on the description and various usages of Tsotsitaal, it can be concluded that the researcher approves of the use of Tsotsitaal today. **For one,** Tsotsitaal can break down many cultural barriers in communication since it is based on different cultures and ethnicities. Speakers from Zulu, Venda and Afrikaans background can easily understand each other with minimum confusion. **Next,** Tsotsitaal is also an amazing tool to unite people from diverse cultures and locations because of its multicultural nature and voicedness. **Lastly,** Tsotsitaal is now an effective marketing and advertising tool which is now hype amongst the youth culture. Business organization can greatly enhance their sales and profits by selling their products in Tsotsitaal as this is a common brand among young and old South African citizens.

Section B: Multiple-choice questions

Question 1

(b)

Question 2

(d) Echelons - a group of individuals at a particular level or grade in an organization <the upper ~s of the bureaucracy>

Question 3

(b) Antonym - a word of opposite meaning <the usual ~ of *good* is *bad*>

Question 4



(a) Assimilate - to absorb into the culture or mores of a population or group.

Question 5

(a) Dispersed - to spread or distribute from a fixed or constant source.

Question 6

(d)

Question 7

(b)

Question 8

(d)

Question 9

(b)

Question 10

(b) Lingua franca - a language that is used in common by speakers with different native languages.



Section C: Essay

Topic 2: Speaking more than one language is certainly advantageous

1. Introduction

Speaking more than one language is definitely useful and advantageous. For one, speaking more than one language greatly widens your knowledge and experiences of the world. People who speak multiple languages can interact with others from different cultures. Secondly, being multilingual also enhances your abilities in the workplace. Employers are eager to hire someone who is flexible and bilingual. Thirdly, speaking more than one language helps build our tourism industry. When visitors from abroad come to our country, it immensely assists South Africans facilitate a pleasant stay for these foreign natives. Lastly, unity and solidarity may be forged when members from different ethnicities learn each others' language.

2. Advantages of speaking more than one language

2.1 Increases one's general knowledge of the world

Possessing the competence to articulate more than one dialect can significantly increase your awareness of other cultural perspectives and worldviews. Every language has its unique signs, symbols, nuances and history which richly inform you about the distinctive background of its speaker. Holding more than one vernacular enables one to relate and network with others from various social settings. For example, a Japanese entrepreneur who can also speak Zulu and Sotho can greatly benefit in marketing his or her business in black townships by being familiar with the usage of these respective dialects. Similarly, the same businessman can indeed gain advantage amongst black investors by being acquainted with their speech.

2.2 Being bilingual enhances the opportunity for employment

Since many businesses and corporations compete on an international market, recruiting bilingual employees will certainly be an advantage. In other words, having the required qualification is not enough these days, but being in the position of communicating in more than one language will exceedingly improve your record as a potential employee. Assuming one aspires to work as an air hostess in a global airline, this individual's chances of being selected will considerably be better if they fluently spoke in multiple languages such as French, Italian and Portuguese. Moreover, the keen air hostess will save the company invaluable time and money in employing a translator to relay the same information he or she can also deliver.



2.2 Tourism and foreign investment is benefited by multilingual citizens

Tourism and foreign investors can be drastically boosted when a nation's citizen are able to commune in the outsider's language. By far, most abroad guests and financial sponsors favor correspondence in their own idiom. For instance, a British or American citizen visiting South Africa would definitely prefer a tour guide who can speak a minimum of English. The particular traveler will feel more welcomed and accommodated by the shared language. In this case, the director will not only improve the number of company who may again wish to sightsee under the escort's leadership, but the conductor can also draw possible economic backers for his or her business. Thus excelling in several languages can advance our tourism industry.

2. 4 Solidarity is fortified when two ethnic groups speak each others' language

In a racially separated country as in South Africa, agreement and commonality can greatly be strengthened when black and white inhabitants decide to become skilled in each others' mother tongue. One way to truly realize South Africa's ambition of becoming a 'Rainbow Nation' that epitomizes acceptance of diverse creeds, races and cultures is through becoming accustomed to each others' languages. It is believed that all the hate and distrust terrorizing this free nation will be overcome. As Nelson Mandela once said, "No man is born to hate another, but is instead taught to hate. Since one can learn hatred, then one can also learn to love". South Africans can learn to love one another once they embrace each others' dialects.

3. Conclusion

In conclusion, holding more than one language is indeed rewarding and invaluable. One advantage of speaking more than one dialect is that it opens the door to familiarity with assorted meanings and interpretations amongst other cultures. Having a greater understanding of diverse groups enables one to become a citizen of the world. In addition, being competent in more than one language can be a benefit in today's dynamic and multicultural working environment. Bilingualism is now an essential skill in today's global competing business sector. Moreover, foreign guests and benefactors are likely to return to a country which is accommodative of their idiom. Finally, citizenship can be unified by members learning each others' languages.



ENN 103 F: English Proficiency for University Students - October/November 2013 Exam

Section A: Paragraphs

Question 1

The statement, "Language, incontestably, reveals the speaker", points to the labeling nature of language. One's language can indicate to the other one's race, creed, interests, educational and economic background. Basically, our dialect conjures up biases and stereotypes that are linked to the historical origin of one's race and ethnic backdrop. The implication created here is that language determines one's position in society. As mentioned in the passage, a British accent can bring one favor and esteem because of the triumphant ancestry attached to the British people. Similarly, an indigenous language, such as Zulu or Shona is likely to receive poor reception amongst people and situations of social importance since this type of idiom reveals a politically and socioeconomically challenged group. Language, essentially, oversimplifies certain qualities about a speaker which may or may not necessarily be true.

Question 2

The speaker defends the evolution of the term Black English by emphasizing the struggles and feats of this intensely contested dialect. By chronicling the colorful history that African Americans and their disregarded vernacular has endured throughout history, the author shows that Black English indeed deserves recognition. Despite being the subject of satire, ridicule and hatred, this negated language has overcome all rejection, dishonor and disrepute. In addition, the author defends Black English by pointing out how it continues to mold and shape the spirit of the times as many of its words and expressions are ironically adapted and modified by members within white population. As emphatically highlighted in the article, statements such as "Beat to his socks" are terms historically rooted amongst the black American culture but interestingly became assimilated within the vocabulary of the white community.

Question 3

The statement, "There have been, and are, times, and places when to speak a certain language can be dangerous, even fatal", means one needs to carefully consider the sociopolitical context in which one is communicating within. Some languages may spark hidden animosity associated with an enemy or oppressor. For example, selective Nazi terms may still incite anger and hostility amongst most Jewish people. Likewise, certain jokes about "Negros" may seriously be met with violence and aggression. However, another point driven in the passage is that one's native language needs not necessarily be used in certain environments as this may expose one to unnecessary bias and prejudice. From the student's point of view, one should not be ashamed of speaking one's mother tongue in public (that is if it is not offensive to others). Hiding one's cultural language within the background only gives power to the shame denoted by the opponent.

Section B: Multiple-choice questions



Question 1

(b)

Question 2

(d)

Question 3

(c)

Question 4

(a)

Question 5

(c)

Question 6

(b)

Question 7

(c)

Question 8

(b)

Question 9

(a)

Question 10

(c)



Section C: Essay

Topic 1: Indigenous languages are not given the same prestige as English in South Africa

1. Introduction

South Africa is still more in preference of English than indigenous languages. For one, English continues to be the ideal instructional tool in South African schools and universities. English, instead of vernacular subjects, has to be passed in order to advance to another level. Secondly, commercial trade and industry are mostly rendered in English. Each of these sectors ignores conducting its business in home-grown languages. Thirdly, English remains overrepresented in the relay of politics and current affairs. Televised programming is hardly ever presented in indigenous languages. Moreover, governmental organizations have not fully accommodated all South African languages in administering its services

2. English has been a dominant language in the following areas:

2.1 Schools and universities

Majority of educational institutions remain eagerly inclined in promoting English as its chief subject. Even amongst rural and township schools, English assumes first priority above other subjects such as Mathematics, Physical Science and Life Sciences. A standard pass requires an average mark in English studies. Perhaps part of the problem is it is believed that English is a universal language which needs to be adapted in order to be a citizen of the world. Yet, part of becoming a world-class citizen comes with knowing your own roots and identity. Vernacular subjects thus need to be equally emphasized for their invaluable ability to inform us of our rich and diverse history to all black and white students

2.2 Trade and industry



Business, retail, farming, mineral amongst other sectors have neglected the opportunity to trade its brands and products in other local languages besides English. Advertised goods and services are mainly packed, distributed and presented mostly in the former without considering that not all members of the public can read or write in English. Chain stores and supermarkets are full of shelves of groceries not purchased because consumers will not invest in stocks and foodstuff unfamiliar to them. Major trade and industrial firms and companies need to explore the possibility of reaching new markets and demographics by marketing their services in indigenous languages.

2.3 Media and politics

Although the South African Broadcasting Commission offers alternative languages in presenting news and certain soap operas, it still prefers to show large amounts of programming and motion pictures in English. When the latest sports, updates and political bulletins are covered in other indigenous languages, it usually occurs in either small amounts or before primetime. **Instead**, movies, documentaries and other alternative programmes presented in English are given the most lucrative hours and airtime. **Furthermore**, important broadcasts such as presidential inaugurations or state of the nation addresses are transmitted in the English language instead of incorporating other South African languages.

2.4 Governmental organizations and agencies

Governmental agencies and civic centers still rely on English as its first language to relay its public services to the general municipalities. Pensioners, parents and youth who are not adept in mastering the English language remain marginalized by the level of service delivery since these members lack the means to communicate with a body which speaks a foreign language like English. **To boot**, governmental structures have increasingly installed electric, security and transport machines in airports and toll gates, such as the eToll, which are prerecorded in English instead of other representative languages. Although South Africa is growing progressive country, local speech should not be forgotten.

3. Conclusion

In conclusion, English remains an overly favored language in South Africa. **Mainly**, primary, secondary and tertiary learning institutions advocate English as a better



subject than the others. Vernacular subjects receive little, if any, attention as a constructive model to build historical pride. **Next**, consumers from other ethnic languages are least considered since businesses choose to market products in primarily in English. **In addition**, modern day television and news programming still broadcast shows and reports of current affairs mostly in English. **Finally**, government organizations and municipalities have also underrepresented the use of indigenous languages in service delivery.

