

UNIVERSITY OF SWAZILAND
DEPARTMENT OF ADULT EDUCATION
PART-TIME CERTIFICATE IN ADULT EDUCATION YEAR II
FINAL EXAMINATION PAPER, MAY 2006

TITLE OF PAPER : **PROFESSIONAL ENGLISH I**
COURSE CODE : **CAE 206**
TIME ALLOWED : **THREE (3) HOURS**
INSTRUCTION : **ANSWER ALL QUESTIONS.**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY
THE INVIGILATOR.**

SECTION A**QUESTION 1**

Read the passage and answer questions below.

THE POPULATION BOMB

World population growth - and how to slow it - continues to be a subject of great controversy. The planet's poorest nations have yet to find effective ways to check their population increase at least without restricting citizens' rights and violating such traditions as the custom of having large families as insurance in old age. India, for example, has abandoned coercive birth control procedures, even though the country, with a population of 635 million, is growing by a million new people per month.

Except for thermonuclear war, population growth is the gravest issue the world faces over the decades immediately ahead. In many ways it is an even more dangerous and subtle threat than war, for it is less subject to rational safeguards, and less amenable to organized control. It is not in the exclusive control of a few governments, but rather in the hands of thousands of millions of individual parents. The population threat must be faced - like the nuclear threat - for what it inevitably is: a central determinant of mankind's future, one requiring far more attention than it is presently receiving.

In 1976 the world's population passed 4 billion. Barring a holocaust brought on by man or nature, the world's population right now smallest it will ever be again. How did it reach 4 billion? For the first 99% of man's existence, surprisingly slowly. For the last 1% of history, in a great rush. By 1750 the total had reached about 800 million. Then, as the Industrial Revolution gathered momentum, population growth began rapidly to accelerate. By 1900, it had doubled to 1.6 billion; by 1964, it had doubled again to 3.2 billion; and by the end of the century, it is projected to double again to about 6.3 billion. Given today's level of complacency in some quarters, and discouragement in others, the likely scenario is for a world stabilized at about 11 billion.

The sudden population surge has been a function of two opposite trends: the gradual slowing down of the growth rate in the developed nations, and the rapid acceleration of the rate in the developing countries. The experience of the developed countries gave rise to the theory of the demographic transition. It holds that societies tend to move through three distinct demographic stages:

- (1) High birth rates and high death rates, resulting in near stationary population;
- (2) High birth rates but declining death rates, producing growing populations; and finally
- (3) Low birth rates and low death rates, re-establishing near stationary populations.

The fundamental question is: What, if anything, can rationally and humanely be done to accelerate the demographic transition in the developing world? Is that acceleration realistically possible? It is.

- 35 With the help of modern mass communications which are both more pervasive and more influential than ever, an increasing number of governments in the developing world are committed to lowering fertility, and an even larger number to supporting family planning programmes. Family planning services are essential, but can succeed only to the extent that a demand for lower fertility exists. That demand apparently does not exist now in sufficient strength in most of the developing countries. There are a number of policy actions that governments can take to help stimulate the demand. None of them is easy to implement. All of them require some re-allocation of scarce resources. Some of them are politically sensitive. But governments must measure those costs against the immeasurably greater costs in store for societies that procrastinate while dangerous population pressures mount.

A. Meaning in Context

1. Explain each expression as it is used in the passage.
 - (a) a subject of controversy (1.1)
 - (b) citizens' rights (1.3)
 - (c) violating (1.3)
 - (d) coercive (1.4)
 - (e) rational safeguards (1.9)
 - (f) organized control (1.9)
 - (g) gathered momentum (1.17-18)
 - (h) complacency (1.20)
 - (i) surge (1.22)
 - (j) fertility (1.33)

2. Give a synonym for each word as it is used in the passage.
 - (a) check (1.2)
 - (b) abandoned (1.4)
 - (c) threat (1.8)
 - (d) amenable (1.9)
 - (e) accelerate (1.18)
 - (f) trends (1.22)
 - (g) holds (1.25)
 - (h) declining (1.27)
 - (i) stimulate (1.36)
 - (j) mount (1.39)

B. In each case choose the best answer.

1. We can infer that the reason for India having given up coercive birth control procedures is that:
 - A. they are ineffective in checking population increase.
 - B. they interfere with traditions and rights of citizens.
 - C. India's population is too big for such measures to be taken.
 - D. birth control procedures are highly controversial.

2. According to the writer, the most serious issue the world faces in the immediate future is
 - A. population growth.
 - B. thermonuclear war.
 - C. birth control.
 - D. organized control.

3. The writer suggests that population growth is a more dangerous and subtle threat than war because
 - A. there are no safeguards for it.
 - B. it is outside governmental control.
 - C. it is the central determinant of man's future.
 - D. it is more difficult to control.

4. The writer is of the opinion that population growth is
 - A. just as bad as thermonuclear war.
 - B. bound to destroy mankind ultimately.
 - C. of critical importance to man's future.
 - D. not being checked.

5. What may cause the population of the world to be smaller than it is today?
 - A. It may be new and more effective birth control measures.
 - B. It may be lowered fertility rates.
 - C. It may be a larger scale destruction of life brought about by man or nature.
 - D. It may be a major re-allocation of scarce resources.

6. Apparently, accelerated population growth
- A. happened throughout man's history.
 - B. began just before the Industrial Revolution did.
 - C. started when the Industrial Revolution was waning
 - D. began as the Industrial Revolution gained impetus
7. Population growth in the world seems to be greater
- A. in the developed countries.
 - B. in the developing countries.
 - C. among the industrialized nations.
 - D. among the rich nations.
8. According to the theory of demographic transition, the most unfavourable stage of transition in regard to the problem of population growth is the
- A. First stage.
 - B. Second stage.
 - C. Third stage.
 - D. Last stage.
9. The last paragraph contains a suggestion that family planning programmes in developing countries have achieved
- A. nothing.
 - B. little.
 - C. less than is desirable.
 - D. more than what was expected.
10. Why, according to the writer, is family planning not completely successful in many developing countries?
- A. There is no strong demand for lower fertility there.
 - B. The mass communications there are not sufficiently developed.
 - C. Governments there have not made family planning a policy matter.
 - D. Family planning methods cost too much.

C. Answer these questions in your own words.

1. What is the main point made in the first paragraph? (2)
2. In what ways can population growth be a more dangerous and subtle threat than war? (2)
3. What are the two major conditions that make it difficult for governments to commit to a demand for lower fertility in developing countries. (4)
4. What is the reason suggested by the writer for having large families in some customs? (2)

SECTION B**QUESTION 2**

Put the verbs given in brackets in the simple present tense.

e.g. Thoko (wash) her face every morning before she (eat) breakfast.

Thoko washes her face every morning before she eats breakfast.

- (a) Dogs (make) good pets because they (be) friendly and faithful.
- (b) Sam (play) squash and tennis. He (enjoy) both games.
- (c) That man (seem) to recognize us. (Be) he familiar to you?
- (d) The river (overflow) its banks every summer and (flood) the village.
- (e) If you (be) not ready in five minutes, I shall go without you.
- (f) She often (tell) me that her father (have) a prejudice against her. She (think) it is because she (be) not as clever as her brothers.
- (g) He (know) who is responsible but he will not tell me.

(10)

QUESTION 3

Choose the correct alternative from the brackets.

- (a) She is (too, very) distraught to think clearly.
- (b) His report was (so, very) short and out of point.
- (c) Everyone had a (real, really) good time at the beach.
- (d) He was (so, too) surprised at the news that he did not know what to say.
- (e) In the end everything turned out (good, well) for the family.
- (f) Their joy was (so, too) wonderful for words.
- (g) Peter felt (bad, badly) about having let his friends down.
- (h) The shock was (too, very) great for him to take and he fainted.
- (i) You need to speak (aloud, loudly) in order to be heard.
- (j) All her friends departed and left her (alone, lonely) at the holiday camp.

- (k) Think (careful, carefully) before you make your choice.
- (l) Rose did the whole exercise (correct, correctly).
- (m) She got every answer in the test (right, rightly).
- (n) In order to finish the project on time, you need to work (fast, fastly).
- (o) The floods rose (rapid, rapidly).

(15)

SECTION C

QUESTION 4

- A. Read the following paragraph and answer the questions.

Kim and Julie loved the countryside round their home. They often used to sit on the mountainside beside the little farm and look at the winding river that flowed through the valley, and at the beautiful stone bridge that crossed over it to the wild tangle of forest and cliffs on the other side. They used to walk for hours up and down the hills, along the rough country tracks and paths - for there were no real roads. They liked to collect wild berries and to take them home to their mother who cooked them. Sometimes they used to cross the old stone bridge on to the other side of the river, where there were caves to explore and trees to climb. Sometimes they played for hours in the forest on the other side of the river.

- i) Give the paragraph a title. (1)
- ii) Write the topic sentence. (2)
- iii) List the details that support the topic sentence. (10)
- iv) Write a sentence that could be added at the end to conclude the paragraph. (2)

- B. Develop the following topic sentence into a paragraph by supplying relevant details.

Tom is a nuisance in the house.

(10)

QUESTION 5

Read the passage and write a summary of not more than 60 words.

Camels are very useful for travelling in deserts such as the Sahara Desert. Have you ever seen one? Perhaps you think it is a funny, bad-tempered animal with a strange hump on its back. In fact, camels are ideal for travelling in the desert. They are very strong and can carry heavy loads over great distances. During a journey they need very little food and water, both of which are scarce in the desert. In addition, their large flat feet help them to walk over the sand which is often very soft in the desert.

(10)