

**UNIVERSITY OF SWAZILAND**  
**DEPARTMENT OF ADULT EDUCATION**  
**PART-TIME CERTIFICATE IN ADULT EDUCATION YEAR II**  
**FINAL EXAMINATION PAPER MAY, 2008**

**TITLE OF PAPER** : **PROFESSIONAL ENGLISH II**

**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 all questions.

1 For those who make journeys across the world, the speed of travel today has turned countries into  
2 a series of villages. Distances between them appear no greater to a modern traveller than those  
3 which once faced men as they walked from village to village. Jet planes fly people regularly  
4 from one end of the earth to the other, allowing them a freedom of movement undreamt of a  
5 hundred years ago. Man has indeed become a world traveller.

6 In fact travel has always been a fundamental part of human life. Early man regularly set out  
7 across vast plains to follow the slow moving herds that were his prey, for their flesh ensured his  
8 very existence. This bred in them an instinct that kept men always on the move, and in their  
9 endless wanderings they were pointing the way for the modern nomads of the skies.

10 Man's restless need for movement was checked when he learnt how to cultivate crops and rear  
11 animals. This more ordered way of life brought settlement, villages sprang up, and man, it would  
12 seem, was losing that instinct that had driven him far afield as a hunter. Yet some people were  
13 still committed to a nomadic way of life. Wild horses were their companions as they hunted over  
14 uncultivated plains, and they saw the speed and mobility these horses offered, if only they could  
15 be tamed. Once they learnt how to do so, they turned their mastery of horses to additional  
16 advantage. The riches that farmers had gathered, their crops, their herds of fat animals, were now  
17 the plunder of horse-borne hunters when they came sweeping down on the farmsteads. So the  
18 farmers, too, had to acquire the same skills of horsemanship and to group with others to patrol  
19 their lands. The horse would take them away from their static life there and set them moving  
20 once more.

21 Then came the invention of the wheel, to bring man immediate opportunities and benefits. Crops  
22 could be taken in wagons to distant villages and bartered for livestock, timber brought in from  
23 the forests to build bigger and better farms, while the poorer peasants, not rich enough to have  
24 their own horses, could enjoy the rough comfort of the wagon for transport.

25 However, man was once again to turn his discoveries to sinister use. Soon the wagon was made  
26 into a war-chariot, and early stone carvings show such horse drawn chariots filled with warriors  
27 about to be carried on to the field of battle.

28 But war and conquest had some good effects too. The might of the Roman army required a  
29 network of roads throughout Europe, built to high standards, to maintain its grip on conquered  
30 peoples. Yet trade and travel flourished because of these roads. Merchants from the East could  
31 transport their precious silks and spices to new and hungry markets in the West, and grow rich  
32 on resulting profits. At the same time, the private traveller enjoyed more comfortable journeys,  
33 conveyed in covered carriages at a reliable speed along the stone roads, secure from marauding  
34 bandits. The Roman army could guarantee that.

35 So trade and conquest combined to take man further and faster on his travels. Another major  
36 invention, the steam-engine, was to take him even further and faster. Whereas ships once had

37 to rely on wind and tide for their power, they were now driven by massive steam-engines, and  
 38 captains could set their courses at will. Soon oceans were crossed with regularity and journeys  
 39 which had previously been filled with danger from wind and wave now brought voyagers a new  
 40 excitement: fresh ports of call, strange tongues and, once on shore, all the wonders of a strange  
 41 land.

42 Steam also revolutionized travel on land. Steam powered locomotives began to haul their loads  
 43 of freight and passengers from city to city, over a network of railways that quickly embraced one  
 44 country after another. As the speed and comfort of railway travel developed, people found travel  
 45 becoming an everyday part of their lives. In fact, the whole shape of society was beginning to  
 46 change as travel became cheaper and easier. People left their simple life on the land and moved  
 47 to work in the new cities and industries that were springing up, and to enjoy a more prosperous  
 48 existence. The railways had made it all possible.

A. For each word give a word or phrase which has the same meaning as the word has in the passage.

- |                      |                        |
|----------------------|------------------------|
| (a) vast (par 2)     | f) rough (par. 4)      |
| (b) mobility (par.3) | g) flourished (par. 5) |
| (c) mastery (par.3)  | h) conveyed (par. 5)   |
| (d) acquire (par. 3) | i) reliable (par. 5)   |
| (e) static (par. 3)  | j) massive (par. 6)    |

[10]

B. (a) Distances between countries no longer appear very great to travellers using the jet plane.

What according to the author is the reason for this? (2)

(b) Planes have given people "freedom of movement". (1.4)  
 What does this mean? (2)

(c) An "instinct" kept early man "on the move". State in your own words what bred this instinct in early man. (2)

(d) "Man's restless need for movement was checked" (1.10). Explain in your own words what caused this to happen and what result followed. (2)

(e) What danger to farmers did the taming of wild horses (1.14-15) bring? (1)

(f) Why did the farmers have to group themselves to "patrol their lands"? (1)

(g) In what way was the discovery of the wheel put to "sinister use"? (1.25) (1)

(h) Explain fully why the merchants from the East (1.30) could grow rich on the profits from "new and hungry markets in the West". (2)

- (i) The Roman army could “guarantee” (1.34) the safety of private travellers on the Roman roads. What does guarantee mean here? (1)
- (j) Steam power “revolutionized travel on land” (1.42). What major change to people’s working lives did this revolution bring at the same time? (1).
- TOTAL [25]

### SECTION B

#### QUESTION 1

Complete each of the following groups of four sentences using the given words. Each word can be used in the context of one sentence only.

1. disrepair; despair; disrepute; disruption

- (a) The road was in terrible state of \_\_\_\_\_ after the last rainy season. (1)
- (b) There was a sudden \_\_\_\_\_ to the game when the crowd ran onto the pitch. (1)
- (c) His terrible behaviour has brought the name of the school into \_\_\_\_\_. (1)
- (d) His terrible behaviour as brought the name of the school into \_\_\_\_\_. (1)

2. disfigure; discolour; disguise; distract

- (a) Birds can \_\_\_\_\_ their nests so that they cannot be easily seen. (1)
- (b) The accident may \_\_\_\_\_ His face permanently. (1)
- (c) When I am concentrating hard, noise does not easily \_\_\_\_\_ me. (1)
- (d) Bleach is such a strong solution, it can easily \_\_\_\_\_ your clothes. (1)

3. certificate; licence; permit; note

- (a) The police gave each of the journalists a \_\_\_\_\_ which meant that they could visit the troubled area. (1)
- (b) The doctor gave me a \_\_\_\_\_ to be a legal possession of a gun. (1)
- (c) You need a \_\_\_\_\_ to be in legal possession of a gun. (1)
- (d) After he had passed his coaching examination, the school gave him a special \_\_\_\_\_ . (1)

**QUESTION 2**

Combine each group of sentences into a compound sentence using and, but, or, for, so.

- (a) The job is difficult. He is happy at it.  
He likes challenges.
- (b) The sun was shining. The tide was up.  
They decided to go for a swim.
- (c) The students in the next room are having a test. Work quietly. Do not disturb them.
- (d) Hotel accommodation had been booked. Everything else had been arranged. At the eleventh hour they decided not to go on the trip.
- (e) They made a stop. They started to pitch camp. It was getting dark.
- (f) This is the only vacant room. You have to hold your discussion here. Do not rearrange the furniture.
- (g) It was very late. Bill had not finished his work. He decided to carry on.
- (h) Drive carefully. The road has sharp bends. There are many heavy vehicles.
- (i) I may send her a card. I may send her some flowers. I shall not be able to visit her in hospital.
- (j) The film has a good cast. It has received an excellent review. I will not miss it.
- (k) The lifeguard tried to resuscitate the man who had nearly drowned. He failed to save him.
- (l) The path was narrow and winding. It was overgrown with creepers on either side.
- (m) She sat for the examination again. She was able to pass this time.
- (n) Jane had gone to the concert with high expectations. She was disappointed.
- (o) Take him to the doctor. Ring one to come to the house.

[15]

### QUESTION 3

Combine the following pairs of sentences, using the underlined verb to begin the subordinate clause.

Example:

- (a) The injured child ran to his mother. He was screaming from the pain of his injury.
- (b) Screaming from the pain of his injury, the injured child ran to his mother.
1. One of Maria's sons dashed into view. He was yelling at the top of his voice.
  2. Daudi tore down the main road like a hare. He left his reluctant pupil in happy ignorance about her accounts.
  3. The birds rose into the air. They screamed and squawked.
  4. I hastily grabbed by safety helmet. I dashed over to the cage that took the miners down the shaft.
  5. It was a curious object. It consisted of a monkey's tail pierced at the end by a ring.
  6. Mandla moved confidently to his place. He noted the nervous, strained faces of his friends.
  7. The archeologists worked hard. They excavate the soil carefully. They looked for traces of ancient civilizations.
  8. Richard left the house. He locked the door as he went.
  9. Rudo left for Malawi in the morning. She expected me to follow her on the night train.
  10. The aircraft took off at ten o'clock. It carried one hundred passengers and forty tonnes of cargo. [10 marks]

### SECTION C

#### QUESTION 4

Read the passage and answer the questions.

There are good and bad ways to study. A good way would be to plan your study time long before an important test or exam. Then you would have enough time to look over all the material and ask about something that you did not understand. A bad way would be to leave everything until the night before the exam. Then you probably would not be able to cover everything, and you would not have time to check on what you did not know. Another good way to study would be to find a quiet place to work. You need some place where there are no distractions so you can concentrate on your work. A bad way to study would be to have a place that is noisy, with the TV blaring, the telephone ringing, or children playing in the background. Another good way to

study would be to put all personal problems out of your mind. A bad way to study would be to let your attention wander back and forth to your personal problems. Studying effectively demands absolute concentration.

- i) Write the topic sentence of this paragraph. [1]
- ii) Which method has been used to develop this paragraph? [1]
- iii) There are two transitional words the writer uses: then and another. Explain how each of these words has been used to move the discussion forward. [4]
- iv) The writer discusses different ways to study. List the different points he makes separating them under the ways of study he mentions. [6]
- v) In one complete sentence for each of the ways of study:
  - state the advantages(s) of good ways of study; [2]
  - state the disadvantage(s) of bad ways of study. [2]
- vi) In one sentence of your own, state what the whole paragraph is about. [2]

### **QUESTION 5**

- i) State three reasons that make a report an essential communication tool in an organization. [3]
- ii) Describe the two situations in which a routine report is used. [2]
- iii) State the five main sections of a special report and describe the kind of information that is covered in each section. [15]