

UNIVERSITY OF SWAZILAND
PART-TIME CERTIFICATE IN ADULT EDUCATION YEAR I
FINAL EXAMINATION PAPER, MAY 2013

TITLE OF PAPER : PROFESSIONAL ENGLISH

COURSE CODE : CAE217

TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS :

- 1. ANSWER QUESTION ONE.**
- 2. ANSWER TWO QUESTIONS IN SECTION B.**
- 3. ANSWER TWO QUESTIONS IN SECTION C.**

DO NOT OPEN THIS PAPER UNTIL THE INVIGILATOR HAS GRANTED PERMISSION.

SECTION A

This Section is Compulsory.

QUESTION 1

Read the following passage and answer the questions.

A WALK AMONG GIANTS

1 The story is told of a giant who waged war against the islands in the Pacific Ocean.
2 Armed with a huge iron bar, he used it to lever up and gather together all the islands he
3 came to. He then flung them back into deeper water, where they sank. Eventually he
4 came to Easter Island. Although he managed to break pieces off it to reduce its size, the
5 remaining core was particularly hard rock which resisted all his efforts. His monstrous
6 bar broke in his hands and he went away defeated.

7 Easter Island is the most remote inhabited place in the entire world. No other is further
8 away in any direction from the next nearest habitation. Pitcairn Island lies some 2200
9 kilometres to its west, and the South American coast some 3700 kilometres to its east.
10 All the rest is water. Not surprisingly, the island is difficult to get to. Indeed, until an
11 airport was made in the 1960s, it was all but impossible, because the only connection
12 with the rest of the world was a ship which visited the island once a year. There is now
13 something called a hotel on the island. Otherwise, many of the islanders, who number
14 about 2000, are keen to put up visitors: there is always a crowd at the airport to meet
15 incoming planes and offer rooms and meals.

16 What was I doing there? Like everyone else who comes, I had seen photographs of the
17 gigantic figures carved in stone, astounding and unique, which have made this island
18 famous the world over. For years I had dreamed of a closer acquaintance with them, and
19 now I had my chance.

20 The first shock that I received had nothing to do with the stone figures I had come to see.
21 It was the sight of the island itself that filled me with astonishment. It was so barren:
22 there were no trees, and it was apparent that scarcely any ground was good enough to
23 support crops or even much grazing. Yet nobody looked hungry or unhappy. The second
24 shock left me in a state of wonder. Many people have indeed seen photographs of the
25 enormous stone figures, but the pictures show single statues or groups of only three or
26 four. What I now discovered was that there are hundreds. They are all over the island.
27 The greatest concentration of the figures is near the eastern tip. Here lies the quarry from
28 which the stone was taken. The imagination is stunned by the extraordinary number of
29 the figures, in every state of the making. There are fully formed statues, plainly ready to
30 be taken away to their resting place, but there are also huge unshaped 'logs' of rock,
31 waiting to be attacked with the stone adze, which was the only shaping tool the makers
32 had; and there are figures in every stage between. To wander among them is a haunting
33 experience. There is one in particular, lying on its back, staring for ever into the sky, that
34 fascinated me. I felt that if it had suddenly got up and walked, I would not have been
35 surprised.

36 Every visitor must be mystified as to how the figures were moved. They are massive,
37 some more than 10 metres tall, and weighing more than 80,000 kilos. Yet, it seems that
38 the islanders, in the far-off days when these statues were made, had not discovered the
39 wheel. There was nothing with which to make rope. They had no kind of lifting gear.
40 Still they managed to move these immense, silent creatures over rough and, indeed,
41 unsmoothable masses of volcanic rock until they got them to the stone bases prepared for
42 them. Often they had to be transported from the quarry over distances of up to 16
43 kilometres.

44 And here we must pause to consider those bases: some of them are almost 200 metres
45 long and over 7 metres high. The gigantic blocks which make them up had been shaped
46 with the same primitive stone tool as the sculptors had used. With nothing that could
47 help them in grinding the stone smooth, the blocks were nevertheless fitted so perfectly
48 that the blade of a knife cannot be inserted between them.

49 Very well: the islanders had made the bases: they had got the statues to them. How did
50 they get a statue on to a base? And, above all, how did they get it upright? Experts have
51 deduced that the island's population could never have been more than about 3,000,
52 seemingly far too small for the tasks involved. So did they do nothing all day but carve
53 and build and haul? Was their entire existence the making and siting of statues?

54 Oh, if only the statues would get up and walk, provided that they talked as well! For a
55 start, we might learn who they were, these long-dead carvers of stone. Did they come
56 from an island to the west, or from South America to the east? No one knows. And
57 when? Surprisingly, the experts can only offer us possibilities of dates extending from
58 the seventh century to the sixteenth. No one knows. But the further we get into the
59 mystery, the deeper becomes our ignorance. What were the statues? Were they gods to
60 be worshipped? Were they monuments to ancestors? Were they used in rituals,
61 ceremonies, offerings? No one knows. Beautiful and elaborately carved inscriptions
62 have been found on them all over the island and scholars have studied them for many
63 years without succeeding in deciphering the signs and thus learning the language. What
64 did these people want to say to us. No one knows.

65 But the innermost mystery is this: apparently on one single day, a sudden destruction
66 took place. In the quarry, tools were flung down; figures, from the finished to the hardly
67 started, were deliberately toppled over. Throughout the island those that were in the
68 process of being moved to their resting places were overthrown and abandoned at the
69 point reached on their journey. Many theories have been put forward to account for this:
70 invasion, apparition, mass hysteria, civil strife. The stone faces, with the impenetrable
71 expressions, lying just where they were when disaster struck, still guard their secret. It
72 seems that no amount of study will enable scholars to extract it from them, just as the
73 giant in the folk-tale failed to lever up the island's core or rock.

74 Before disaster struck, the island was ringed right round its shores with those mighty
75 stone bases, each bearing a line of statues. You could picture them as ranks of silent
76 sentinels, placed there to defend the island from sea-borne foes. You would be wrong:
77 every one of the figures – yes, everyone – had its back to the sea.

(Adapted from Now Read On by Bernard Levin)

You are recommended to answer them in the order set.

From paragraph 1:

- 1 (a) What does ‘resisted all his efforts’ tell us about the giant’s attempt to lever up Easter Island? [1]
- (b) What fact does the fanciful story involving the giant tell you about the nature of Easter Island? [1]

From paragraph 2

- 2 (a) What fact does the fanciful story involving the giant tell you about the situation of Easter Island? [1]
- (b) Explain the meaning of the words in italics in:
 - (i) ‘*inhabited* place’ (line 7) was far
 - (ii) ‘*all but* impossible’ (line 11) [2]
- (c) There is now *something* called an hotel on the island’. What does the author want you to understand about the hotel in this sentence? [1]
- (d) Explain fully why an hotel was unnecessary in the earlier years of this century. [2]
- (e) Why has an hotel become necessary today? [1]

From paragraph 3:

- 3 ‘I had dreamed of a *closer acquaintance*’? (l. 18)
What sort of closer acquaintance did the author want? [1]

From paragraph 4:

4. (a) Explain *in your own words* why the author expected to see people on the island who were “hungry”? [1]
- (b) What is unusual about the use of the word ‘logs’ (line 30) to describe the unshaped rock? [1]
- (c) What is meant by ‘*figures in every stage between*’? (l.32) [2]

From paragraph 8:

5. (a) What first made the author wish that the statues should talk as well as walk? [1]
- (b) The author wants to know when the carvers of stone arrived on the island. Why are the dates offered by the experts surprising? [1]
- (c) Beautiful and elaborately carved inscriptions have been found on the statues. Say what scholars have tried to learn from these inscriptions and give two reasons to show why their failure is unexpected. [3]

From paragraph 9:

6. (a) (i) invasion
(ii) apparition
(iii) mass hysteria
(iv) civil strife

Each of the words or expressions above is a short way of indicating four different reasons for the toppling over of the statues.

Without using any of the words themselves, write four separate and complete sentences to state what each of the four reasons might have been.

Number your sentences (i), (ii), (iii) and (iv) for each separate reason. [4]

(b) What are the two similarities between the story of the giant and the experience of more modern scholars? [2]

7. Choose FIVE of the following words. For each of them, give one word or short phrase (of not more than seven words) which has the same meaning as the word has in the passage.

1. entire (line 7)
2. keen (line 14)
3. astounding (line 17)
4. apparent (line 22)
5. scarcely (line 22)
6. concentration (line 27)
7. mystified (line 36)
8. deduced (line 51)

[5]

8. The author encounters much that is mysterious on Easter Island. Write an account to show that is mysterious and amazing about the statues, the bases and their makers.

USE ONLY THE MATERIAL FROM LINE 28 TO THE END OF THE PASSAGE

Your account, which must be in continuous writing (not note form), must not be longer than 160 words, including the 10 words given below.

Begin your account as follows:

The author discovered that there were hundreds of statues which

[10]

TOTAL: 40 MARKS

SECTION B

Answer two Questions

QUESTION 2

Construct sentences in which the following phrases are used correctly.

- i) accompanied by
- ii) to beg for
- iii) to live on
- iv) to differ from
- v) to jump at
- vi) to count on
- vii) to look up to
- viii) the need for
- ix) to fail in
- x) to jump to (10)

QUESTION 3

Join these pairs of sentences by using one of the conjunctions to join each pair.

Although; when; as if; unless; since; because; until; in order that; either or; neither ... nor

- a) I ran after my hat. The wind had blown it off my head.
- b) The grapes were ripe. The farm labourers cut them.
- c) You do not seem to know the way. Shall I help you.
- d) You visit him. Mary visits him.
- e) Do not tell the others. You have all the information.
- f) He was unsuccessful. He tried his best.
- g) Jane does not know the answer. Her brother does not know the answer.

- h) Let me see him. I may ask him.
- i) He lived in a city away from his family. He finished his college education.
- j) He walked with his head high. He owned the world. (10)

QUESTION 4

Substitute one word for each of the underlined expressions. Underline the word.

e.g. The two accidents occurred at the same time. The two accidents occurred simultaneously.

- a) Your story is one hard to believe.
- b) He pays his rent once every month.
- c) You will find it in the building where all books are kept.
- d) He explained what he meant by means of a picture.
- e) He stood there without moving in any way.
- f) He is a man who designs houses.
- g) The crowd that watched the game numbered 20,000.
- h) He has made up his mind to buy the house.
- i) The woman who served us at the table in the café brought us tea.
- j) The motorist pressed the pedal that makes the car go faster. (10)

SECTION C

Answer two questions.

QUESTION 5

- a) i. What do we mean when we talk about vocabulary? (2)
- ii. Why is it necessary for any communicator to have an adequate store of vocabulary? (2)

- b) i. What is punctuation? (2)
- ii. State two functions of punctuation in communication. (4)
- c) What do we mean by subject – verb agreement? (2) Give two examples. (2)
- d) What is a topic sentence? (2)
- e) What is the difference between a topic sentence and an introductory paragraph? (4)

QUESTION 6

- 1. Why is a report an important document in any organization? (2)
- 2. What is the role of written communication in organizations? (5)
- 3. Why is it important for the management and employees to know the different channels of circulating information in the organization? (5)
- 4. Explain why organizations have different kinds of reports. (2)
- 5. What is the difference between a routine report and a special report. (6)

QUESTION 7

Name the different sections of a special report in their correct order. State what kind of information is contained under each section. (20)