

UNIVERSITY OF SWAZILAND
PART-TIME CERTIFICATE IN ADULT EDUCATION YEAR I
SUPPLEMENTARY EXAMINATION PAPER, JULY 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 QUESTION FIVE.**

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

SECTION A

This Section is Compulsory.

QUESTION 1

Read the passage through carefully before you attempt any questions.

Answer all the questions.

You are recommended to answer the questions in the order set.

THE FIRST AGRICULTURAL REVOLUTION

1 The few mud-walled, thatch-roofed huts stood in the bend of a shallow stream and, as far
2 as the eye could see, there was no other settlement. Downstream, a flock of goats herded
3 by a young boy was grazing on sunshrivelled vegetation. Closer to the village several
4 women carrying baskets and holding wooden sickles set with sharp pieces of flint moved
5 among irregular patches of tall yellow grass, each stalk of it tipped with double rows of
6 reddish-brown seeds. The grass—a primitive wheat – looked little different from similar
7 grasses growing wild on the distant mountainsides. But it was different: it had been
8 deliberately planted by the villagers, not sown haphazardly by the wind.

9 Suddenly a cry from the boy upset the village calm. The men picked up stone-tipped
10 spears; the women grabbed their partially filled baskets and began to run towards the
11 village. What disturbed the villagers could be seen out on the plain: an approaching file
12 of men, women and children – some twenty individuals in all. They were strangers, and
13 their rugged appearance showed that they were hunters. One of the men had a carcass of
14 a newly killed wild sheep slung over his shoulders. As nomads and villagers stood
15 eyeing one another across the stream, one of the strangers pointed to the sheep carcass
16 and then to the baskets of seeds. Eventually, a bargain was struck: a villager waded
17 across to take the sheep, and the wanderers shouldered two baskets of wheat and marched
18 off among the oaks.

19 This encounter is, of course, imagined, but there is little doubt it could have happened.
20 Although, today, farming feeds most of the world's inhabitants, until 8000 B.C. – only
21 yesterday in the million-year history of humanity – all people on earth were hunter-
22 gatherers. In a few places where nature was especially generous the hunters settled down
23 in villages, but the overwhelming majority lived in small bands that were forced to
24 wander restlessly in search of food. When a band had wiped out the game in its vicinity
25 and consumed the more attractive vegetable foods, it went somewhere else guided by
26 knowledge of seasonal products and animal habits.

27 Then, a seemingly simple advance took place. Permanent settlements grew up –
28 inhabited by people who planted and harvested their own corn - in or near the Fertile
29 Crescent, the hilly arc of inhabitable land that curves round the north of the empty
30 Arabian Desert. Today the astonishing way in which this advance took place is becoming
31 increasingly clear as archaeologists fine-comb the soil and sand of ancient agricultural
32 sites. From the mud-walled ruins of farming villages and from evidence as easily
33 overlooked as the husks of seeds, the investigators have been able to piece together one
34 of the greatest episodes in human evolution – the birth of agriculture. Nothing as
35 revolutionary had happened to Man in a million years or more – certainly not since his
36 ancestors had become articulate, mastered fire and learned to hunt in effectively co-
37 operating groups.

38 Before the rise of cultivation and its related activity, the breeding of domestic animals,
39 Man was a rare and inconspicuous inhabitant of the earth. Like the other animals, he
40 lived on what he could find, adapting to the natural environment around him and
41 changing it in minor and temporary ways in his efforts to increase his supplies of food.
42 Farming transformed Man into an entirely different kind of organism: a being with many
43 other organisms subjected to his will, such as plants and animals.

44 His first hesitant steps in this direction produced amazing results. No longer did he
45 merely adapt to the natural environment; now he began to alter it, and in major ways.
46 Farming gave him the power to change the balance of nature so that it would provide
47 more of what he needed. For example, by encouraging the growth of a relatively few
48 food plants, like wheat and barley, the farmer at the same time discouraged many inedible
49 wild plants that, unless weeded out of the fields, would absorb much of the moisture and
50 many nutrients in the soil and might even choke out the food crops entirely. In much the
51 same manner, he altered the balance of animal life in many areas. He domesticated
52 certain food-producing animals (and thus directed their evolution) and discouraged the
53 activities of other creatures that harmed his crops or killed his herds.

54 When the farmer had created an environment suited to his needs, he extended it to land
55 where it could not naturally exist. In forest country, for instance, he cut down trees to
56 open up space for the light-loving plants he cultivated; in arid regions he devised ways to
57 bring the life-giving waters of rivers to acres that otherwise would yield nothing but
58 scrubby brush. Eventually, he even extended his man-made environment to steep
59 mountainsides and, by carving them into terraces that would hold patches of soil,
60 transformed them into productive farmland.

61 The result was the production of more food within a given area. And once Man had a
62 much larger food supply ready at hand, the groundwork was laid for civilization. The
63 pace of life speeded up, as if an oxcart were hitched to a jet engine. Farming greatly
64 accelerated developments that had already started to appear among certain hunter-
65 gatherers living in favoured places: it encouraged permanent settlements, inspired the
66 invention of new tools and techniques, and led them to develop a wide range of artistic
67 expression and increasingly sophisticated crafts. It triggered an explosive increase in
68 population, encouraging the growth of government, trade and communication among
69 great numbers of people.

70 After this first agricultural revolution, Man was no longer an inconspicuous rarity.
71 Armed with his new skills and power, he became not simply the dominant animal on
72 earth but the planet's dominant form of life.

All the parts of Question 1 should be answered briefly - - in a word, phrase or a short sentence.

1. (a) (i) The village “stood in the *bend of a shallow stream*” (line 1).
What do the words in italics mean?
(ii) The wild wheat had been “haphazardly” sown by the wind; the villagers’ wheat was “deliberately” sown. Explain the difference.
(2 marks)
- (b) How do you know, from paragraph one, that:
(i) the country was thinly populated?
(ii) the climate was hot and dry? (2 marks)
- (c) (i) What does “file” (line 11) tell you about how the strangers approached the village?
(ii) What are “nomads” (line 14)? (2 marks)
- (d) (i) Think of and write down one word which describes what the women were doing in paragraph one.
(ii) Think of and write down one word which describes the method of trade used in paragraph two. (2 marks)
- (e) (i) What does the author mean by saying that 8000 B.C. was “only yesterday” (lines 20-21)?
(ii) “... places where nature was especially generous” (line 22). What would such places be like?
(iii) Explain the phrase “overwhelming majority” (line 23) (3 marks)

- (f) “when a band had wiped out the game in its vicinity” (line 24). Re-write this, replacing the underlined words with words or short phrases having the same meanings. (4 marks)

2. *All the parts of Question 2 should be answered briefly – in a word, a phrase, or a short sentence.*

- (a) (i) What does the name of the area – “Fertile Crescent” – tell you about it? (1 mark)

- (ii) What does “*fine-comb* the soil” (line 31) tell you about how the archaeologists investigate the past? (2 marks)

- (b) The author says that cultivation and the breeding of domestic animals were “related” (line 38). Think of and write down two ways in which they were. (4 marks)

- (c) Why were the “hunter-gatherers” (line 64 - 65) so called? (3 marks)

- (d) 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 it has in the passage.

(i) inedible (line 48)

(ii) altered (line 51)

(iii) arid (line 56)

(iv) devised (line 56)

(v) eventually (line 58)

(vi) groundwork (line 62)

(vii) accelerated (line 64)

(viii) triggered (line 67) (5 marks)

3. (a) Archaeologists have unearthed evidence of the way agricultural communities developed. From the evidence in paragraph four, select and list two items of evidence mentioned by the author and, in each case, suggest briefly what each piece of evidence might have told them. (4 marks)

(b) The author mentions three “revolutionary” stages in the development of Man before the birth of agriculture:

- (i) “his ancestors had become articulate” (line 36);
- (ii) They “mastered fire” (lines 36);
- (iii) They “learned to hunt in effectively co-operating groups” (line 36-37). Explain briefly each of these stages. (6 marks)

TOTAL: 40 MARKS

SECTION B

Answer two Questions

QUESTION 2

1. The boy cut himself _____ by accident.
A carefully B bleakly C badly D keenly
2. I really must thank you most _____ .
A thankfully B friendly C sincerely D well
3. Raymond is a very _____ man and all the girls admire him.
A pretty B lovely C darling D handsome
4. You need warm _____ when it is cold.
A dress B suit C clothes D costume
5. You will go to the market _____ me? Asked Tom
A through B on C with D into

6. He is _____ a book about animals.
A written B writing C writes D being written
7. _____ an oar, he had to try to manage with one instead of two.
A was losing B Lost C Having lost D being lost
8. The kind and the gentle deserve _____ peace of mind.
A its B his C their D my
9. Joseph says he has read _____ book in the library cupboard.
A a lot of B all C none D every
10. You must promise not to tell _____ what I have said.
A nobody B anybody C any D anything

(20)

QUESTION 3

In the following passage the numbered gaps indicate words which are missing. For each number in the list below, four choices are offered lettered A to D. In each case, record the letter of the word most suitable to fill the gap.

The school prefects wanted a group photo taken so Tom made the arrangements with Mr. Black. He arrived at 2 O'clock and asked the boys to put eight chairs on the steps of the library. He set up the 1 on which to stand the camera, and when the boys had sat down adjusted the 2 , taking into account the 3 and the amount of light. Please 4 , " said Mr. Black when everything was ready. "Right, smile." There was a click, and the boys moved away. Mr. Black took the film back to his 5 where he 6 it. When the 7 was dry he made eight 8 and went back to the 9 to sell them to the boys. 10 was pleased with the clear photos.

	A	B	C	D
1.	tripod	trilby	trident	triceps
2.	film	forecast	focus	light meter
3.	time	mileage	number	distance
4.	move	keep still	turn over	look away
5.	factory	dark room	stall	lighthouse
6.	watered	published	changed	developed
7.	postcard	negative	positive	photograph
8.	films	pages	prints	portraits
9.	boys	house	school	library
10.	someone	somebody	everyone	nobody

(20)

QUESTION 4

Complete each sentence using the verb in brackets in the correct tense.

- (a) He left school because he _____ (cannot) afford to continue his studies.
- (b) The road was flooded when an underground water-pipe _____ (burst).
- (c) When all the details had been settled, they _____ (start) work on the project.
- (d) A person should become mentally more mature as he _____ (grow) older.
- (e) When Lily saw the state of the room, she _____ (be) horrified.
- (f) Everyone stopped to watch as the procession _____ (pass) by.
- (g) As soon as the new books arrived, he _____ (distribute) them to the students.
- (h) A child who is over-protected _____ (not learn) to take care of himself.
- (i) We found that someone _____ (ransack) the place.
- (j) If this boy is not given close supervision he _____ (get) out of hand.

(20)

SECTION C

This question must be answered.

QUESTION 5

The following is a West African folk tale. Read it carefully, and then answer the questions under it.

The Hyena and the Dead Ass

The hyena once had the luck to come upon a dead ass. There was enough meat for three whole days. He fell to with a will and was busy enjoying his meal when suddenly he saw his children coming. He knew their healthy young teeth and growing appetites, and as he did not want to share the magnificent carcass with them, he said: "You see that village over there? If you're quick you'll find plenty of asses there, just like this one. Only run."

The hyena's children rushed toward the village, shouting the good news at the tops of their voices. As the tale travelled to all corners of the bush, starving animals crept out – jackals, civet-cats, tiger-cats, all the smaller wild animals – ran towards the village where a feast of asses' meat was to be found.

The whole morning the hyena watched them go by, singly or in flocks, until in the end he began to be worried.

Well, he said to himself, it looks as if it must be true. That village must be full of dead asses.

And leaving the carcass he had had all to himself, he started off to join a band of other animals who were running toward the village.

From *The Children of the Wind* by Rene' Guillot (Oxford University Press)

- a) Explain in one sentence why the hyena sent his children to the village. (5)
- b) Say in one sentence how the hyena behaved cleverly; and then, in another sentence, say how he behaved foolishly. (10)
- c) In one sentence, say what general moral (lesson) could be drawn from this tale. (5)