

UNIVERSITY OF SWAZILAND
PART-TIME CERTIFICATE IN ADULT EDUCATION – YEAR I
MAIN EXAMINATION PAPER – MAY 2014

TITLE OF PAPER : **PROFESSIONAL ENGLISH**

COURSE CODE : **CAE118**

TIME ALLOWED : **THREE (3) HOURS**

INSTRUCTIONS : **1. QUESTION ONE IS COMPULSORY.**
2. ANSWER TWO QUESTIONS FROM SECTION B.

THIS PAPER MUST NOT BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR.

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 they eye could see, there was no other settlement. Downstream, a flock of goats
3 herded by a young boy was grazing on sun shrivelled vegetation. Closer to the village
4 several women carrying baskets and holding wooden sickles with sharp pieces of flint
5 moved among irregular patches of tall yellow grass, each stalk of it tipped with double
6 rows of reddish-brown seeds. The grass – a primitive wheat – looked little different
7 from similar grasses growing wild on the distant mountainsides. But it was different: it
8 had been 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 producing 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 development that had already started to appear among certain hunter-
65 gatherers living in favoured places: it encouraged permanent settlement, 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 not only larger families, but large and complex societies, which
69 meant encouraging the growth of government, trade and communication among great
70 numbers of people.

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

(Jonathan Norton Leonard: "The Frist Farmers")

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

- (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 the paragraph that:
- (i) the country was thinly populated?
- (ii) the climate was hot and dry? (2 marks)
- (c) (i) That 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 23-24). Rewrite this, replacing the italicised 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 the 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) | (v) eventually (line 58) |
| (ii) altered (line 51) | (vi) groundwork (line 62) |
| (iii) arid (line 56) | (vii) accelerated (line 64) |
| (iv) devised (line 56) | (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: (6 marks)
- i) "his ancestors had become articulate" (line 36)
- ii) they "mastered fire" (line 36)
- iii) they 'learned to hunt in effectively co-operating groups (l. 36-37)
- Explain briefly each of these stages. (6 marks)

TOTAL: 40

SECTION B

ANSWER TWO QUESTIONS

QUESTION 2

Complete each sentence by adding an adverb clause as indicated in brackets.

- a) The guests may sit (place)
- b) Speak softly (Purpose)
- c), the meeting will be well attended (condition)
- d) The speech was so boring (Result)
- e) The workers went on strike (Time)
- f) The little boy ran (Manner)
- g) They will not excuse you (Condition)
- h) The sprinter ran faster (Degree)
- i), he is afraid to return home. (Reason)
- j) The labourers return home from the fields (Time)

(10 marks)

QUESTION 3

Join the sentences in each pair into one containing an appropriate clause and underline the clause.

- e.g. (i) The bus is very crowded.
(ii) We have to wait for the next one.
The bus is so crowded that we have to wait for the next one.
- a) i) The boy pretended to be sick.
ii) He did not want to go to school
 - b) i) The tourists go sightseeing.
ii) They take snapshots of the places they visit.

- c) i) He ate hungrily.
- ii) It was as if he had not eaten for days.
- d) i) She was in a very happy mood.
- ii) She started to sing.
- e) i) My father will sell his car.
- ii) He gets a good price for it.
- f) i) The team will not improve.
- ii) They get proper coaching.
- g) i) We arrived early.
- ii) She arrived earlier.
- h) i) She has more time to get ready.
- ii) She will end up keeping us waiting.
- i) i) The teacher finishes her question.
- ii) Joan puts up her hand to give the answer.
- j) i) She held the child's hand firmly.
- ii) The child would not wander away. (10)

QUESTION 4

Choose from the lettered words below each sentence the one which best completes that sentence.

1. The thief crept along as _____ as he could not wanting to be seen by the guard.
A. inconspicuously B. unconsciously C. unnoticed D. indistinctly
2. He had to cut his way through _____ jungle.
A. open B. closed C. dense D. heavy
3. I read a (an) _____ book which illustrated by excellent cartoons.
A. wet B. pretty C. amusing D. laughing

4. The Tyrolean wore his national _____ of leather shorts, long socks and boots and embroidered shirt.
- A. outfit B. costume C. clothes D. suit
5. Soldiers often have badly _____ feet when they wear new boots on a long march.
- A. broken B. splintered C. blistered D. spotted
6. The photographic society was run _____ Thomson.
- A. to B. by C. up D. on
7. "Speak _____ so that I can hear you," said the teacher.
- A. to B. after C. up D. into
8. "I will try to put you _____ to Durban." said the telephonist.
- A. round B. to C. down D. through
9. The drowning boy went _____ for the third time.
- A. through B. on C. under D. behind
10. The doctor said Tom must sleep _____ the effects of the drug.
- A. through B. on C. off D. with

(10 marks)