UNIVERSITY OF SWAZILAND

DEPARTMENT OF ACADEMIC COMMUNICATION SKILLS

SUPPLEMENTARY EXAMINATION, JULY 2015

TITLE OF PAPER: ACADEMIC COMMUNICATION SKILLS: ENGLISH FOR ACADEMIC PURPOSES (EAP)

COURSE NUMBER: ACS 102

TIME ALLOWED: 2 HOURS

INSTRUCTIONS:

1. **Write the name of your Faculty and Programme at the top of the cover of the answer folder.**
2. Answer both questions.
3. This paper consists of **6 pages**, cover page included.

THIS EXAMINATION PAPER IS NOT TO BE OPENED UNTIL PERMISSION IS GIVEN BY THE INVIGILATOR.

QUESTION 1: READING COMPREHENSION [50 MARKS]

Read the following passage and answer the questions that follow:

Tigers

1. Who would win in a fight, a lion or a tiger? Well, if size has anything to do with the matter, the tiger would win. That's because tigers are the largest of all cat species. They grow up to eleven feet long and weigh as much as 670 lbs. This makes tigers the third largest land carnivore. The only larger land carnivores are polar bears and brown bears. Tigers are not only large, they are also fast. They can sprint as fast as 40 miles per hour for short distances and leap as far as 30 feet horizontally. This makes for an extremely dangerous pounce. You might not think that such large, fast, and ferocious creatures need help to survive, but they do. The tiger is an endangered species.

2. Despite all of the tiger's strengths, the future of the species is uncertain. Tigers face a very high risk of extinction. It is estimated that at the start of the 20th century, there were over 100,000 tigers living in the wild. By the turn of the century, the number of tigers outside of captivity dwindled to just over 3,000. Interestingly, the most serious threats that tigers face come from a much smaller species, one with an average weight of around 140 lbs. That species is Homo sapiens, better known as humans. Humans threaten tigers in primarily two ways: hunting and destroying habitat.

3. Tigers are hunted for many reasons. People have long valued the famous striped skins. Though trading tiger skins is now illegal in most parts of the world, tiger pelts are worth around $10,000 on the black-market. Though the fur would be incentive enough for most poachers, ***other parts of the tiger can also fetch a pretty penny.*** Some people in China and other Asian cultures

believe that various tiger parts have healing properties. Traditional Chinese medicine calls for the use of tiger bones, amongst other parts, in some prescriptions.

4. Tigers have also been hunted as game. In other words people hunted tigers solely for the thrill and achievement of killing them. Such killings took place in large scale during the 19th and early 20th centuries, when a single maharaja or English hunter might claim to kill over a hundred tigers in their hunting career. Though this practice is much less popular today than it was in the past, it has not ceased entirely.

5. Though the tiger population faces many threats and obstacles to recovery, there have been some successes in conservation and preservation efforts. For example, Save China's Tigers, an organization working to restore the wild tiger population, successfully *rewilded* a small number of South China tigers. These tigers were born into concrete cages from parents who were also captive and unable to sustain in the wild.

6. Humans have done considerable damage to the world's tiger population through hunting, but perhaps more damage has been caused through the destruction of habitat. Tigers once ranged widely across Asia, all the way from Turkey to the eastern coast of Russia. But over the past 100 years, tigers have lost 93% of their historic range. Instead of spanning all the way across Asia, the tiger population is now isolated in small pockets in south and southeastern Asia. This is because humans have drastically changed the environments. Humans have built towns and cities. Road and transit systems were created to connect these towns and cities. To feed the people living in these areas, forests and fields have been cleared to create farmland. Large tracts of land have been strip-mined to yield metals and other materials used in manufacturing. All of these activities have consumed habitats that at one time supported tigers.

7. A major obstacle to preserving tigers is the enormous amount of territory that each tiger requires. Each wild tiger demands between 200 and 300 square miles. Tigers are also both territorial and solitary animals. This means that they are protective of the areas that they claim and they generally do not share with other tigers. Because tigers need so much territory, it is difficult for conservationists to acquire land enough to support a large population of tigers. Even when such these considerable spaces are allocated, it is even more difficult to patrol such large areas to prevent poaching. There is no easy way to preserve the wild tiger population without making large sacrifices.

8. This organization brought these tigers to South Africa and helped them learn the necessary skills for a predator to survive in the wild. Current evidence indicates that the project was been successful. While this is just a small step, it shows that restoring the world's tiger population is possible.

Directions For 1-10: Read each question carefully and choose the best answer.

1. Which of the following is **not** a reason in the article explaining why tigers are hunted?

a. Because tiger skins are worth a lot of money
b. Because tiger parts are used as medicines in some cultures
c. Because some tigers attack local villagers
d. Because tigers are hunted for enjoyment by some people

2. Which animal does **not** grow larger than the tiger?

a. Brown bear
b. Lion
c. Polar bear
d. All of these animals grow larger than a tiger

3. Which number is *closest* to the estimation of the wild Tiger population in 2003?
a. 3,000
b. 100,000
c. 140
d. 30,000

4. Which of the following best describes the author's main purpose in writing this article?

a. To provide readers with interesting information about the lifestyles of tigers
b. To persuade readers to help the world's tiger population and to offer ways to help
c. To entertain readers with stories about how tigers hunt and are hunted
d. To explain to readers why the world's tiger population is endangered

5. Information in the third paragraph is *mainly* organized using which text structure?

a. Cause and effect
b. Compare and contrast
c. Chronological order
d. Spatial order

6. Based on information in the text, which *best* explains why tigers are poached?

a. Poachers hunt tigers to protect their families from dangerous animals.
b. Poachers hunt tigers for medicine to cure sick family members.
c. Poachers hunt tigers because they enjoy killing dangerous animals.
d. Poachers hunt tigers to earn large amounts money.

7. Which *best* explains why it is so difficult to preserve the wild tiger population?

a. Tigers do not get along with most other animals.
b. Tigers must make their homes close to rivers and the world's rivers are evaporating.
c. Tigers require a lot of space.
d. Tigers hunt in large packs and there are too few tigers left to make these packs.

8. Which of the following is an opinion?

a. Tigers can grow up to eleven feet long.
b. Saving the wild tiger population is important.
c. South China tigers were brought to live in South Africa.
d. Humans have endangered the world's wild tiger population.

9. Based on context, which *best* defines the term *"rewilded"* as used in the last paragraph?

a. To preserve animals by keeping them in zoos
b. To teach animals to coexist with humans
c. To teach humans to coexist with animals
d. To bring animals born in zoos back to nature

10. Which of the following could be best supported by information from the text?

a. Efforts to save tigers have had some success, but there are many obstacles to recovery.
b. Efforts to save tigers have failed in the past, but there is reason to continue trying.
c. Efforts to save tigers have been so successful that they saved tigers from endangerment.
d. Efforts to save tigers have failed completely.

Directions: answer the following questions in full sentences.

11. Who would win a fight between a lion and a tiger? Why? (Par 1) [3]

12. Explain in your own words why tigers have lost so much of their habitat according to the text? [5]

13. According to the passage, what does this idiom mean: "*other parts of the tiger can also fetch a pretty penny*"? (Par. 3) [5]

14. Was the organization's objectives for bringing the tigers to South Africa successful? Explain. [7]

Question 2: SUMMARY [50 MARKS]

Instruction

Write a summary of about 200 words on the key issues discussed on the contribution and possible dangers of science and technology.

Note: Marks will be awarded for clarity of expression and orderly presentation of ideas. Do not copy sentences from the passage.

Is Science Dangerous?

Wolpert, Lewis. "Is science dangerous?" *Journal of molecular biology 319.4* (2002): 969-972.

The idea that scientific knowledge is dangerous is deeply embedded in our culture. Adam and Eve were forbidden to eat from the Tree of Knowledge, and in Milton's Paradise Lost the serpent addresses the tree as the 'Mother of Science'. Indeed the whole of western literature has not been kind to scientists and is filled with images of them meddling with nature with disastrous results. Just consider Shelley's Frankenstein, Goethe's Faust and Huxley's Brave New World. One will search with very little success for a novel in which scientists come out well - the persistent image is that of scientists as a soulless group unconcerned with ethical issues. And where is there a film sympathetic to science?

Part of the problem is the conflation of science and technology. The distinction between science and technology, between knowledge and understanding on the one hand and the application of that knowledge to making something, or using it in some practical way, is fundamental.

Science produces ideas about how the world works, whereas the ideas in technology result in usable objects. Technology is much older than anything one could regard as science and unaided by any science. Technology gave rise to the crafts of early humans, like agriculture and metalworking. It is technology that carries with it ethical issues, from motorcar production to cloning a human.

By contrast, reliable scientific knowledge is value-free and has no moral or ethical value. Science merely tells us how the world is. That we are not at the centre of the universe is neither good nor bad, nor is the possibility that genes can influence our intelligence or our behaviour.

The social obligations that scientists have as distinct from those responsibilities they share with all citizens comes from them having access to specialised knowledge of how the world works, not easily accessible to others. Their obligation is to both make public any social implications of their work and its possible applications and to give some assessment of its reliability.

It is not easy to find examples of scientists as a group behaving immorally or in a dangerous manner, the classic paradigm being the eugenics movement. The scientific assumptions behind this proposal are crucial; the assumption is that most desirable and undesirable human attributes are inherited. Not only was talent perceived of as being inherited, but so too were insanity and any kind of so-called feeblemindedness. They completely failed to give an assessment of the reliability of their ideas. Quite the contrary, and even more blameworthy, their conclusions seem to have been driven by what they saw as the desirable social implications. By contrast, in relation to the building of the atomic bomb, scientists behaved morally and fulfilled their social obligations by informing their governments about the implications of atomic theory. It was an enormous engineering feat to build the bomb but the decision to do this was taken by politicians, not scientists.

The moralists have been out in force telling us of the horrors of cloning. Many others, national leaders included, have joined in a chorus of horror. But what horrors? What ethical issues? In all the righteous indignation not a single relevant new ethical issue has been spelled out.

Those who propose to clone a human are medical technologists not scientists. It is not, as the bio-moralists claim, that scientific innovation has outstripped our social and moral codes. Just the opposite is the case. Their obsession with the life of the embryo has deflected our attention away from the real issue, which is how children are raised and nurtured. The ills in our society have nothing to do with assisting or preventing reproduction but are profoundly affected by how children are treated.

So what danger does genetics pose? Gene therapy, introducing genes to cure a genetic disease like cystic fibrosis, carries risks, as do all new medical treatments. There may well be problems with the testing of new treatments, but are these difficulties any different from those related to trying out new drugs for AIDS? Anxieties about creating designer babies are at present premature as it is too risky, and we may have, in the first instance, to accept what has been called procreative autonomy, a couple's right to control their own role in reproduction unless the state has a compelling reason for denying them that control. Should the ethical issues relating to the applications of genetics, for example, lead to stopping research in this field? The individual scientist cannot decide, for science, like genetics, is a collective activity with no single individual controlling the process of discovery. It is ethically unacceptable and impractical to censor any aspect of trying to understand the nature of our world.