

UNIVERSITY OF SWAZILAND

PART – TIME CERTIFICATE IN ADULT EDUCATION YEAR 2

MAIN EXAMINATION PAPER, NOVEMBER 2013

TITLE OF PAPER : PROFESSIONAL ENGLISH

COURSE CODE : CAE 216

TIME ALLOWED : THREE (3) HOURS

INSTRUCTIONS :

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

THIS PAPER IS NOT TO 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 of the questions.

Answer all the questions.,

Mistakes in spelling, punctuation and grammar may be penalised in any part of the paper.

In 1954, at the small athletics ground of Oxford University, a young medical student made an attempt on the world record for the mile, which in those days was the standard middle-distance race, now replaced by the slightly shorter 1 500 metres. In the following account, the points in inverted commas are his own words.

1 Roger Bannister remembers that running had always been important to him: "As a boy I just
2 ran everywhere – never because it was an end in itself, but because it was easier for me to run
3 than to walk. My walk was ungainly, as though I had springs in my knees. I always felt
4 impatient to see or do something new, and running saved time." When he went to Oxford
5 University, he discovered that running was an ideal way of relaxing. He found that he was
6 good at it and began to take it more and more seriously.

7 Until 1954 it was thought that no man could run one mile in less than four minutes. The
8 greatest runners of each generation had set up new records for this distance, but the time of
9 four minutes was believed to be beyond the limit of human endurance. As years went by, the
10 record came closer and closer to four minutes and the young English runner began to believe
11 that he might break this almost magic barrier. He saw this time for the distance as a
12 challenge and was determined to succeed where so many others had failed. Fortunately, there
13 were two other students, Christopher Chataway and Christopher Brasher, who encouraged
14 him by running both with him and against him in races before the attempt on the Four
15 Minutes Mile was made. For this attempt, they were running with him.

16 It was a cold afternoon at the Oxford track on May 6th, 1954, when Bannister knew he had a
17 real chance. It was important that there should not be too much wind, for this could make
18 running difficult. For an athlete to run such a race as this, his mind must be as ready as his
19 body. Bannister had been training hard and was very fit, but the weather conditions were a
20 real worry to him. He alone had to decide whether to try for the record. Describing the event
21 later, Bannister said: "Spectators fail to understand the mental agony through which an
22 athlete must pass before he can give his maximum effort. I spent the afternoon watching the
23 swaying of the leaves. On the way to the track the wind blew strongly but now came in
24 gusts, as if uncertain. The decision was mine alone and the moment was getting closer. As
25 we lined up for the start I glanced at the flag. It fluttered gently now. This was the moment
26 when I made my decision. The attempt was on.

27 “There was complete silence on the ground ... a false start I felt angry that precious
28 moments during the lull in the wind might be slipping by. The gun fired a second time.
29 Brasher went into the lead and I slipped in effortlessly behind him, feeling tremendously full
30 of running. My legs seemed to meet no resistance, as if I was propelled by some unknown
31 force. We seemed to be going so slowly. Impatiently I shouted, Faster! But Brasher kept his
32 head and did not change the pace. I went on worrying until I heard the first lap time – 57.5
33 seconds. In my excitement, my knowledge of pace had deserted me. Brasher could have run
34 the first quarter of the race in 55 seconds without my realising it, but I should have had to pay
35 for it later. Instead, he had made success possible.

36 “At one and a half laps I was still worrying about the pace. A voice shouting *Relax!*
37 Penetrated to me above the noise of the crowd,; unconsciously I obeyed. If the speed was
38 wrong it was too late to do anything about it, so why worry? I relaxed so much that my mind
39 seemed almost detached from my body. There was no strain.”

40 By now the runners were half-way through the race. Brasher was leading, Bannister was
41 second and Chataway was just behind him. But this was not a race against each other- it was
42 a race against the clock. Soon it would be Chataway’s turn to help, and then Bannister would
43 be on his own against the second ticking away on the stop-watch.

44 “I barely noticed the half-mile, passed in one minute, 58 seconds, nor when, round the next
45 bend, Chataway went into the lead. At three-quarters of a mile the effort was still hardly
46 perceptible; the time was three minutes, 0.7 seconds, and by now the crowd were roaring.
47 Somehow I had to run that last lap in 59 seconds. Chataway led round the next bend and then
48 I pounced past him.

49 :I had a moment of mixed joy and anguish, when my mind took over. It raced ahead of my
50 body and drew it compellingly forward. I felt that the moment of a lifetime had come. There
51 was no pain, only a great unity of movement and aim. The world seemed to stand still or did
52 not exist. The only reality was the next two hundred yards of track under my feet. I felt then
53 that it was my chance to do one thing supremely well. The noises in my ears were those of
54 the faithful Oxford crowd. Their hope and encouragement gave me greater strength. I had
55 now turned the last bend and there were only fifty yards more.

56 “I was driven on by a combination of fear and pride. My body had long since exhausted all
57 its energy but it went on running just the same. This was the crucial moment when my legs
58 were strong enough to carry me over the last few yards as they never could have done in
59 previous years. With five yards to go, the finishing tape seemed almost to move away from
60 me. Would I ever reach it? Those last few seconds seemed never-ending. The arms of the
61 world were waiting to receive me if only I reached the tape without slackening my speed. If I
62 faltered, the world would be a cold, forbidding place, because I had been so close. I leapt at
63 the tape. My effort was over. I collapsed, almost unconscious.

64 “It was only then that the real pain overtook me. I felt like a photographer’s flash-bulb,
65 exploded. I knew that I had done it, even before I heard the time. I was too close to have
66 failed, unless my legs had played strange tricks at the finish by slowing me down and not

67 telling my tired brain that they had done so. The stop-watches held the answer. The
68 announcement came: *Result of the one mile ... Time, three minutes ...* " the rest was lost in the
69 roar of excitement. I grabbed Brasher and Chataway, and together we scampered round the
70 track in a burst of spontaneous joy. We had done it – the three of us".

(from "We Were There" by Godfret Caute)

- 1 (a) There are two reasons why the young Roger Bannister liked running better than walking.
- (i) One reason was because his walk was "ungainly" (line 3). What does "ungainly" mean? (1)
 - (ii) What other reason does the author give? (1)
- (b) The author gives a reason for the belief "that no man could run one mile in less than four minutes." (line 7)
- (i) Write down this reason, as given in the passage. (1)
 - (ii) Explain it in your own words. (2)
- (c) What two reasons led Bannister "to believe that he might break this almost magic barrier" (line 11)?
- (d) "The decision was mine alone" (line 24)
- (i) What decision was "mine alone" (line 24) (2)
 - (ii) Why was the decision difficult? (1)
 - (iii) How did the fluttering flag help him to make up his mind? (2)
- (e) Explain: The wind "came in gusts" (line 23-4). (2)
2. (a) Why did the loss of time caused by the "false start" (line 27) make Bannister angry?
- (b) "My legs seemed to meet no resistance, as if I were propelled by some unknown force." (lines 30-1)
- Explain the meaning of this sentence, paying particular attention to the underlined words. (2)
- (i) What was Brasher's task in the race? (1)
 - (ii) Brasher "kept his head" (lines 31-2). What does this mean?(2)
 - (iii) How did Brasher's "keeping his head" help Bannister to succeed? (2)

- (d) Explain why it was “not a race against each other – it was a race against the clock” (lines 41-2). (2)
- (e) “I had to run that last lap in 59 seconds.” (line 47). Bannister has added the word “somehow”. What does this tell us about his feelings? (2)
- (f) “I felt that the moment of a lifetime had come.” (line 50) Write down the expression, occurring in the same paragraph, to which the underlined words refer. (2)
3. (a) 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 each has in the passage.
- (i) spectators (line 21)
 - (ii) maximum (line 22)
 - (iii) precious (line 27)
 - (iv) deserted (line 33)
 - (v) detached (line 39)
 - (vi) crucial (line 57)
 - (vii) previous (line 59)
 - (viii) slackening (line 61) (5)
- (b) (i) “The arms of the world were waiting to receive me.” (lines 60-1)
- (ii) “the world would be a cold, forbidding place,” (line 62).
- Explain in each instance, paying particular attention to the underlined words, what these statements mean. (4)
- (c) “I felt like a photographer’s flashbulb, exploded.” (lines 64-5). Describe what this tells us about Bannister’s feelings. (2)
- (d) We *scampered* round the track in a burst of *spontaneous joy*.” (line 69-70) Explain what is meant by the italicised words. (2)

4. In achieving his success, Bannister was aided by other people, circumstances conditions; his own personal qualities were also important. Drawing your material from lines 7-63 of the passage,

(a) Write one paragraph to explain how he was aided by other people, circumstances and conditions. Your summary, which should be in continuous writing, must not be longer than 80 words, including the 10 opening words given below. Begin your summary as follows:

Various people, circumstances and conditions helped Bannister achieve his success. (5)

[TOTAL: 45 MARKS]

SECTION B

Answer ONE Question

QUESTION 2

The numbered gaps show where words are missing. Against each number in the list below, words are offered in columns lettered A to D. In each case choose the word that best fills the gap.

When making a garden one must consider many things. What is the 1 of land to be used? Is the soil 2 or mainly clay? What is the annual rainfall, and is it 3 or uniform? Most people like the garden at the front of the house to be 4 rather than useful; flowers and 5 are planted there. The latter should be arranged so that they give shade but do not 6 the house or flower beds. To save having to replant the beds every year 7 can be planted there. You can plant different 8 each year and these should be chosen for 9 and scent. The combination of colour, size and 10 should be pleasing to the eye. The garden should be kept clear of 11; 12 should be used when necessary to get rid of harmful insects such as greenfly. The 13 should be carefully 14 occasionally and the plants 15 when necessary.

	A	B	C	D
1.	Sun	area	number	group
2.	humus	shady	crusty	sandy
3.	precipitated	wet	seasonal	conventional
4.	decorative	bare	functional	overgrown
5.	leaves	weeds	wreaths	shrubs
6.	absolve	obscure	over-ride	observe
7.	perennials	algae	sticks	yam seeds
8.	vegetables	seeds	fruits	annuals
9.	strength	tone	colour	clarity

- | | | | | |
|-----|--------------|-----------|------------|-------------|
| 10. | propitiation | property | proportion | propriety |
| 11. | seedlings | plants | weeds | flowers |
| 12. | insecticides | hormones | fertilizer | insectarium |
| 13. | flowers | beds | frames | greenhouses |
| 14. | broken | shovelled | cut | hoed |
| 15. | watched | dried | watered | wet |

(15)

B. From the lettered sentences below, choose the one most nearly expressing the idea of the sentence above.

1. He was building castles in the air.
 - A He was building flying fortresses.
 - B He was imagining a terrible future.
 - C He was imagining a future as an architect.
 - D He was imagining a wonderful and rather impossible future.

2. The principal scolded her and made her feel small.
 - A He was pleased with the little girl.
 - B He was angry but she did not care.
 - C He was angry and she was ashamed.
 - D He told her crossly that she was too young.

3. Doris said Mary should go to the police.
 - A Mary would go to the police.
 - B Mary might go to the police.
 - C Doris said Mary was going to the police.
 - D Doris said Mary ought to go to the police.

4. It was only a storm in a teacup.
 - A It was a great excitement over a small matter.
 - B It was a whirlpool in a small pond.

- C It was an unimportant effect.
 D It was a quarrel.
5. They raced against the clock.
- A They tried to break a record.
 B They tried to finish before it was too late.
 C They worked fast for an hour.
 D They competed against each other. (10)

QUESTION 3

A After each sentence there is a list of words or groups of words lettered A to D. Fill in the gap in the sentence with a word or words that best complete the sentence.

1. I know we have no money, but we shall _____ until we can earn some.
 A get out B get over C get on D get by
2. He _____ very considerate to her now.
 A be B is being C was being D had been
3. He has worked hard; he will _____ his examinations.
 A get through B get over C get on D get by
4. She has been very ill but will soon _____ her illness.
 A get through B get on C get over D get by
5. The room _____ cleaned so we did not want to disturb the maid when she was working.
 A being B was being C had been D has been
6. "Could you come to see me tomorrow?" "Yes _____."
 A I come B I could C I am D I do
7. He replied saying he wasn't sure if he _____ to go.
 A wanting B will have wanted C had wanted D wanted
8. I realise that I _____ to go home tomorrow.
 A have B to have C am having D have had

9. He said we had _____ a ticket.
A have B to have C have had D will have
10. The meeting should end _____ a prayer.
A to B from C by D with
11. The doctor said it was not _____ hopeless and that Tom might recover.
A quite B rather C nearly D much
12. He said he hoped _____ a letter on Tuesday.
A receive B received C receiving D to receive
13. Although he plays football well, he enjoys _____ more.
A to swim B having swum C swim D swimming
14. This morning I shopped in the market, we went to the post office and _____ the hospital.
A visiting B visited C visit D had visited
15. You will soon get _____ school discipline.
A use to B used to C used for D used
16. Either Mary or Grace _____ the clothes every Monday.
A are washing B to wash C wash D washes
17. He will _____ in New York by now if the plane was on time.
A arrive B have arrived C arrived D been arriving
18. If we catch the ten o'clock train we shall _____ in Johannesburg within three hours.
A have been B be C being D had been
19. "You will return the book, won't you?" "Yes _____."
A I shan't B I shall C I haven't D I had
20. "You couldn't try again, could you?" "No, I _____."
A was not able B can C could D couldn't
21. He _____ and should do very well.
A is promising a student B is a promised student
C is a promising student D is promised a student
22. I expect at least one of you _____ when I ask you for help.
A volunteering B have volunteered C will have volunteered
D to volunteer

23. "Do you take milk and sugar in your tea?" "Yes ____."
- A I shall B I can C I do D I have
24. If _____ we had not spent all our money, we could go to the cinema.
- A really B merely C only D just
25. I couldn't wait _____ so I went home.
- A very longer B more long C any longer D enough long (25)

SECTION C

Answer All Questions

QUESTION 4

- i) State two functions for each of the following:
 - Introductory paragraph (5)
 - Body paragraph (5)
 - Concluding paragraph (5)
- ii) Why do we say, "Writing is like holding a conservation on paper"? (4)
- iii) What is the main function of a topic sentence? (3)
- iv) What are the two functions performed by the concluding sentence in a paragraph? (8)