



**UNIVERSITY OF SWAZILAND**  
**INSTITUTE OF DISTANCE EDUCATION**  
**CERTIFICATE IN PSYCHOSOCIAL SUPPORT**  
**SUPPLEMENTARY PAPER, JULY 2018**

**TITLE OF PAPER: PROFESSIONAL ENGLISH I**

**COURSE CODE : CAE 117**

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

**INSTRUCTIONS:**

- : Section A is compulsory
- : Answer **two** questions from section B
- : Answer **one** question from section C
- : Questions carry marks as indicated

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

**SECTION A: READING COMPREHENSION****[40 marks ]**

- **This section is compulsory**
  - **Read the following passage carefully and answer all the questions.**
1. In a one-room schoolhouse **tucked** in the middle of the tents in an informal refugee camp in northern Lebanon, a pair of volunteers were trying to keep about 20 squirming Syrian children focused on a French lesson. “Ahmad, quel âge as-tu?” (“Ahmad, how old are you?”) Uncomprehending, a seven-year-old boy with alert eyes and a shock of straight, black hair falling over his forehead summoned the one phrase of French he had committed to memory: “Je m’appelle Ahmad.” (“My name is Ahmad.”)
  2. Ahmad was never ashamed of shouting out an answer, even though it was often wrong. The third from youngest in a family of nine children, he was always competing for attention. While Ahmad struggled, his nine-year-old sister Ghoufran, and 12-year-old brother, Abdel, were already bored with the lesson but happy to show off their more advanced knowledge. “J’aîneufans,” Ghoufran said promptly. “J’aidouzeans,” said Abdel Rezaq.
  3. The family **fled** the fighting in Aleppo four years earlier and landed in this makeshift settlement on a dusty road in Tel Abbas, a small municipality on the outskirts of the Lebanese city of Halba. They share a United Nations-provided tent in the encampment of 25 families; one of about 4,000 informal refugee camps in Lebanon. Even if they wanted to go back to Syria, their house there has been destroyed by bombing. The family had pinned their hopes on one day finding a way to Europe. But for now, they were stuck in Lebanon, and some of the siblings were struggling to adjust to the more mysterious aspects of the Lebanese public education system, which required them to learn subjects including math and science in French rather than their native Arabic.

4. Still, being in school at all was a victory of sorts. In the first year after they arrived in Lebanon, none of the children went to school, said their father, Ali Muhammad al-Abdullah. There was no public school that was willing or had room to accept them, and the family could not afford private education.
5. The Lebanese public school system was suffering from anaemic enrolment, as the majority of Lebanese children attend private schools. Even so, there was still not enough room to accommodate the number of children fleeing from Syria. In 2013, as the war showed no sign of abating, Lebanon opened up a “second shift” of classes in the afternoons for refugees. It was the country’s eventual answer to the ballooning population of Syrian refugees – now more than 1 million, including about 550,000 children up to the age of 18 and 280,770 aged six to 14, for whom education is compulsory.
6. Ahmad, Ghoufran and Abdel eventually found spots in their local public school’s second shift. Ghoufran picked up French easily and **flourished** in her new school. For Abdel, who began his education in Syria before the war and hopes to be a doctor one day, the language barrier made his favourite subjects an ordeal. “Science is beautiful, but French, no,” he said. “I like to learn, but the schools here are not good.” Ahmad, easily distracted, remained **thoroughly** confused by French. Despite **constant** drills, he could barely recognise the letters of the Latin alphabet, and his parents, who speak only Arabic, could not help him. The children had joined a public school system already under strain.
7. As of January, there were about 195,000 non-Lebanese children – nearly all Syrian – enrolled in Lebanese public primary schools, narrowly outnumbering the Lebanese students. About 65,000 of them enrolled in the first shift with Lebanese students, where some Syrian children were bullied by their Lebanese classmates, Marino said. The majority attend second-shift classes reserved for refugees only. At the public schools attended by the al-Abdullah children, there were sometimes shortages in materials. The children did not receive their textbooks until a month after the school year had started. Teachers who also taught in the morning first shift were already tired

by the time the Syrian children arrived. Sometimes the children fought and some of the teachers hit the students when they misbehaved. Still, al-Abdullah said, "Any school is better than nothing, of course."

*Adapted from Syria Deeply: July 2017*

## Questions

Answer all the questions in the order they are set.

### From paragraph 1

1. Give the exact location of the school house. [2]
2. What makes the author to conclude that Ahmad was uncomprehending? [2]
3. What does the word "summoned" mean as used in the paragraph? [2]

### From paragraph 2

4. What does the fact that Ahmad is not afraid of shouting out his wrong answers tell us about his character? [3]
5. Why were Ahmad's brother and sister willing to participate during the lesson despite their boredom? [2]

### From paragraph 3

6. Why did Ahmad's family flee from their home country? [2]
7. Why is going back to their home country not an option for Ahmad's family? [2]

### From paragraph 4

8. Why is attending school a victory for the children? [2]
9. Why, according to the paragraph were the children not able to attend school during their first year of arrival in Syria? [4]

### From paragraph 5

10. Quote **one** word from the paragraph that indicates that the school enrolment rate in Lebanon was poor. [2]
11. What does "ballooning" tell us about the number of Syrian refugees? [2]

12. Why was it necessary for Lebanon to open a "second shift" of classes? [2]

**From paragraph 6**

13. What makes it difficult for Abdel to learn his favourite subjects? [2]

14. Why is it easy for the Ahmad's sister to learn her subjects? [2]

15. Why, according to the paragraph were their parents not able to help Abdel with his school work? [2]

**From paragraph 7**

16. Give any **two** difficulties encountered by the al-Abdullah children in the public school they attended. [2]

**From the whole passage**

17. Explain the following words as used in the passage (in not more than seven words).

- |               |             |     |
|---------------|-------------|-----|
| a. Tucked     | paragraph 1 | [1] |
| b. Fled       | paragraph 3 | [1] |
| c. Flourished | paragraph 6 | [1] |
| d. Thoroughly | paragraph 6 | [1] |
| e. Constant   | paragraph 6 | [1] |

[5 marks]

[Total marks: 40]

**SECTION B: ANSWER TWO QUESTIONS FROM THIS SECTION [40 marks]**

**Question 2**

Fill in the blanks with words from the list below.

Exactly	design	allergic	transmitted
Frequently	adjust	instructions	
Desire	pursue	virus.	

1. It has been hard to \_\_\_\_ but now she is getting satisfaction from her work. [1]
2. The meeting began at \_\_\_\_ 4:00 p.m. [1]
3. This book gives \_\_\_\_ for connecting the computer to the printer. [1]
4. The information is \_\_\_\_ electronically to students and mentors. [1]
5. She is \_\_\_\_ to milk products. [1]
6. His education requires him to travel \_\_\_\_ to America. [1]
7. If I pass my exam, I will \_\_\_\_ my studies in London. [1]
8. Lulus will \_\_\_\_ my graduation outfit. [1]
9. My computer has been hit by a \_\_\_\_\_. [1]
10. My \_\_\_\_ to enrol for this course stems from my love for children. [1]

[Total marks: 20]

**Question 3**

**Copy and complete the following paragraph and fill each of the blank spaces with an appropriate preposition:**

A dentist has been haunted by a voice which swears \_\_\_\_\_ him all the time. The voice comes \_\_\_\_\_ light sockets, wash basins and the telephone. It is a sharp, deep voice which laughs \_\_\_\_\_ the dentist and mocks him. Recently, the voice was recorded and broadcasted, so now everyone is looking \_\_\_\_\_ the ghost but no one has succeeded \_\_\_\_\_ finding it. People who do not believe \_\_\_\_\_ ghosts think it is all a crazy joke. The voice always shouts \_\_\_\_\_ the dentist but speaks sweetly to his assistant. The administration does not know what to make \_\_\_\_\_ it. The ghost has responded \_\_\_\_\_ all this by saying, "You'll never get hold \_\_\_\_\_ me!"

[Total marks: 20]

#### Question 4

- a. Read the following paragraph and give the part of speech of each of the underlined words:

It was a still cold afternoon with a hard dark sky overhead, when he slipped out of the warm shop into the open air. The country lay bare and entirely leafless around him, and he thought that he had never admired nature so intimately like he did that winter day. Nature was deep into her annual slumber and seemed to have kicked the clothes off. Dead leaves and wood and all hidden places exposed themselves and their secrets pathetically, and seemed to ask him to stare at them for a while. It was pitiful in a way yet cheerful. He pushed towards the wild wood, which lay before him low and threatening.

[20 marks ]

#### SECTION C: ANSWER ONE QUESTION FROM THIS SECTION [20 marks ]

#### Question 5

Give an example of sentences with each of the following grammatical items:

- |   |     |
|---|-----|
| a. Possessive pronoun                   | [2] |
| b. A comparative adjective              | [2] |
| c. Verb in the present continuous tense | [2] |
| d. Verb in the future perfect tense     | [2] |
| e. Adverb of manner                     | [2] |
| f. Preposition of direction             | [2] |
| g. A coordinating conjunction           | [2] |
| h. A personal pronoun as a subject      | [2] |
| i. A personal pronoun as an object.     | [2] |
| j. A proper noun.                       | [2] |

[20 marks]

### Question 6

Read each of the following paragraphs and for each paragraph, identify the topic sentence, three supporting sentences and closing sentence:

1. There are several ways people can conserve natural resources: One way is to turn lights off and appliances when they are not in use. They can also insulate their houses better. Finally, by reusing things like bottles and plastic bags, people can reduce the amount of waste. By practicing these simple guidelines, we can save our natural resources. [5]

2.) Cats make wonderful house pets. They are very loving and friendly. They are also clean and do not eat much. Unfortunately, some people are allergic to their hair. Nevertheless, they make wonderful friends to human beings. [5]

3. The capital city of a country is usually a very important city. Government offices are located in the capital city. It may also be the centre of culture. There are often museums, libraries, and universities in the capital. Finally, the capital city can serve as a centre of trade, industry and commerce, so it is often the financial centre of the country. [5]

4. The packaging of many products is very wasteful. Often the packaging is twice as big as the product. Many food items, for example, have several layers of extra packaging. Yet, the packaging is very expensive. Most of these extra layers are unnecessary. [5]

[Total marks: 20]

.....*END OF EXAMINATION*.....