



**AFRICA**  
**UNIVERSITY**  
*A United Methodist-Related Institution*

**COLLEGE OF SOCIAL SCIENCES, THEOLOGY, HUMANITIES & EDUCATION**  
**Department of Humanities**

**COURSE CODE: HIE 102**

**COURSE TITLE: INTENSIVE ENGLISH 11**

**END OF SECOND SEMESTER FINAL EXAMINATIONS**  
**JAN/MAY 2019**

**LECTURERS: E. MVUNDURA/T. KUTURE/J. KIES**  
**DURATION: 3 HOURS**

**INSTRUCTIONS**

1. Write your student number, course code and course title in the spaces provided on the answer booklet.
2. Leave a space of two lines between your answers to each part of a question.
3. Answer **ALL** questions from **Section A** (Reading comprehension).
4. Answer **ALL** questions from **Section B** (Vocabulary)
5. Answer **ALL** questions from **Section C** (Language Structures)
6. Answer **ONE** question from **Section D** (Writing)

## SECTION A: READING COMPREHENSION

(20 marks)

Read the story very carefully before you attempt any question. Answer all the questions. You are advised to answer them in the order set. All questions relate to the reading.

### Put to the Test

#### Paragraph One

Some students bring ‘good luck charms’ to school on test days. They might wear a bracelet or use a ‘good luck’ pen. While these things can’t hurt, there are better ways of doing well on a test. Writing a test is like running a marathon. Both activities require you to do your best for a long time. There are some strategies you can use to stay relaxed, focused and motivated for the whole test.

#### Paragraph Two

Runners train before a big race. They practice their skills in the same conditions they will face in the marathon. You can train for a test in a similar way. For a reading test, there may be comprehension questions on vocabulary, main idea, and details. You may also be asked to summarize the text. For a writing test, you may be asked to write a paragraph about a given topic. The topics will often involve describing something, explaining how to do something, telling a story about something, or giving your opinion about something. The goal of a test is usually to independently apply the skills you have learned and practiced in class.

#### Paragraph Three

Before a big race, a runner will take care of her/his basic needs before the test begins, you should do the same. For example, get plenty of sleep the night before. During the day of the test, get enough to eat. Go to the toilet ahead of time. These things will help you focus. When you get the test, don’t forget to put your name or number on it. Then, take a quick look at each page. A long test may have different sections. Notice how many marks each section is worth. Like a runner, you have a limited amount of time to complete the task, and you will want to leave yourself enough time for the sections that are worth the most marks.

#### Paragraph Four

Now, you are ready to begin answering the questions. Read the instructions and questions very carefully. Make sure you understand what you are being asked to do. If you feel nervous, you may want to build your confidence by starting with the questions that are easiest for you.

#### Paragraph Five

Some runners use positive self-talk when they are struggling. They tell themselves things like, “I know I am able to do this. If you are finding the test very difficult, you can try this strategy. Tell yourself: “I am not going to worry. I will do the best that I can.” You can also take short breaks between sections to take some deep breaths, roll your neck and shoulders, and massage your temples.

#### Paragraph Six

During a reading test, it can help to scan the text first to figure out the topic before you read the whole thing more carefully. For a writing test, start with a simple plan. Organize your ideas before you start writing. These activities help your brain so that it will work more efficiently.

#### Paragraph Seven

Before you hand in your test, review your answers. Unlike a marathon, it doesn’t matter who finishes first during a test. Check your grammar and spelling. Make sure your instructor will be able to read your handwriting. Finally, be sure that you answered every question.

#### Paragraph Eight

If you follow this advice, you will not have to rely on a lucky charm! Like a runner, you will be able to say, “I have done my best!”

Story by [Shantel Ivits](#) at [BC Open Textbooks](#)

**Answer all the questions.**

### From the whole text

- The article is mainly about:  
**a.** how to prepare for a marathon,  
**b.** how to do well on a test,  
**c.** how marathon runners usually do well on tests,  
**d.** good luck charms  
(1)
- Which paragraphs:  
(i) talk about *how to prepare* for the test,  
(ii) and give advice about *what to do while you are doing* the test?  
(1)
- What two activities are being compared in this text? Why does the writer think they are similar?  
(2)
- In your opinion, what is the **author's purpose** in writing this article?  
(1)

### From Paragraph One

5. What is the author's *attitude* to lucky charms? Select **two** answers from these options:  
a. they are harmful b. They are harmless (c). They are very helpful (d) they do not help much (1)
6. Which word means the same as *stress-free and calm*? (1)

### From Paragraphs Two, Three, and Four

7. *Apply the skills you have learned in class.* Give **two** examples of these skills. (2)
8. Why is it a good idea to look over the whole test before you begin? (2)
9. Why is it important to think about the topic when you begin a reading test? (2)

### From Paragraphs Five and Six

10. According to the writer, what two things might help you if you are facing problems in your test? (2)
11. What is 'positive self-talk'? (2)

### In Summary:

12. What strategy:
- (i) helps you improve your confidence?
  - (ii) helps your brain to work more efficiently/clearly in a writing test?
  - (iii) check whether you have made any mistakes?
- (3)

## SECTION B: VOCABULARY AND WORD POWER

STUDENT NUMBER.....

**\*Write ALL your Answers on this Paper**

- 1. Below, write any **six** (6) things that would make your shopping in Spar Supermarket **lousy****

.....[3]

2. The **two** activities a Customer does in a bank are

.....and

..... [1]

3. **Four** world Religions that I know are:

.....

..... [2]

4. Describe the difference between **Inbound** and **Domestic Tourists**

.....  
.....  
.....  
.....  
.....  
.....  
..... [2]

5. Match the given word and its meaning:

[3]

**Solitude**

**having love or desire for something**

**Infatuation**

**sorrow or pity over someone**

**Passion**

**above the ordinary thinking mind**

**Sympathy**

**staying in loneliness**

**Sixth sense**

**made unhappy**

**Upset**

**a love relationship that lasts for only a short time**

6. Choose any **three** words from above and use each of the three words in a good sentence.

.....  
.....  
.....  
.....  
.....  
..... [3]

7. Complete the statements below well [2]

i) If I wish to buy a big and expensive item and I do not have the money, I will go to my bank to apply for a .....

ii) Students who do not have enough money for fees are encouraged to apply for a .....from the Church.

8. Complete these sentences using the correct words: [3]

a) The..... [gorillas/guerrillas] fought a war that brought us independence.

b) Every student got a prize..... [accept/except] Freddy Samalenge.

c) I am now confused, I should go to Mama Mvundura to ask for [advice/advise].

9. Describe how the Intensive English Course has helped you

.....  
.....  
.....  
.....  
.....[1]

## SECTION C: LANGUAGE STRUCTURES (Answer all questions)

(40 Marks)

1. Variety in sentence types: Good writers use some short, simple sentences and some longer sentences. Rewrite the paragraph and vary the length of the sentences. Make some longer, and change the word order in some. Combine some sentences with **and**, **but**, **so**, and **or**.

Food habits are changing in America. Some people are trying vegetarian food. They don't like meat. They eat other things. This kind of diet doesn't include meat. It is healthy anyway. Vegetarians have many food choices for protein. They can eat eggs. They can eat cheese. Many Americans are trying food from other countries. People come to America from many places. There is a great variety of food in the United States. Food habits are part of a national culture. People bring their food habits with them. Soon people try the food of other countries. It appears in all the grocery stores. People eat this food in restaurants. They learn to cook it at home.

2. Choose the correct article to fill in the blank space. **an**, **a**, **the**

Mr. Allen and Mr. Foster want \_\_\_\_\_ good location for \_\_\_\_\_ new office building. \_\_\_\_\_ location should be safe and quiet. They have \_\_\_\_\_ offer from \_\_\_\_\_ North-eastern Bank Company, but \_\_\_\_\_ offer is very expensive. Mr. Allen likes \_\_\_\_\_ cities because there are \_\_\_\_\_ parks, \_\_\_\_\_ museums, \_\_\_\_\_ restaurants, \_\_\_\_\_ theatres, and \_\_\_\_\_ stores there. Mr Foster says that in \_\_\_\_\_ cities there is pollution, traffic, and noise. \_\_\_\_\_ theatres and \_\_\_\_\_ stores are no good if there isn't time to visit them. Finally they decide on \_\_\_\_\_ good place. \_\_\_\_\_ office building will be in \_\_\_\_\_ Suburban Industrial Park. \_\_\_\_\_ place is just right for \_\_\_\_\_ new office building.

3. Substitute the underlined pronoun with **whose** and **who** and combine the two sentences.

**Example:** Aunt Selma is the woman. Her husband has microphobia.

Aunt Selma is the woman **whose** husband has microphobia.

a. Louis is the man. His grocery store is so clean.

b. He is the man. His phobia is hard to live with.

c. He is the man. His hands are always clean.

d. Don and Candy are the children. Their father is so sick.

**Example:** A person...has pathophobia. He is afraid of disease.

A person who is afraid of disease has pathophobia.

e. A person...has claustrophobia. He is afraid of closed places.

f. A person...has zoophobia. He is afraid of snakes.

g. A person...has zoophobia. He is afraid of mice.

h. A person...has xenophobia. He is afraid of strange people.

**4. Read this paragraph and change all the verbs to *past tense forms*.**

In most restaurants, all the cooks and waitresses work together. The head cook plans the meals. His helper shops for meat and fresh vegetables. There is one cook for the vegetables. He washes, chops, and cooks vegetables. One cook works with desserts. He whips the cream and bakes the cakes. One cook fries chicken and potatoes. The waitresses move quickly. They talk to the customers, ask for orders, pick up the food, and carry it back to the table. Everyone tries to make the restaurant a success.

**5. Choosing relevant information:** Good writers choose information that is important for their topic. Choose sentences from the list below to write about each of the topics. Then organize a paragraph with sentences about the topic. Each paragraph will have four sentences. The topics are: **“Water”** and **“A Sponge.”**

1. Water runs downhill.
2. A sponge is full of holes.
3. Gravity pulls water down.
4. A dry sponge holds air.
5. The water runs from a high place to a low place.
6. When it gets to the bottom, it stops.
7. A wet sponge holds water.
8. A wet sponge is heavier than a dry sponge.

**6. Compound nouns:** Some two-word combinations in English are so common that they are almost like a single word, even though they are not written together. Write the words as they are used together.

Example: a **dance** that is done by eight people in a **square** - a **square dance**

- a. a **heater** that burns **oil**
- b. **customs** about **food**
- c. the **season** when farmers can be **growing** food
- d. **winds** that come off the **ocean** to the land
- e. a **station** which broadcasts **T.V.** programs
- f. a **story** that is written in the **newspaper**
- g. a **pal** who writes letters to you with paper and **pen**
- h. the **pharmacist** who works as the **head** of the department
- i. a **company** that sells **insurance**
- j. **space** for each person to work in an **office**

**SECTION D: WRITING**

**(20 marks)**

Write an essay on **one** of the following topics. Your answer should be between **400-450** words in length (**not less than 5 paragraphs**). You are advised to spend **40minutes** on this section.

1. Discuss the causes and effects of drug abuse.
2. In what ways can universities promote equal opportunities for male and female students?
3. Women are better drivers than men. Discuss

**END OF PAPER**