



***“Investing in Africa’s future”***  
**COLLEGE OF SOCIAL SCIENCES, HUMANITIES, THEOLOGY & EDUCATION**  
**DEPARTMENT OF HUMANITIES**  
**INTENSIVE ENGLISH UNIT**  
**HIE 102: INTENSIVE ENGLISH**  
**PAPER 1**  
**SPECIAL EXAMINATIONS**  
**JUNE 2021 (ONLINE)**  
**LECTURERS: DR P.R SVONGORO & MRS J.M KIES**  
**DURATION: 7HRS**

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**INSTRUCTIONS**

1. Answer ALL questions in this paper.
2. Marks for each question are indicated in brackets at the end.
3. Answer each question according to the instructions given.
4. Submit your answer on Moodle in **PDF** format within 7 hours.

**NAME AND REG. NUMBER:** \_\_\_\_\_

**SECTION A: READING COMPREHENSION, SUMMARIZING AND PARAPHRASING**

**[60**

**marks]**

**QUESTION  
[20 marks]**

**1**

Read the passage below and answer the questions that follow.

**Igbo Towns**

- A.** The Igbo people of Nigeria **classify their towns in two ways:** permanent towns with their own governments, and temporary settlements, set up to support work in the country. Although the permanent towns are usually larger than the temporary settlements, the division is not always according to size; some temporary settlements are actually more important because of the purpose they serve. There is no “typical” Igbo town, but some features are common to most towns.
- B.** In the 19th century most towns were protected by walls. Collecting tolls to enter and exit through the walls was a major source of revenue for the old town rulers, as were market fees. The markets were generally located centrally and in small towns, while in large towns there were permanent stands made of corrugated iron or concrete. The market was usually next to the local ruler’s palace.
- C.** The Kings’ palaces were often very large. In the 1930’s, the area of Oyo’s palace covered 17 acres, and consisted of a series of courtyards surrounded by private and public rooms. After colonisation, many of the palaces were completely or partially demolished. Often the rulers built two storey houses for themselves using some of the palace grounds for government buildings.
- D.** The town is divided into different sections. In some towns these are regular, extending out from the center of the town like spokes on a wheel, while in others, where space is limited, they are more random. The different areas are further divided into compounds called “ile”. These vary in size from single homes to up to thirty houses. Large areas are devoted to government administrative buildings. Newer developments such as industrial or commercial areas or apartment housing for civil servants are usually built on the edge of the town.
- E.** Houses are rectangular and often have a courtyard in the center. Most social life occurs in the courtyard. The houses are usually built of

hardened mud and have roofs of corrugated iron. Buildings of this material are easy to change, either by knocking down rooms or adding new ones. And they can be improved by coating the walls with cement. Richer people often build their houses of concrete blocks and, if they can afford to, build two storey houses. Younger, well-educated people may have nice furniture while their older relatives live in mud walled buildings and sleep on mats on the floor.

- F.** The most senior man gets a room either near the entrance or next to a balcony. He usually has more than one room. Junior men get a room each and there are separate rooms for teenage boys and girls to sleep in. Younger children sleep with their mothers. Any empty room is used as storage, rented or used as shops.
- G.** Amenities vary. In some towns, most of the population uses communal water taps and only the rich have piped water whereas in others, piped water is more normal. Some areas have toilets, but bucket toilets are common with waste being collected by a “night soil man”. Access to water and electricity are key political issues.
- H.** Despite differences in size and importance, **most Igbo towns share all of these particular characteristics.** Their shared history and similarities in structure, architecture and facilities result from a shared culture that in some ways has not changed for hundreds of years.

(a) Choose appropriate **headings** for the paragraphs above from the list below, and match them to the paragraphs from the text. Write the letter corresponding to each paragraph in the space. *Two headings are not acceptable.*

List of Paragraph Headings

- |                                 |       |       |
|---------------------------------|-------|-------|
| a. Town services                | _____ |       |
| b. Urban divisions              | _____ |       |
| c. Domestic arrangements        | _____ | _____ |
| d. Historical foundations       | _____ |       |
| e. Colonisation                 | _____ | _____ |
| f. The residences of the rulers | _____ |       |
| g. Government buildings         | _____ |       |
| h. Town categories              | _____ |       |
| i. Architectural styles         | _____ | _____ |

(b) *Tolls were a major source of revenue for the town leaders.* (Paragraph B)

This sentence means .....

(c) *‘There is no typical Yoruba town.’* (Paragraph A)

This sentence means .....

(d) A '*night soil man*' (Paragraph G) is someone who .....

(e) State whether the following statements are **True** or **False**. Give evidence for your answer.

- i. The only difference between permanent towns and temporary settlements is their size.

T/F

Evidence:

- ii. After colonization, nothing remained of the ancient Kings' palaces.

T/F

Evidence:

- iii. Modern developments are usually found outside the city centres.

T/F

Evidence:

Question 4. Using evidence found in the reading, state one difference in lifestyle between the rich and the poor.

Question 5. Find a word to complete the summary below:

In Igbo traditions, towns are classified into permanent settlements and more temporary settlements. Although the towns may differ in size and importance, there are certain features that are **1.** \_\_\_\_\_ to all of them. These features relate to their history, the organization of the town, the architecture of their **2.** \_\_\_\_\_ and finally, the amenities provided to the people living there. Firstly, in the past, the towns had common features of town walls, market places, and the king's palaces, some of which were destroyed during **3.** \_\_\_\_\_. Second, all towns are organised into different **4.** \_\_\_\_\_. Government offices and industry are located in different parts of the town. Thirdly, houses, made of mud walls and corrugated iron roofs, are similar in style, with courtyards where most **5.** \_\_\_\_\_ life takes place.

Question 6 Study Paragraphs D and G to find from the text a word that means:

- a. haphazard  
b. significant

## QUESTION 2

[20 marks]

- (a) Complete the e-mail below using the words which appear in brackets in front of each blank space. **Highlight** or underline the correct word for each blank space.

**From:** Jolie Kapinga  
**To:** Joseph Oyombo  
**Date:** 17 May 2021  
**Subject:** Support for Sarah

Dear Joseph,

I received a call from Sarah a \_\_\_\_\_ (**several, month, couple**) of days ago to discuss some of the issues that she was having and I thought I'd give you a heads-up on what was said, seeing that you are Sarah's project team leader.

Sarah really \_\_\_\_\_ (**like, enjoys, wants**) working with you and the team and finds the project very interesting, but I think she's feeling a bit lost and struggling to see the big picture. It seems that she's been given a fair amount of autonomy to carry out the tasks that you've given her, and of course this level of delegation is not uncommon in your branch. But I \_\_\_\_\_ (**trust, believe, believes**) in her. Beira office, she is used to a bit more managerial direction and guidance and so is \_\_\_\_\_ (**finding, realizing, having**) this international project quite daunting.

When I asked her about \_\_\_\_\_ (**catching, meeting, meet**) her deadlines, she mentioned that due to the recent changes to the project timeline, her \_\_\_\_\_ (**target, goalposts, potential**) have been moved, and she doesn't seem to really understand why this has happened. Bearing in mind that she's also facing simultaneous deadlines from her department in Beira, we can presume that she \_\_\_\_\_ (**can, will, might**) be feeling a bit stretched.

Looking \_\_\_\_\_ (**up, ahead, forward**), I was wondering if we could make it easier for Sarah by offering her more direction when setting her tasks, at least until she learns the ropes and gets used to working \_\_\_\_\_ (**supervised, unsupervised, supervision**). I think she'd also appreciate you giving her a clearer idea on how her role in the team fits into the overview of things. Do you think you could maybe outline the group and individual targets at your next team meeting and that way, everyone not only gets a reminder of the end goal, but each team member, including Sarah, might have a more \_\_\_\_\_ (**holistic, clear, smart**) view of the whole project?

I was also thinking it might help to touch base with her so **(quick, often, always)** to make sure that she's up to date with any changes to the overall plan of attack. In the meantime, I'll write to her manager in the Beira office and see how much \_\_\_\_\_ **(sure, aware, know)** they are of the deadlines you've given her, and if they could in some way review her responsibilities and co-ordinate her tasks so that she doesn't constantly feel pulled in both directions.

Sarah is an extremely conscientious worker and is eager to contribute positively to the team. Personally, I think she is someone with high \_\_\_\_\_ **(importance, potential, significance)** and will be an asset to our international projects if properly mentored. I'm keen to know your thoughts on the matter and am open to any suggestions on how we could better support Judy so that she has a more smooth-sailing experience on the team.

Best regards,

Jolie Kapinga

Head of Department  
International Projects

**(a)** In the e-mail above are five underlined figurative expressions. Choose any **four** from the e-mail and give their meanings in the spaces provided below. **[8 marks]**

**(i)**

**(ii)**

**(iii)**

**(iv)**

### **QUESTION 3** **[20 marks]**

Below are two paragraphs about child development. Read the paragraphs and answer the questions which follow.

#### **Paragraph A**

Differences between the potential of girls' and boys' can be observed during childhood. Female infants speak sooner, have larger vocabularies, and rarely demonstrate speech defects such as stuttering. Girls exceed boys in language abilities, and this early linguistic bias often prevails throughout life. Girls read sooner, learn foreign languages more easily, and, as a result, are more likely to enter occupations involving language mastery. Boys, in contrast, show an early visual superiority. They are also clumsier, performing poorly at something like arranging a row of beads, but excel at other activities calling on total body coordination, such as running. Their attentional mechanisms are also different. A boy will react to an object as quickly as he will to a person. A male baby will often ignore the mother and talk to a light, look at a colourful toy, and at a later point, manipulate it and attempt to take it apart.

(Excerpt from: Scarry & Scarry, 2011: 433)  
<https://myreadwritebooster.wordpress.com/>)

### **Paragraph B**

Raising children in a Chinese family and in an Indonesian family are strikingly different in many ways. For instance, the infant care of each culture is different. In a Chinese family, male babies are valued much more highly than females whereas in an Indonesian family, male and female babies are equally valued, as each is considered a gift from God. Another difference is in childhood discipline. Discipline practices in a Chinese family are based on the belief that infants arrive from the gods to be responsibly taught, trained, educated, and governed. If children disobey the rules, they will suffer the consequences and both parents must play an equal part in this. However, in an Indonesian family, discipline is not as harshly administered. When children break the rules, they are generally guided by their parents rather than severely punished. Furthermore, in a Chinese family, children who are good at academic skills are given a lot of support and encouragement to continuing studying. If children are not good at academics, they will be equipped with life-skills or a trade, so that they are able to run their own businesses and employ many people. In contrast, Indonesian children are given equal opportunities to further their academic education. In either case, the future of children is largely determined by the environment in which they were raised.

**Source:** <https://myreadwritebooster.wordpress.com/>

**(a)** Write a short paragraph to explain some ways in which paragraph A **is similar** to paragraph B.

(3 marks)

**(b)** Write a short paragraph to explain some of the ways in which paragraph A is **different** to paragraph B.

(3 marks)

**(c)** Below, write notes which summarise **the content** of each paragraph.  
(10 marks)

Paragraph A: Main Idea:

Main Support Ideas:

- 
- 
- 

Paragraph B: Main idea:

Main Support Ideas:

- 
- 
- 

**(d)** **Using your own words**, state the meanings of the following expressions. (4 marks)

1. Boys, in contrast, show an early **visual superiority**.

2. Male and female babies are **equally valued**.

**SECTION B: VOCABULARY DEVELOPMENT AND FIGURATIVE SPEECH**  
**[40 MARKS]**

**QUESTION 4**

(a) Select a word from the list below to complete the sentences that follow:

**still, assembled, nullify, tear, boring, fake, surplus empty, rallied cut,**

1. The brown couch had a giant \_\_\_\_\_ in it and had to be returned.
2. The \_\_\_\_\_ money was not accepted at the retailer.
3. Even though a storm had just come through, the water was strangely very \_\_\_\_\_ that afternoon.
4. Please \_\_\_\_\_ our agreement; I am not interested anymore.
5. The bin of potatoes in the cellar was \_\_\_\_\_; we will not have enough food this year.
6. The \_\_\_\_\_ on the boy's finger was not bad - it only needed 2 stitches.
7. I have a \_\_\_\_\_ of cookies - please, take as many as you want.
8. Sitting in the classroom all day is \_\_\_\_\_.
9. The truck drivers \_\_\_\_\_ together against the company.
10. The class \_\_\_\_\_ in front of the flag pole to say the national anthem.

(b) Each group of sentences (**1-5**) has five word choices to fill the four blank spaces provided. Select the most appropriate word to complete each sentence. provided:

**1. regularly, occasion, slightly, steadily, faintly**

- (i) A horse is \_\_\_\_\_ larger than a donkey.
- (ii) Students met \_\_\_\_\_ to practice English conversation.
- (iii) The price of food has increased \_\_\_\_\_ over the past year.
- (iv) The connection is poor; I can only hear you \_\_\_\_\_.

**2. specific, precisely, accurately particularly, entirely**

- (i) The flight arrives at \_\_\_\_\_ 4pm.
- (ii) I enjoy all Science subjects \_\_\_\_\_ Biology.
- (iii) We all have our \_\_\_\_\_ roles within the family.

- (iv) It's important that you enter the numbers \_\_\_\_\_

**3. possible, likely, unlikely, similarly, probably**

- (i) It's a good idea, but it's \_\_\_\_\_ that the boss will agree with you.  
(ii) We will \_\_\_\_\_ start classes in the third week of August.  
(iii) The most \_\_\_\_\_ person to assist is the Dean.  
(iv) The children dress \_\_\_\_\_.

**4. work, job, workplace, place, position**

- (i) My boss phoned to let me know that I no longer have a \_\_\_\_\_  
(ii) We are fighting to eliminate discrimination in the \_\_\_\_\_  
(iii) Her \_\_\_\_\_ takes her out of the country a lot.  
(iv) He was hired to fill the \_\_\_\_\_ of Deputy Manager.

**5. do, study, give, make, take**

- (i) It's easy to \_\_\_\_\_ a mistake when you are tired.  
(ii) I need help; \_\_\_\_\_ me a hand, please.  
(iii) They always \_\_\_\_\_ their work on time.  
(iv) You should \_\_\_\_\_ your time to plan your future carefully.

**(c) Select a suitable body expression to complete the figurative language used in each sentence below.**

by hand; all ears; over her face, face; ears open; safe  
hands; ; of mouth; On the other hand; keep an eye; hand over

1. On one hand, wearing a mask may help us to feel more protected against Covid 19; \_\_\_\_\_, masks are uncomfortable and make it difficult to communicate effectively.
2. Those students went against university regulations, and now they have to \_\_\_\_\_ the music.
3. I haven't heard any notice about Matriculation, but I will keep my \_\_\_\_\_
4. He is now \_\_\_\_\_ in hospital after the terrible accident and in \_\_\_\_\_
5. The thief broke into their home and told them to \_\_\_\_\_ all their money.

6. The news spread by word \_\_\_\_\_
7. Please \_\_\_\_\_ on my baby niece; I have to go out for a few minutes.
8. She didn't have a sewing machine so her dress is made \_\_\_\_\_
9. Please tell me your exciting story from the beginning; I am \_\_\_\_\_
10. \_\_\_\_\_ I could see she was felt ashamed. He guilt was written all \_\_\_\_\_

**End of Examination**