



PAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY OF MANAGEMENT SCIENCES

HAROLD PUPKEWITZ GRADUATE SCHOOL OF BUSINESS

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| COURSE CODE: EPR511C | COURSE NAME: ENGLISH IN PRACTICE |
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| 2nd OPPORTUNITY EXAMINATION QUESTION PAPER | |
| EXAMINERS: | Ms A. Smith |
| MODERATOR: | Ms C. Botes |

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| INSTRUCTIONS |
| <ol style="list-style-type: none">1. Answer ALL the questions.2. Write clearly and neatly.3. Number the answers clearly. |

PERMISSIBLE MATERIALS

1. Examination paper
2. Examination script

THIS QUESTION PAPER CONSISTS OF 9 PAGES (EXCLUDING THIS FRONT PAGE)

Read the passage below and then answer all the questions that follow.

The case against spanking.

1. We now know that the parents of Saddam Hussein and Adolf Hitler never **(i) to hesitate** to use corporal punishment to teach their delicate offspring the difference between right and wrong. This is the fundamental objection to slapping, smacking and caning: it **(ii) to help** to perpetuate a culture of violence.
2. Fear may be effective in suppressing tendencies to misbehave, but what are children learning when their parents hit them? Dads who are about to beat their kids often **(iii) to say**, as they roll up their sleeves, "I'll teach you a lesson." In that lesson kids don't just learn that they **(iv) to be naughty**, they also learn that it is permissible to use violence to impose your idea of what is right. Some children will be forever shocked by their parents' brutality, but many others will harden themselves and grow up ready to beat their own children. The same people are likely to support oppressive policing practices and military invasions overseas.
3. Parents who **(v) to hit** their children and are honest with themselves will admit that the violent outburst was probably not part of a carefully thought out strategy to educate their offspring. More than likely, it was an instinctive reaction providing a momentary feeling of satisfaction for the parent. The kids don't do what you say, they **(vi) to start** winding you up, your pride is hurt, they **(vii) to be** too noisy and happy and full of themselves, you hit them, they sit down and shut up and you **(viii) to feel** better.
4. There are alternatives to this approach. Admittedly, **they require** more patience, thought and understanding, but it is surely better to take the trouble to find ways to encourage kids to behave well rather than rely on inflicting pain when they behave badly.
5. Children don't learn right from wrong by being beaten. They simply learn how to avoid pain by doing what they are told. That's not morality, that's just survival. Children learn about morality and ethics from those they respect, love and trust, not those they fear. Children who grow up in relationships in which they feel valued will quite naturally want to maintain those relationships and will regret doing anything that damages **them** - and preserving relationships like those is precisely what ethics and morality are all about.
6. When children are beaten they may well learn to abide by the rules but something will be lost. Particularly for young children, the attitudes of parents towards them can be internalised so that they become formative for the child's relationship to him or herself. Parental aggression can in some cases lead to children being overly severe with themselves. Outwardly these children may be very well-behaved, but inwardly they may feel repressed and be troubled by tendencies to self-abuse - tendencies that in later life can be almost impossible to overcome. There are many examples of self-destructive behaviours, from minor ones like biting your nails to major problems like bulimia and anorexia.

7. In a world dominated by unnecessary violence wouldn't it be better for parents to demonstrate unambiguously that violence is wrong? And in a society which will expose individuals to tremendously high levels of stress and instability wouldn't it be better for the home to be a haven of security, free from violent outbursts? The political philosopher Thomas Hobbes famously said in the eighteenth century that life is nasty, brutish and short. Shouldn't we try to shield children from that brutality in the home? They will experience it soon enough beyond the garden gate.

[<https://www.fullspate.digitalcounterrevolution.co.uk/archive/spankagainst.html>]

1. What, according to the author, is the main reason why he is against corporal punishment in paragraph 1? (2)
2. Mention the things that children learn when their parents hit them. (3)
3. Why would the violent outburst that parents experience when hitting their children not be considered as part of a carefully thought out strategy to educate their offspring? (2)
4. What do the alternative approaches to hitting your children when behaving badly require? (3)
5. According to the author beating your children, do not teach them right from wrong. What do you teach them instead? (2)
6. Explain the conditions for children to learn about morality and ethics. (3)
7. What kind of relationships would children like to preserve? (2)
8. What are the effects of parental aggression towards children? (3)
9. According to the author what are the self-destructive behaviours displayed by children? (3)
10. Find one word in the passage that means: (5)
 - (a) to do with the body (par. 1)
 - (b) make (something) continue indefinitely (par. 1)
 - (c) inflicting harsh and authoritarian treatment (par.2)
 - (d) a person's child or children (par.3)
 - (e) a place of safety or refuge (par7)
11. What do the following pronouns in bold in the passage refer to? (2)
 - (i) **they** (par.4)
 - (ii) **them** (par.5)

The following questions are based on the reading comprehension text in Section A, *The case against spanking*

1. Change the verbs numbered (i) – (viii) in par. 1 – par. 3 into the correct verb tense. (8)
2. Specify whether the following sentences are in the active or passive voice. (3)
 - (i) Children are being beaten by strict parents.
 - (ii) The author advises parents to love their children.
 - (iii) Children learn morality and ethics.
3. Change each of the sentences in Question 2 above into the opposite voice. (3)
4. Write the following sentence from par. 2 in reported speech. (3)

Dad said: "I will teach you a lesson".
- 5.1 Identify the type of conditional used in the following sentence. (1)

If parents beat children, they abide by the rules.
- 5.2 Change the sentence at 5.1 into a 1st conditional. (2)
- 5.3 Complete the following conditional sentences with any suitable result clause. (2)
 - (i) If children received more love and acceptance ,
 - (ii) If parents had been aggressive ,
- 6.1 Identify two past participles in paragraph 5. (2)
- 6.2 Identify one present participle in paragraph 2. (1)
7. Read the sentence below and then answer the questions that follow.

(Beating / to beat) children (teaching / to teach) them right from wrong is useless.
- 7.1 Rewrite the sentence above using the correct gerund or infinitive in order for the sentence to make sense and read correctly. (2)
- 7.2 Identify one (i) gerund and one (ii) infinitive from the second sentence in the paragraph 5. (2)

7.3 (i) Rewrite the sentence below, using the gerund instead of the infinitive. (1)

When children are beaten, they may well learn that it is important to abide by the rules but something will be lost.

Section C: Critical Reading and Summarising
Part 1: Critical Reading

[40]
[10X2 = 20]

Read the passage below and then answer the questions that follow by choosing the option that best answers each of the questions. Write only the letter of your choice in the answer book.

Like many people acting on the desire to eat healthy and local, Acropolis resident Eduardo Jimenez decided to plant a garden in his backyard. He tilled the soil, he planted the seeds, and he even erected a fence to keep out the deer. Eduardo did everything right. Or so it seems. Harvest time has come, and he has not one tomato, bean, or leaf of lettuce to show for his hard work. How did this happen? The answer comes in the form of a small, brown, particularly smelly insect: the stink bug.

Unlike their fastidious cousins, stink bugs feed on some 300 species of plants, including figs, mulberries, corn, and citrus fruits as well as soybeans, legumes, and weeds. Although they do little damage to the plant itself, they make the fruits and vegetables unmarketable. For this reason, stink bugs pose the most serious threat to the big agriculturalists and macro farm operators. Macro farmers have more invested in their produce, and therefore have more to lose. While hobbyists like Eduardo are left to face the disappointment of an unsuccessful garden, macro farmers are forced to live with the loss of entire tracts of cash crops—a fact that has left many barely able to clothe their children or put food on the table. Last season alone, several New Jersey pepper farmers saw 75% of their crops damaged. Pennsylvania lost half of its peach population, and, according to the US Apple Association, apple farmers in the mid-Atlantic states lost \$37 million. This year could be worse.

As a result of this decline in the supply of fresh fruits and vegetables, shoppers have seen adjustments—sometimes quite dramatic—in prices at the grocery store. Prices of apples in Maryland are up 8%. In the north-Atlantic states, prices for peppers shot up an astounding 14%. Not only are these items becoming more expensive, but they are also getting harder to find. Last week, Marge Jenkins of Athens, Georgia reported having to check three different stores before stumbling upon a decent batch of peas. And this, she assures us, is a regular occurrence.

Accidentally brought from Asia, the stink bug has no natural predators in America, and thus its population is soaring. Reported sightings of stink bugs are becoming increasingly numerous, as the desiccated, brown, trapezoidal shells of the dead bugs are ubiquitous in some areas. This has farmers and scientists alike scratching their heads in search of a remedy. Hope, they believe, may lie with an Asian parasitic wasp, which helpfully lays its eggs inside stink bug eggs. The larvae of the wasp devour the stink bug from the inside. Implementation of such a solution is still several years away, as scientists must first determine if it is safe for

the wasp to be introduced into America. Until then, some farmers are resorting to homemade traps. Others have even contemplated the use of peacocks and praying mantises, which, they hypothesize, will gulp down the little stinkers.

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Choose the best answer from the answers given and write only the letter A, B, C, D or E in your answer book.

1. It is typically a good idea to begin a new paragraph with a transition sentence. Transition sentences are used to introduce a new idea, and to make a smooth shift from the previous paragraph to the next. This helps prevent the reader from getting lost or confused. Using this information, which of the following is the best transition sentence to insert at the beginning of paragraph 2?

- A. An increasing number of them have been found in North America, occupying over half of the continental United States as well as Mexico and parts of Canada.
- B. Unbeknownst to Eduardo, the local population of stink bugs has increased dramatically over the last decade, especially in and around the town of Acropolis.
- C. A member of the Pantatomidae family, stink bugs surprisingly do not share the eating habits of related insects.
- D. Brown marmorated stink bugs, which first appeared in America in the late 1990s, are now found in over 30 states.
- E. And this problem isn't specific to Eduardo; it is affecting a wide range of gardeners and farmers alike spanning the continental United States.

2. Based on its use in paragraph 2, it can be inferred that **fastidious** belongs to which of the following word families?

- A. forward, assertive, proactive
- B. demanding, particular, critical
- C. delicate, insubstantial, frail
- D. passionate, fervent, avid
- E. abstemious, moderate, restrained

3. In paragraph 2, the author most likely refers to people like Eduardo as "hobbyists" in order to:

- A. illustrate the type of person who plants a home garden
- B. characterize the type of person who is most likely to be affected by stink bugs
- C. emphasize the idea that gardeners are relatively unskilled compared to farmers
- D. juxtapose the impact of stink bugs on gardeners with that on farmers
- E. elucidate the similarities between the gardener and farmer

4. According to the author, what is the biggest problem resulting from stink bugs?

- A. Hobbyists like Eduardo Jimenez are unable to eat healthy and local.
- B. Fresh fruits and vegetables are becoming harder to find.
- C. Peppers and apples are becoming increasingly scarce.
- D. The price of fresh fruits and vegetables is increasing.
- E. Macro farmers are losing their crops.

5. Based on the information in paragraph 3, it can be inferred that an increase in supply results in

- A. a decrease in price
- B. an increase in demand
- C. low availability
- D. reduced importance
- E. higher value

6. In paragraph 3 we learn that many of the problems with stink bugs affecting produce have occurred in

- A. Georgia
- B. Washington DC
- C. mid-Atlantic or north –Atlantic states
- D. Eduardo Jimenez home garden
- E. Maryland

7. Which of the following statements would the author most likely agree with?

- A. The fight against stink bugs is hopeless.
- B. There is a possible remedy to the stink bug problem, but it is unlikely to succeed.
- C. In hopes of eradicating stink bugs, several solutions are in the works.
- D. While the stink bug problem is difficult, most believe it to be short-lived.
- E. Scientists have arrived at a foolproof method for eliminating stink bugs.

8. Using the passage as a guide, it can be understood that

- I. Macro farmers commonly use pesticides, artificial hormones, and other synthetic materials.
- II. Until a solution to the stink bug problem is found, it is probably not a good time to start a home garden in Washington DC.
- III. Introducing foreign insects to closed environments can cause hazardous imbalances.

- A. I only
- B. II only
- C. I and II only
- D. II and III only
- E. I, II, and III

9. As used in the final paragraph, which of the following describes something that is **ubiquitous**?
- A. On Valentine's Day, our school was littered with little pink love notes. I even found one stuck to my shoe when I got home.
 - B. Ignacio counted eight purple trucks on the way to work today. He is in the market for a new truck and would like to get a color that nobody else already has.
 - C. The copier malfunctioned and showered paper all over the room. It took Earnest twenty minutes to clean it up.
 - D. Upon taking the hot dogs from the fire, flies swarmed the campers. Jaime wished he had brought bug spray.
 - E. In 1849, droves of gold miners fled to California in hopes of striking it rich. Unfortunately, many arrived too late and found nothing but hard times.
10. In the final paragraph, we learn that the stink bug population is "soaring". Select the answer below that best support the statement.
- A. Stink bugs pose the most serious threat to big agriculturalists.
 - B. Stink bugs feed on some 300 species of plants.
 - C. Macro farmers are forced to live with the loss of entire tracts of cash crops.
 - D. "reported sightings of stink bugs are becoming increasingly numerous"
 - E. the stink bug has no natural predators in America.

Part 2: Summarising

[20]

Briefly summarise the challenges faced by big agriculturalists and macro farm operators and shoppers and measures taken to solve these challenges. Use your own words as far as possible.

Keep your summary to **150 words** and note that **the part that exceeds the word limit will not be marked**. Indicate the number of words used.

END OF QUESTION PAPER