



The University of Fiji

School of Humanities & Arts

Department of Literature, Language & Communication

Examination Paper: Semester II, 2014

LLCF12: FOUNDATION ENGLISH AND STUDY SKILLS 2

DURATION OF EXAM: THREE HOURS AND TEN MINUTES

READING TIME: TEN MINUTES

WRITING TIME: THREE HOURS

Instructions

Answer all questions.

You may answer the questions in any order.

Note the choices in Questions 1 and 5.

Write all your answers in the Answer Book provided.

Summary of Questions

Question	Marks Allocated
Question 1 - Writing	30
Question 2 - Comprehension	30
Question 3 - Language and Grammar	20
Question 4 - Varieties of English	10
Question 5 - Poetry	10
Total	100
Weighting	50%

QUESTION 1**WRITING****(30 marks)**

Answer both the parts.

A. Expository Writing (15 marks)

Write an essay of about 250 words on any one of the following:

- a. Television and computers, major causes of childhood obesity epidemic.
- b. The influence of mass media on teenagers.
- c. Impacts of the technological advancements of preserving food.
- d. "Culture is what presents us with the kinds of valuable things that can fill a life." Discuss this statement with relevant examples.

B. Personal Writing (15 marks)

Write a diary entry of about 250 words on any one of the following:

- a. You travelled to a place that you found very meaningful and rewarding. The culture of the people in this place was different from yours, yet you found this place to be amazing. Write a diary entry of your feelings, thoughts and experiences during your stay in this place.
- b. It has often been said, "Ignorance is bliss," and "What you don't know won't hurt you." Write a diary entry of an incident where your ignorance caused you a lot of pain and loss.
- c. Write a diary entry expressing your thoughts and feelings on whether it is better to be the only child or to have brothers and sisters sharing your home and life with you.

QUESTION 2 COMPREHENSION 30 marks

Comprehension Passage (27 marks)

Read the passage and answer the questions that follow.

Tradition and Modernization in the Pacific Islands

By Sione Latukefu

In this paper culture is referred to as the total way of life of a people; a living, dynamic and ever-growing entity; tradition refers to those aspects of the culture which have been practiced by the ancestors which may or may not be maintained at present; and modernization is that process of adjusting oneself or one's society to new social, economic, political and intellectual challenges, needs and aspirations.

There is a minority group of expatriates, referred to by one **authority** as breast-beaters, who roam the islands of Oceania, criticizing what fellow expatriates have done to the island cultures in which everything was supposed to be so rosy until the arrival of the white man. They and their converts among the islanders then set about lamenting and **denouncing** what they call the abominable destruction of native cultures. **Ironically**, the very same expatriates are usually among the most **ardent** advocates of the need for change in their own cultures, regarding change as being necessary and desirable, but view any change in "primitive" cultures with horror, calling it a destruction of these cultures. They appear incapable of seeing the double standards of such an approach, for while they allow their own culture **dynamism** and great potential for growth, they would not give these "primitive" cultures the same credit. In a patronizing manner they regard the islanders as poor passive victims of the strong and **aggressive** western cultures.

Nothing is further from the truth. A closer look at the history of the various cultures in the Pacific will reveal that the islanders were never passive - victims, yes, but passive, never. They were always trying to **manipulate** the situation they were in for their own benefit - initially in many cases with unsophisticated means, including cargo-cultism and were often unsuccessful, but as they grew more sophisticated they employed more sophisticated means to achieve their ends. One has only to read Dorothy Shineberg's work on the sandalwood trade, Jim Davidson's work on Samoa, Alan Ward's work on the Maori in New Zealand and my own work on Tonga, to see that people have never been passive.

30 What those who **advocate** the preservation of native cultures at all costs fail to realize is that you can only preserve that which is dead. Accordingly, you can preserve those aspects of tradition which are no longer practiced, in museums, archives and cultural centres as historical relics of social value, but you cannot preserve a living culture, for it is ever

35 There is in the Pacific today a tendency among a vocal few to denounce the present and advocate a return to the cultures of our forefathers, claiming that we can find in them all the answers to our present day problems. It should be pointed out that the traditions and customs of our forefathers were devised by them to suit the particular needs of their day, which were the needs of a largely isolated stone-age subsistence economy. To try to pretend that the needs of the 20th century, of the atomic and jet age, **in a world which is fast shrinking every** day, could be met by these customs and traditions is absurd to say the least. Those who advocate it are either confused, if they are sincere, or downright dishonest, deliberately exploiting mass emotion to achieve their own social, economic or political ends. Professor 40 Crocombe correctly observed that these people do not live the kind of life they advocate returning to. They are usually well educated people with secure jobs, living in comfortable European type houses with electricity, running water and flush toilets, and driving around in expensive cars. Most of them would never want to return to the kind of life their forefathers lived.

(Source: Benson, C. J. 1977. *Richness in Diversity*, Desai Bookshops, Suva: 53-55)

A. Vocabulary (7 marks)

Some of the words in bold print in the passage are given on the left; choose a word from the group on the right which you think is nearest in meaning to the given word, as it is used in the passage.

- | | |
|--------------------------|--|
| a. authority (line 6): | expert, official, policeman, expatriate. |
| b. denouncing (line 9): | announcing, praising, criticizing, recommending. |
| c. ardent (line 11): | rowdy, harsh, foolish, enthusiastic. |
| d. dynamism (line 14): | power, electricity, attraction, flexibility. |
| e. aggressive (line 17): | old-fashioned, helpful, repressive, domineering. |
| f. manipulate (line 20): | hold, manufacture, manoeuvre, alter. |
| g. advocate (line 26): | judge, prevent, support, refuse. |

B. Questions (23 marks)

Answer the questions in your own words. Write complete sentences.

1. Explain in what way the terms culture and modernization are linked, according to the writer's definitions. (2 marks)
2. Quote three words in paragraph two which imply (or hint) that the pre-European way of life was not perfect. (2 mark)
3. Explain what is "ironical" (line 10) in the attitude of some overseas people. (2 marks)
4. How does the writer link paragraphs two and three? (2 marks)
5. According to the author, in what way were islanders not "passive victims" of western influences? (3 marks)
6. Which phrase in paragraph five suggests that not many people want a return to the past? (2 marks)
7. ".....in a world that is fast shrinking every day" (line 36). Explain what the writer means by these words. (3 marks)
8. Sum up the idea given in the final paragraph in 15 – 25 words. (2 marks)
9. a) Quote a metaphor from paragraph 4.
b) Explain what comparison is being made and whether or not you feel it is an appropriate comparison. (3 marks)

For Questions 10 and 11, write the letter of the best answer in your Answer Book.

10. The writer's main purpose in this passage is to
 - a. arouse emotions
 - b. express his opinions
 - c. inform
 - d. praise(1 mark)
11. The tone of the passage could best be described as
 - a. neutral
 - b. passive
 - c. sarcastic
 - d. emotive(1 mark)

QUESTION 3 **LANGUAGE AND GRAMMAR** **20 marks**

Answer both the parts.

A. Verb Tenses **(10 marks)**

Rewrite the following sentences, changing the verbs in bold prints according to the instruction in brackets.

1. Jenny's mother **prepares** her bed, **gives** her food and **changes** her clothes. (change to simple past tense)
2. Jack **is playing** with his friends since 2 o'clock. (change to present perfect continuous tense)
3. Terry **was studying** when his friend called him for a soccer match. (change to past perfect continuous)
4. Daisy **will go** to town after completing her chores at home. (change to future continuous)
5. Hannah **is working** to help her parents financially. (change to simple present tense)

B. Confused Pairs **(10 marks)**

Choose the best word from the bracket that fits in the blank space.

1. Everyone was there for the meeting _____. Jerry. He had a family commitment. (except/ accept)
2. Tomasi was _____ that he would pass his exam with good marks. He always thinks positive. (pessimistic/optimistic)
3. The weather was _____ so the students could not go for the scheduled picnic. They were very disappointed. (averse/adverse)
4. "Did you _____ the design of my dress?" Suman asked her mother. (altar/alter)
5. They _____ the fishing line and threw it in the water. They were expecting to catch a lot of fish. (bated/baited)
6. Daniel applied the _____ to avoid hitting the car on a lamp post. (brake/break)
7. The pavement outside Joel's house was _____. He wrote to the concerned authorities to repair it. (coarse/course)
8. Jack was _____ by his teacher for the hard work he had been doing for the past months. (complemented/complimented)
9. "This machine has _____ role. It can perform two things and make your work much easier," he informed the customer. (dual/duel)
10. You have to _____ writing in order to be good at it. (practice/practise)

QUESTION 4 VARIETIES OF ENGLISH 10 marks

Read the two samples below and answer the questions that follow each sample.

Sample One

Reonell:	Hey John, how have you been?
John:	What a surprise. Haven't seen you in a long time. You ok?
Reonell:	Yes, man. Just finished taking a big exam.....feel so relieved.
John:	Hmm...you should celebrate then.
Reonell:	How?
John:	Take me to dinner.....in an expensive restaurant maybe....
Reonell:	Ex....pensive? No money for that.
John:	I can invite you to dinner then.
Reonell:	Uhmhm!
John:	Seven tonight?
Reonell:	I don't know....
John:	Oh come on.
Reonell:	Ok. How sweet of you.... You're....you're such a good friend.
John:	Thanks. So see ya tonight.
Reonell:	Bye.

Questions

1. Explain the purpose of this conversation. (1 mark)
2. List four features of Language of Conversation, with an example, which are present in the sample above. (2 marks)
3. Discuss the relevance of each feature mentioned above in Question 2. (2 marks)

Sample Two

People gather to celebrate lives

Dawn Gibson

Saturday, September 27, 2014

PEOPLE gathered at the Fiji National Complex for Disabled Persons yesterday to celebrate the lives, experiences and achievements of deaf people living in Fiji, as the world acknowledged International Day for the Deaf.

As the old and young came together in appreciation of their different daily struggles, stories were shared and friendships were created.

"International Deaf Day is a time where deaf people converge to share their experiences, their achievements, struggles and issues that surround them," explained Krishneer Sen, chairman for Deaf Youth, who were also the organisers of the event.

"It is a great time for the event to be witnessed by the deaf and hearing community in Fiji."

Mr Sen said those in central areas were indeed well informed about issues surrounding the deaf community but more should be done to assist those living in more remote areas.

"There is enough awareness in the Suva area but we are mindful of the fact that deaf people in rural and remote areas are left out in the services that we access.

"There needs to be more awareness at village, district and provincial level so deaf people are included in gatherings and can participate as equal citizens. We should all be able to use a uniformed sign language.

(Source: *The Fiji Times*, 27 Sep 2014)

Questions

1. Comment on the structure of Sample Two. Give two features of the structure. (1 mark)
2. List two features of Language of Newspaper Reporting which are visible in the sample above. Give examples to support (Do not repeat your answer from Question 1). (2 marks)
3. Justify the presence of each feature you have mentioned in Question 2. (2 marks)

QUESTION 5**POETRY****10 marks**

- *Answer one of the following questions. Write an essay of approximately 200 words.*
- *Refer to the poems you have studied this semester.*

1. With reference to two poems you have studied in class,
 - a. discuss the main argument in each poem. (6 marks)
 - b. comment on the impact the poems had on you. (4 marks)

2. Many poets write about relationship people share, be it pleasant or troubled.

Choose two poems that deal with relationships and;

- a. discuss the nature of the relationship portrayed by the poets. (4 marks)
- b. explore the effects of language and imagery on each poem as a whole. (6 marks)

3. Poets use a variety of techniques to convey messages to the readers.

Choose two poems you have studied this semester and;

- a. discuss the techniques used by the poets and (6 marks)
- b. comment whether these techniques enhance your understanding of the poems. (4 marks)

THE END

