

UGANDA MARTYRS UNIVERSITY
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LANGUAGES
SEMESTER II EXAMINATIONS

IEDS II, BSC- IT II, BSC- FM II, BSC-ECON II, BSC-GEN II, BAM II.

ORIGINAL AND CRITICAL WRITING SKILLS

DATE: 2nd May 2011

TIME: 2.00pm-5.00pm

INSTRUCTIONS

- 1. Read through ALL the questions.**
 - 2. Answer any THREE questions**
 - 3. Start each question on a new page**
 - 4. Number the questions you have answered clearly**
 - 5. Write legibly**
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Question One

Study the logical puzzle below:

Mike, David, Jane, and Richard went to different places for their holidays. They travelled in different ways. Use your creative thinking ability to solve the problem:

- i. Who went to which place?
- ii. How did each travel?
 - a) The person who went to Copenhagen went by plane. It was not David.
 - b) Susan went by boat.
 - c) The person who went to London cycled.
 - d) Jane went to Rome.
 - e) Mike travelled by car. He did not go to Athens.

Fill in this table with a \checkmark if you know something is true; and with and \times if you know something is not true.

	London	Rome	Paris	Copenhagen	Athens	Bike	Car	Train	Boat	Plane
David							\times			
Mike					\times		\checkmark			
Susan							\times			
Jane							\times			
Richard							\times			

(33 marks)

Question Two

Read the text below and answer the questions that follow.

Wolf

Grace Lukawska

For centuries, popular misconceptions have pictured the wolf as a terrifying predator that kills for pleasure. The name itself calls up many nasty images: the glutton who 'wolves' down his food; the werewolf, who, during a full moon, grows hair all over his body, howls into the night, and claws beautiful maidens to death. Even in fairy tales, such as 'Little Red Riding Hood,' the wolf is pictured as shrewd and bloodthirsty. But is the wolf really a cold-blooded killer? Not at all; the wolf is magnificent animal which displays many of the characteristics we value in human beings.

The intelligence of the wolf manifests itself in its behaviour. The wolf's society is well organized and hierarchical. According to Candace Savage, author of *Wolves*, a pack consists of an upper class -parents, a middle class- uncles and aunts, a lower class- children, and finally, 'helpers', who are inexperienced hunters and who depend upon the pack for their food (55). Their role is to babysit youngsters while the other wolves are hunting. (62). Like humans, wolves practice adoption. If parents die, their children are cared for by another family.

The leader of the group, usually a male, establishes regulations so that each animal knows whom it can be boss to and to whom it must submit. For instance, a middle class wolf must obey the leader's orders; children and helpers must submit to their relatives. This rule helps prevent disagreements and fights.

Another indication of the wolf's intelligence is the ability to communicate. Wolves have their own language, which is based on the use of different intonations. According to Savage, a whimper communicates friendship; snarls convey warnings and admonishments, and a special 'chirp like tone expresses sexual interest' (58). Like dogs, wolves also use gestures and facial expressions to communicate. By moving their foreheads, mouths, ears and eyes, they express their emotions and announce their ranks. Frightened wolves keep their teeth covered, 'eyes

slightly closed, ears flat to the head' (Savage: 55). They also bend in their legs and tuck in their tails. Wolves that are self confident, on the other hand, point their ears forward and bare their teeth. Wolves of the highest rank reveal their positions by keeping their tails and ears up and by looking directly into the eyes of other animals. Members of the pack show respect for them; like dogs, they keep their ears tucked in, their heads down, and their legs slightly bent.

Like people, wolves are sociable. In a group, they constantly check one another by sniffing. To show affection, they nuzzle each other as if to kiss. To express hostility, they lick their cheeks, wag their tails, howl, and even stick out their tongues. This kind of behaviour serves not only to locate companions outside the pack but also to mark their territory and tell enemies of their family's solidarity (Savage: 59).

Regardless of age or rank or age, wolves enjoy playing games with other members of their pack. Even the leader, who may appear to be aggressive and ruthless, takes an active part in these activities, which include chasing one another and rolling over. Another sign of intelligence, such exercises, not only give them pleasure, but also help them keep physically fit.

Wolves are natural- born strategists and planners. Hunting a large animal like a deer or moose is very dangerous for a single wolf. Therefore, they hunt in groups. After locating a herd, one might act as a decoy to draw males away from the herd while the rest single out and attack the victim. Wolves kill only weak or sick animals, and they kill more than they need. In case there is any excess, leftovers are buried near their dens.

The reputation from which wolves suffer are undeserved and unfair. Wolves can be violent, and they are terrifying hunters. But they kill only to feed and protect their families; they never commit distinctly 'human' crimes such as murder, theft, and rape. Wolves are not bloodthirsty monsters that should be feared and eradicated. They are magnificent animals, and they deserve their place on earth.

1. What is the essay's thesis? (5 marks)
 2. What techniques does she use to maintain:
 - a) Unity (5marks)
 - b) Coherence (5marks)
 3. Describe the type of paragraph development that the author uses. (Mention 3 with evidence from the text). (6 marks)
 4. Explain the techniques Lukwaka uses for writing: the
 - a) Introduction (6marks)
 - b) Conclusion (6marks)
- (Total: 33 marks)**

Question Three

A) Edit the following statements

1. He had been struck twice and grabbed through the open window of his car by the deceased man before he retaliated, the accused told the central criminal court yesterday.
2. For sale – a frock for lady with green spots.
3. The district judge remarked, 'This is a particularly serious offence which we have to deal with severely as a detergent to anyone of the same mind'
4. A ten year old student was taken to hospital by his parents for swallowing a needle. He was later operated on and removed from his stomach.
5. He is now being kept alive by an artificial respirator and massive doses of rugs.
6. Please note – you can order our rings by post. State size or enclose string tied around finger.
7. Two missing men arrested.
8. Wanted – Girl for general housework, able to milk one cow and cook for three.
9. At Wednesday's meeting, both mothers and fathers of the twins will meet for the first time.
10. The nearest hotel is over five kilometers away in one direction and practically twelve kilometers in the opposite direction.

B) For each pair of sentences below write the sentence with the correct word from the choices given. Underline the chosen word.

1. His -----was to look another job
2. I really don't know what to
(advice, advise)
3. How will thatyour decision?
4. Can you.....an improvement in that procedure?
(affect, effect)
5. The birds huddled.....to keep warm
6. Joe's answer was notright.
(all together, altogether)
7. The dog has lostcollar.
8.over seventy miles to the next town.
(its, it's)
9.the best candidate for the position?
10.Puppy is that?
(whose, who's)

C) Provide one or more precise/direct word(s) that can substitute the roundabout words underlined.

Write the number of the question and the answer only.

1. The answer is in the negative.....
2. They reached the conclusion that.....
3. My reason for this is that.....
4. She is a girl who.....
5. We were unaware of the fact that.....
6. The government is not ungrateful to teachers.....
7. Not a few people.....
8. Not infrequently the Doctor could work at night.....

D) The following words are used in pairs. The first word is given to you. Provide the second.

1. No sooner.....
2. Not only.....
3. Unless.....
4. As.....
5. Too.....

(1mark each: 33 marks)

Question Four

A) Read the text below and answer the questions that follow.

Okello nervously walked to the police station late in the evening as he did not want to be seen there. He constantly looked over his shoulders to see whether he was being trailed. He had opted for a station away from his estate in a dusty part of town previously known as Gold Mine, but now nicknamed Grey hounds. The houses were a depressing row after row of grey dilapidated buildings, whose backyards were littered with junk and rusty remains of motor cars.

When Okello approached his destination, he saw the constable interrogating a tall, bearded man, in a long flowing gown. Okello's blood froze in his veins. Surely it could not be... but it was too late for Okello to turn back. He gathered courage and walked into the Charge Office.

1. Write down all the devices used in the above text which makes it cohesive.(show the relationship)

Example: Okello-he-his-he- etc.

(3marks)

2. Name each device identified.

(3marks)

B) Re write the text below making it as cohesive as possible.

Most pastoralists live together. They need to protect themselves from enemies. They also need to protect themselves from wild animals which prey on their live stock. The young men keep vigil at night. They also graze the animals. The young women often stay at home to look after the children. They fetch firewood, carry water, make charcoal, weave mats and prepare meals for the family.

The older men identify and protect grazing lands. They also advise the younger members of their community to treat sick animals.

Members of each pastoral community have to co -operate. They have to agree to perform specific tasks and bear certain responsibilities for their survival.

(9marks)

C) Complete the following sentences using transitional devices. Write the number of the question and correct transition only.

1. A paragraph is not just a group of sentences, as some students imagine; -----, it is a unit involving a single topic, -----the writer must write only about that topic.
2. There are, -----, many techniques for developing a paragraph. -----, to compose a good paragraph, a writer needs additional transitional words or phrases.
3. Uganda is a very interesting country to visit. -----, it has a wide range of wildlife -----the people are very hospitable.
4. Maureen Mali, the star of the film, is a beautiful woman; -----, she is a talented actress.
5. I encountered many difficulties during my first driving test. -----, when my instructor wanted me to drive on a road I had never driven before, I was very nervous so I stalled the engine.
6. They are going to climb Mount Kenya, -----they are taking a lot of warm clothing with them.
7. These two students write very good articles because they know how to use the most effective transitional words and phrases, -----they need to build up their vocabulary.

8. Farming has become more technical, but the additional expertise required is not reflected in the farmer's income.-----, this should not deter us from investing in farming
9. In most capitalistic economies, social welfare systems ensure that every citizen can lead a decent life even when unemployed. -----, capitalism has one fundamental weakness: it only recognises economic values.
10. If the academy decided to use a selective system as a base for its enrolment, ----- the students and the institution would benefit.

(10marks)

Question Five

Fill in the blank with True (T) or False (F). Write the correct answer only. Do not copy the question.

When citing within a text:

1. Minor words such as *a, an, the, but, of, on* may be copied without providing the source of information (documentation).....
2. Plagiarism may be unethical, but it is legal.....
3. Plagiarism refers only to copying from published works.....
4. A general word that has no accurate synonym can be copied without documentation.....
5. If an author's unique idea is used but not his or her words, the source must be identified.....
6. All special terms should be set off with quotation marks or italics the first time they are used.....
7. A selection from an author's words may be copied if placed in quotation marks and if the source is identified.....
8. If even a few of an author's major words are copied, must have both quotation marks and a citation.....
9. Quotation marks and documentation are both needed for copied material that is not indented.....

10. If only statistics are copied, quotation marks are not used, but a source is supplied.....

Answer these questions as precisely as possible.

11. Where are the publication date and the place of publication found?
.....
12. What if there is more than one publication date?
13. What if more than one city of publication is given?.....
14. What if no date, page, publisher, or place of publication is given?
.....
15. What title is given to the page that shows all the sources cited in a text?
.....
16. What extra information do sources taken from the internet require?
.....
17. How do you indicate any other edition of a book, other than the first?.....
18. What is a bibliography?
19. What is a reference list?
20. List five verbs that can be used to report the views of others.
21. Outline any eight features of the academic writing style

(1mark each)

(Total: 33 marks)

Question Six

Choose one of the writing tasks below and respond to it in not more than 500 -700 words.

Either:

- a. The Original and Critical Writing Skills Course Unit is a total waste of students' time. Discuss.

Or:

- b. Write an essay based on the recent 'walk to work' street protests.

Or:

- c. Look back at the learning journal writing experience you just had. Evaluate yourself as a learner and writer.

Or:

- d. You watched a new movie during the Easter break. Write a movie review of it.

(33 marks) each

Question Seven

Make short notes on any three of the following:

1. The Rhetorical situation
2. Critical academic reading
3. The six thinking hats
4. Creative thinking
5. Paragraph organisation
6. Editing and proofreading

(11marks each)

(33marks)