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UNIVERSITY OF ENERGY AND NATURAL RESOURCES, SUNYANI



SCHOOL OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF LANGUAGES AND GENERAL STUDIES
2021/2022 ACADEMIC YEAR
END OF FIRST SEMESTER EXAMINATION – LEVEL 200 (DEGREE)
UENR 201: ANALYTICAL READING AND REASONING

MATERIAL REQUIRED: One Answer Booklet 2 Hours

INSTRUCTION: ANSWER ALL QUESTIONS IN SECTIONS A & B, AND ONLY ONE QUESTION IN SECTION C. PROVIDE ALL ANSWERS IN THE ANSWER BOOKLET.

(60 marks)

SECTION A – 20 marks

1. The most dangerous type of overgeneralisation is termed....
 - a. illogical reasoning
 - b. syllogism
 - c. stereotyping
 - d. opinion
2. Besides looking up a word in a dictionary, -----can give us a clue about what a word means.
 - a. contest
 - b. context
 - c. analytical reading
 - d. group discussions
3. That the University of Energy and Natural Resources is the best in Ghana is a/an
 - a. prediction
 - b. opinion
 - c. fact
 - d. logic
4. With critical thinking, one can analyse the logical of texts.
 - a. structure
 - b. difference
 - c. clause
 - d. note

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5. The sentence which states the central idea of a piece of writing is called
 - a. topic sentence
 - b. paragraph
 - c. major idea
 - d. thesis statement
6. Which of the following holds the central idea in a paragraph?
 - a. logical structure
 - b. thesis statement
 - c. topic sentence
 - d. central idea
7. Eric considers Estella to be a critical thinker because she always assumes a/anposition in an argument.
 - a. neutral
 - b. indifference
 - c. objective
 - d. subjective
8. Some strategies adopted by analytical readers may include evaluating
 - I. the relevance of the text.
 - II. if parts of the text fit logically.
 - III. if evidence in the text supports the point of view.
 - IV. if claims attribute clearly to specific sources.
 - a. All the above
 - b. II, IV only
 - c. I, II and IV only
 - d. II, III, and IV
9. A major support sentence.....
 - a. captures the central idea of a piece of writing
 - b. throws more light on the minor support sentences
 - c. throws more light on the thesis statement
 - d. captures the examples within the paragraph
10. This sentence expands the idea in the topic sentence.
 - a. introductory sentence
 - b. thesis statement
 - c. major support sentence
 - d. concluding sentence
11. One of the following is not needed when choosing credible sources of information.
 - a. the one who wrote the information
 - b. why the information was written
 - c. how the information has been written
 - d. what information it is.

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12. The common error we find in reasoning that undermines logic in an argument is referred to as
- a. fallacy
 - b. induction
 - c. deduction
 - d. overgeneralisation
13. Overgeneralisation results from samples that are too
- a. narrow
 - b. representative
 - c. concise
 - d. analogical
14. To study the word *pariah*, you will need all the following except....
- a. its meaning
 - b. its synonyms
 - c. its logic
 - d. its pronunciation
15. All students learn during exams; Efua Frimpong is a student. Therefore, Efua Frimpong learns during exams. This is an example of
- a. predictive statement
 - b. syllogistic statement
 - c. an analogical statement
 - d. a critical statement
16. This is not crucial to building one's vocabulary.
- a. correct pronunciation of words
 - b. history behind words
 - c. a word's synonyms
 - d. number of words a paragraph comprises
17. All my friends have agreed to travel to Ukraine, so I will also join them to travel to Ukraine. What type of reasoning is used in this statement?
- a. red herring
 - b. begging the question
 - c. bandwagon
 - d. tautology
18. The process of arriving at a general conclusion based on specific facts is known as
- a. inductive reasoning
 - b. deduction reasoning
 - c. analytical reasoning
 - d. objective reasoning

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19. The setting of a text is known as

- a. restatement
- b. history
- c. context
- d. opinion

20. An effort to justify a particular conclusion is a/an

- a. argument
- b. opinion
- c. fact
- d. fallacy

SECTION B (20 Marks)

Write all your answers in the answer booklet.

Read the following passage and answer the questions on it.

Hard as this is to believe, we live in one of the most peaceful periods of human history, except for the current ongoing Russian Ukraine war. Homicides have been falling in most parts of the world for centuries. Despite the horrors beamed across the internet and violent deaths from some conflicts, the world has not experienced a full-scale war that was devastating in all aspects. One that will continue to mark world history for centuries. But one war that continues to mark world history is the conflict we now call the First World War and our **futile** attempt to end it.

In January 1919, twenty-eight delegations came to Paris to draft the documents ending the First World War. Just six months later, on June 28, five years to the day after the assassination of Archduke Franz Ferdinand in Sarajevo, German delegates joined the Allied and Associate powers in signing the peace treaty. Victory parades were held in Paris and London.

Now, one hundred years on, those festive moments **leave us with a taste of ashes**. It was not only that millions were in mourning. It was also that virtually from the moment the peace was signed, it began to **unravel**. There is no better instance of the dangers of a **flawed** peace treaty than that concluding the war of 1914–1918. Its failures still resonate today. The deliberations producing the treaty were complex, but the final decisions were made by only four men, each of whom brought strong national and personal ambitions to the table. The French host, Georges Clémenceau, aged seventy-eight in 1919, the elder statesman of the Allies, was a trained physician who harboured

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much bitterness towards Germany for its role in the war. David Lloyd George was a Welsh Liberal and a brilliant orator, a charismatic man whom no one ever accused of being a man of principle. Ambition came first. He managed to destroy his own political party in 1916. Vittorio Emanuele Orlando was a former professor of law and a liberal. He was a vigorous proponent of Italy's entry into the war in 1915, incited by secret assurances from London and Paris that Italy would be rewarded after victory with sovereignty over parts of the Dalmatian coast. Woodrow Wilson, a moralist, was aged sixty-three in 1919. A Virginian who grew up with a spontaneous memory of the ravages of the U.S. Civil War in the South. His experience in the ravages of war and his moralistic predisposition set him off from his peers at Versailles. Wilson's self-righteousness did not win him many European friends. Yet, his arrival in Europe as the first sitting president to leave the United States stirred up great popular hopes in France and elsewhere that a new order was coming to Europe and the world, one in which war would be **banished** from history.

Unfortunately, these hopes were ^{lost} **dashed**. The famous agreement in Versailles could not see the light of day. Because it is evident from history that leaders such as the ones we assembled would miss the mark for humanity. We are tempted to believe that unforeseen events undermined the agreement. Although such events may be beyond these leaders, one cannot take away their structural and ideological flaws in the peace process that, in different ways, undermined the agreement signed in Versailles.

1. Provide a suitable thesis statement for the passage – 2 marks.....
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2. Provide another word or group of words that can replace the following words as used in the passage – 10 marks
 - a. futile.....
 - b. unravel.....
 - c. flawed.....
 - d. banished
 - e. dashed
3. "Leave us with a taste of ashes..." What does this expression mean as used in the context of the passage? - 3marks
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4. Give two reasons why the writer believes the agreement signed at Versailles failed -5marks
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SECTION C

Write this section in the answer booklet provided.

In about 500 words, write on any one of the following (20 marks)

1. Ghana's popular e-levy tax on electronic monetary transactions took effect on May 1, 2022. As a critical thinker, discuss three ways the government can use this revenue for nation-building.
2. A person who exhibits critical thinking skills and critical reasoning will recognise his or her civic duties more than others. Discuss at least three ideas to back your point of view on this assertion.