



# MACHAKOS UNIVERSITY

University Examinations 2016/2017

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LINGUISTICS AND LANGUAGES

SECOND YEAR SECOND SEMESTER EXAMINATION FOR DIPLOMA IN  
EDUCATION

**AEN 0201: ASPECTS OF MODERN ENGLISH GRAMMAR AND USAGE**

**DATE: 6/6/2017**

**TIME: 2:00 – 4:00 PM**

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**INSTRUCTIONS:**

*Answer questions ONE and any other TWO Questions*

**QUESTION ONE (30 MARKS) - COMPULSORY**

- a) State
- i. Your understanding of the word 'sentence' in a language
  - ii. THREE elements of a sentence (5 marks)
- b) With an example for each, explain the following structural classifications of sentences
- i Simple
  - ii Compound
  - iii. Complex (9 marks)
- c) Writing complete and grammatically correct sentences can be challenging. Explain THREE sentence faults that must be avoided if one is to attain this ideal. (6 marks)
- d) Explain the following sentence functions
- i. Declarative
  - ii. Imperative (4 marks)

- e) Write at least FIVE sentences to finish the following story. Be sure that each sentence has a subject and a predicate

The beach was quite and lonely as my dog and I walked along the shore. I kept my eyes down, looking for unusual shells. Suddenly Poppy began barking. I looked up and saw .....

(6 marks)

### QUESTION TWO (20 MARKS)

- a) Complete the following sentences by using a form of the verb in the right hand column

- |      |  |            |
|------|--|------------|
| i.   | Marcia _____ to work overtime this week      | be willing |
| ii.  | She is always _____ her vacation in June     | take       |
| iii. | The money _____ a big help with the expenses | be         |
| iv.  | She _____ to Dar salaam on a cruise          | go         |
| v.   | She _____ relatives there                    | have       |

(5 marks)

- b) In the following paragraph, insert the appropriate form of the word in parentheses so that the events in the paragraph form a logical sequence

Last night I (go) (see) the university's inaugural music extravaganza. When I (arrive) at the auditorium, everyone (stand) in line (wait) (get) in. As soon as the doors (open), everyone (rush) (find) their seats. I (find) mine right away and (sit) down, but I (stand) up often for all the other people who (sit) in my row. After the lights (dim), the music (begin), and the curtains (opening), the cast (begin) (sing) and (dance), and I (lose) all track of time until the curtain (come) down for the intermission. After the intermission, an entirely different cast (perform) from the one that (begin). I (be) (startle) until I (remember) the article in the campus paper that (report) how a dispute between the producer and the director (be settle).

(15 marks)

### QUESTION THREE (20 MARKS)

- a) With examples, explain the following sentence moods

- |      |             |           |
|------|-------------|-----------|
| i.   | Indicative  |           |
| ii.  | Imperative  |           |
| iii. | Subjunctive | (9 marks) |

- b) Provide the appropriate comparative or superlative form of the modifier given in the parentheses

“This fish weighs (little) than the one I caught yesterday,” Uncle Onyango said as he reeled in his line. But this isn’t the (bad) day for fishing. Uncle Onyango, a veteran fisherman, finds the silver shad the (useful) lure available for catching bass. A (lively) bait has never before been produced. Its movement attracts even the (tiny) of bass. Of course, Uncle Onyango hopes to haul in the (bi) fish of all; however, at times one must be prepared to deal with the (small) fish. When a big bass strikes at the bait, only the (strong) fisherman will be able to fight the battle. Although, physically, Uncle Onyango appears to be the (weak) fisherman in the boat, when the catch is weighed at the end of the day, there is no doubt he is good. (9 marks)

- c) Pretend that you are a job seeker looking for a first time placement. You are scheduled for an interview. Write TWO questions you may wish to ask the interviewing panel. (2 marks)

#### QUESTION FOUR (20 MARKS)

- a) All of the following sentences are correct. Change them as directed in parentheses, revising other parts of the sentence to make subjects and verbs and antecedents agree
- i. A sign in the lab reads: “This computer does only what you tell it to, not what you it to do.” (Change *this computer* to *these computers*.)
  - ii. Perhaps this sign was put up by some frustrated students who were having trouble with their computer manuals. (Change *some frustrated students* to *a frustrated student*.)
  - iii. The sign in the lab reminds me of similar problems. A chef, for example, whose vegetables or casserole is ruined in a microwave might think, “This oven reads buttons, not minds.” (Change *vegetables or casserole* to *casserole or vegetables*. Change *This oven* to *These ovens*.)
  - iv. Who knows what kind of label is attached to computer errors! (Change *kind* to *kinds*)
  - v. A person has to learn how to use a computer, not how to programme one. (Change *A person* to *People*) (10 marks)
- b) Assuming that it is the year 2025. Computers do many more things than ever before. How is your life different from the way it is now? Write a page on your life with computers. Use present tense verbs. (10 marks)

### QUESTION FIVE (20 MARKS)

- a) Without changing the tense, substitute the appropriate form of *sit/set*, *lie/lay*, or *rise/raise* for the italicized verbs in the following sentences
- i. Last week they *established* their plans for the trip
  - ii. I often *rest* on the old stone wall and watch the sunset
  - iii. I *lifted* the window shade
  - iv. I try to *get up* in time to work out each morning
  - v. After he weeded the garden, Mutua decide to *nap* on the front porch
  - vi. I *am putting* your book on the front shelf
  - vii. I have *slept* here for at least three hours
  - viii. Oliver was *sprawling* on the coach when I arrived
  - ix. Carol *got up* in time to see me off
  - x. Kalekye was *adjusting* her watch (10 marks)

- d) Look carefully at the following passage to note any errors or inconsistencies in tense and mood or other problems with verb usage and re-write its correct version. Underline your changes

It is hard for me to realize that it were only three years ago that I first begin to send e-mail to my friends. Today I got most of my mail (except for bills) online, and I also did much of my other business online, too. For instance, I can paying my bills electronically since I had an account at an electronic bank, and I can also ordering almost anything I wanted from a catalogue that I could have looked at on the World Wide Web. I even buys my last car online. Of course, I go to a dealer and drove a model that I like first, but then I order the car on the Web. It was less expensive, and I didn't have the hassle of dealing with a pushy salesperson. (10 marks)



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DEPARTMENT OF LINGUISTICS AND LANGUAGES

FIRST YEAR SECOND SEMESTER EXAMINATION FOR DIPLOMA IN  
EDUCATION

**AEN 0102: INTRODUCTION TO PHONETICS AND PHONOLOGY**

**DATE: 2/6/2017**

**TIME: 8:30 – 10:30 AM**

**INSTRUCTIONS:**

*Answer questions ONE and any other TWO.*

## **QUESTION ONE (30 MARKS) - COMPULSORY**

- a) Explain your understanding of the following terms:
- i. Received Pronunciation (RP)
  - ii. International Phonetic Alphabet (IPA) (4 marks)
- b) i On the diagram provided in Figure 1, various articulators are indicated by numbered arrows (a-e). Name the articulators. (5 marks)

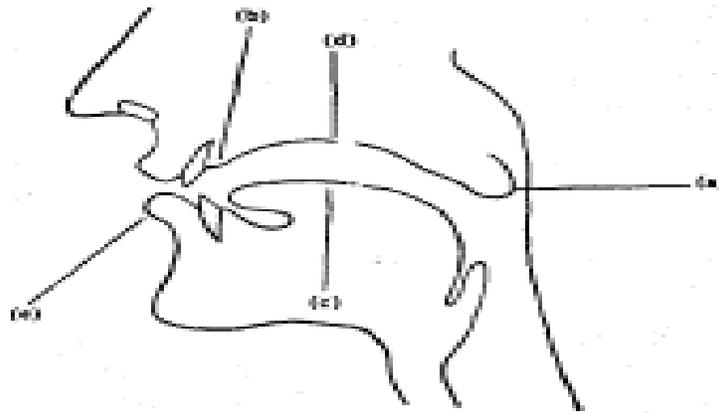


FIGURE 1

- ii The following sets of sounds are natural classes, characterized by shared articulatory properties. For each of the sets, identify these properties. Examples: [t, d] are the set of *alveolar stops*. [m, n, ŋ] are the set of *nasals*; they are also *voiced*, but the *voiced* set includes other sounds as well, so only *nasals* is correct.

- I [i, I, e, ɛ, æ] \_\_\_\_\_  
 II [p, b] \_\_\_\_\_  
 III [ɹ, l, j, w] \_\_\_\_\_  
 IV [v, ð, z, ʒ] \_\_\_\_\_  
 V [i, I, u, ʊ] \_\_\_\_\_

(5 marks)

- iii Mark the stress in the pronunciation of the following words numbered I - III; when used as a noun in the first case, and a verb in the second

- I conduct  
 II import  
 III record

(6 marks)

- c) “Phonetics produces the raw material in which Phonology builds with”. Discuss (6 marks)
- d) Explain TWO ways in which studying phonetics and phonology is beneficial to you as a student of the English language. (4 marks)

**QUESTION TWO - 20 MARKS**

- a) Differentiate the following language terms
- i. Sound (4 marks)
- ii. Letter (4 marks)
- b) Discuss in detail the view that sounds and letters are not always different in natural languages (8 marks)

- c) Transcribe the following pairs of words to show the distinct pronunciation of each.
- i. Batches – Badges
  - ii. Coach – Couch
  - iii. End – And
  - iv. Pressure – Pleasure (8 marks)

**QUESTION THREE - 20 MARKS**

- a) Provide an example of a vowel sound produced from the following tongue positioning:
- i. Front
  - ii. Back
  - iii. High
  - iv. Mid
  - v. Low (5 marks)
- b) With an example for each, distinguish the following terms:
- i. Monophthong
  - ii. Diphthong (4 marks)
- c) Write the symbols for the diphthongs in the following sets of words
- i. Style, Out, Hair, Foul
  - ii. Pier, Pear, Peer, Poor
  - iii. Beer, way, coil (9 marks)
- d) Transcribe the following sentence: Half our life is spent trying to find something to do with the time we have rushed through life trying to save. (2 marks)

**QUESTION FOUR - 20 MARKS**

- a) Explain the following terms:
- i. Minimal Pair
  - ii. Phoneme (4 marks)
- b) Write in orthographic form, the minimal pairs of the following:
- i. /p b/
  - ii. /t d/
  - iii. /s z/
  - iv. /m n/
  - v. /f v/
  - vi. /ʃ ʒ/ (6 marks)

c) There are errors in the *consonant* phonemes transcription of the following words. Write the correct IPA transcription.

i. Slang /slæng/

ii. Crime /cɹiæm/

iii. Lamb /læmb/

iv. Wishing /wɪʃɪŋ/

v. Knives /nævz/

vi. These /ði:z/

vii. Hijack /hæjæk/

viii. Swimming /swɪmɪŋ/ (8 marks)

### QUESTION FIVE - 20 MARKS

a) Explain the following terms:

i. Narrow transcription

ii. Broad transcription (4 marks)

b) Make a phonetic (narrow) transcription of the following passage.

#### Passage

Learners benefit greatly from explicit explanation of how pronunciation fits into the overall process of communication. A very simple model of communication, showing a listener trying to interpret a message on the basis of cues in the speakers' speech is sufficient. This gives learners a framework within which to understand what goes wrong when they are not understood or are misunderstood, and to gain a clear, practical idea of the nature of linguistic contrast - not just a classroom drill with 'thigh' and 'thy', but the living basis of our ability to communicate in real life

(16 marks)