

SCHOOL OF HUMANITIES

DEPARTMENT OF LINGUISTICS AND LANGUAGES

Examination for Diploma in Education Arts - English/Literature

ELEMENTS OF DRAMA ALT 0202

INSTRUCTIONS

Answer Question ONE and any OTHER TWO questions

QUESTION ONE (COMPULSORY - 30 MARKS)

a) With reference to a play of your choice, explain the meaning of the following terms as used in drama:

- i. Prompter
- ii. Stage Manager
- iii. Ushers
- iv. Property man
- v. Producer

(15 marks)

c) i) List THREE elements of drama

(3 marks)

ii) Explain how you would introduce any of the elements of drama in c)(i) to a class of your own.

(12 marks)

QUESTION TWO (20 MARKS)

With reference to the play, 'An Enemy of the people' by Henrick Ibsen, explain the basics that are essential in the production of the play

(20 marks)

QUESTION THREE (20 MARKS)

By citing specific examples from a play known to you, explain EIGHT features that distinguish drama from other literary genres.

(20 marks)

QUESTION FOUR (20 MARKS)

With reference to any of the texts you studied this semester, describe how the following devices are used to generate the desired dramatic effect in the play:

- i. Dramatic monologue
- ii. Soliloquy
- iii. Asides
- iv. Dramatic irony
- v. Flashback

(20 marks)

QUESTION FIVE (20 MARKS)

Read the following passage and answer the questions that follow.

A crowd of people formed a ring in the street. And in the center of the ring was an old Daddy hopping around and shouting at the top of his voice.

Daddy's arms were flying and he jumped from one leg to the other dancing an old war dance and yelling ancient battle cries. Mutua smiled and pushed his way into the crowd. On the ground were two coloured women. They were locked in battle. And the crowd was making bets as to who would win. Most of them favoured the thin dark woman who looked like an Indian. Lena they called her. The fat pale one they called Drunk Liz and didn't seem to like.

The fat one was on top, sitting on the chest of the little one. But the little one had her by the hair and was pulling. And tears were flowing from the fat one's eyes and her neck was pulled backward by the straining tug at her long brown hair. "Pull! Pull them out, Lena!" daddy shouted, and rolled into the gutter with excitement.

The little one pulled. The fat one loosened her grip on the little one's throat and fell back. As she tumbled over her dress went up and her pale face showed.

Mutua turned his eyes away.

The crowd roared. Daddy laid cackling in the gutter and kicking his feet in the air. Tears streamed from his eyes. When Mutua looked again the little one was on top. And her left hand

was on the throat of the fat one and her right hand was behind her back, searching for her shoe. She found it, raised it high above her head, and brought it down on the fat one's head.

When she lifted it again blood was flowing from the fat one's head. Mutua cursed under his breath. Daddy could not contain himself and rubbed his head against the pavement. Again the crowd roared. Mutua pushed his way through the crowd. He wanted to get away from it. He felt a strange heaviness on his heart.

"Stop it!" the voice carried above the roar of the crowd. Mutua turned and looked. It was Leah. The crowd made a passage for her. Without looking left or right she walked through till she stood over the fighting women. Her eyes blazed. Her arm was bare. She reached down and picked the thin woman up as though she were a child and flung her away from the fat one.

A few people in the crowd grumbled.

Leah flung back her head and smiled from the side of her face. Scorn burned in her eyes as they travelled over the crowd.

"I hear voices," she said softly. "Let me hear them again. I want to know them."

She waited. No one spoke.

"Ah, so they are silent. That is good. But if anyone, man or woman wants to fight or see a fight in front of my house, I am here." She beat her chest with the fist. "Come and fight me."

In silence the crowd broke up and drifted away. Daddy got up and tottered drunkenly on his feet. The pale fat woman sat holding her bleeding head. She was sobering. A little distance away the thin one leaned against a wall.

"Look! She's getting the horrors," daddy cackled gleefully, pointing at the thin woman. Her mouth had slowly opened and a stream of saliva was trickling down on to her dress. Her body trembled. Her hands knotted into tight fists. Slowly she slid down the side of the wall till she lay stretched on the pavement. Her eyes glazed, and but for the trembling of her body, she lay like one dead.

Leah spat in disgust, picked up the thin woman with the horrors and carried her into the yard. Mutua and Daddy followed her.

"Bring me a sack," Leah said.

Daddy brought the sack and spread it in the shade. Leah placed the women on the sack and went to the gate of the yard.

"What are you sitting therefore," she called gruffly, "come in here and wash the blood off that stupid head of yours," the pale, fat woman came in and washed her head under the tap. Leah filled a mug with cold water and went over and dashed it into the face of the woman with the horrors. The woman shivered convulsively, closed her mouth, and the trembling grew less.

"Is she very sick?" Mutua asked, looking at the woman with the horrors.

Leah shook her head and pulled her mouth. "Only one day she will get like that and she will not wake up any more. She's a good one that one, she's like Daddy. She knows life and she wants to forget it..... But you how are you now? Tell me, Daddy, is she always like this? He likes

fighting, does he fight?"

"We will eat first and then we will talk and may be later Joseph will take you to see the place, heh?"

Mutua followed her into the house and sat watching while she prepared the food.

For all her bigness she moved easily and gracefully. A tall strong woman with firm, heavy hips. And it seemed to Mutua that again she was just an ordinary woman as she leaned over the fire to see that the meat did not burn. Like last night when she talked about her man who was in jail for having killed a man with a big mouth who had tried to make love to her. She was hard to understand, this woman. He shook his head. She looked up.

"Nothing."

"Why do you shake your head? You look at me then you shake your head You think, she is strange this woman, she is hard and people fear her and for me she cooks, heh?"

"Yes"

"Well, maybe I like, yes, but maybe you don't understand how. Maybe you think I like to go to bed, heh?"

Mutua smiled but said nothing

"Yes I can see. But listen to me Mutua from the North; you are a baby with people. I can be your mother with people. Now listen to me, maybe you will understand and maybe you will not, but listen. I like you because you are here but you are not here.....no, you don't understand..... I am here, you see, I come from my people, but I am no longer of my people. It is so in the city and I have been here many years. And the city makes you strange to the ways of the people, you see?"

"Yes, yes. I see."

"Good now eat."

By making specific reference to the passage,

- a) Explain SIX features that support the presentation as dramatic (12 marks)
- b) Clarify FOUR ways in which drama differs from other literary genres (8 marks)

MACHAKOS UNIVERSITY COLLEGE
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LINGUISTICS AND LANGUAGES

Examination for Diploma in Education (Arts & Science), Information Communication
Technology, Electrical & Electronics Engineering, Building & Civil Engineering, Mechanical &
Manufacturing Engineering, Fashion & Design, Business Management, Human Resource
Management, Supply Chain Management

COMMUNICATION SKILLS UCU 002

INSTRUCTIONS

Answer Question ONE and any OTHER TWO questions

QUESTION ONE (COMPULSORY - 30 MARKS)

a) “Silence is more eloquent than words” - author unknown. Appraise this statement with reference to a situation when you asked someone in authority to do something for you but the reply was silence.

- i. Describe the situation
- ii. Suggest the meaning of the silence

(4 marks)

b) It is common for an experienced public speaker to pause, or offer an interlude of silence in the cause of his/her speech. Explain what this signifies when made:

- i. Before an important point.
- ii. After an important point.

(4marks)

c) One of the most important objectives of communication is for ‘passing or receiving information about a particular fact or circumstance’. Explain SIX considerations to be made in selecting the communication method for a particular message

(12 marks)

- a) Explain any FOUR sources of information

(8 marks)

QUESTION TWO (20 MARKS)

- a) State FOUR items usually included in a telephone message. (4 marks)
- b) Explain SIX etiquettes for making and receiving telephone calls (12 marks)
- c) State TWO situations when:
- i. the use of telephone is advantageous.
 - ii. using the telephone is not appropriate.
- (4 marks)

QUESTION THREE (20 MARKS)

- a) Explain the following terms as used in meetings:
- i. quorum
 - ii. *ultra vires*
 - iii. to adjourn *sine die*
 - iv. to pass *nem.con*
- (8 marks)
- b) List THREE roles of a committee member in a meeting. (3 marks)
- c) You have been recently elected as the President of the Student's Organization of the Machakos University College (SAMUC). An inaugural meeting is due for the new office bearers. Write the
- i) notice and
 - ii) agenda for the meeting
- (9 marks)

QUESTION FOUR (20 MARKS)

Write an article on 'the importance of reading' for inclusion in this year's university magazine. It should be about 300 words in length. Show in vivid and readable style, how you perceive reading to be an essential part of interpersonal communication. (20 marks)

QUESTION FIVE (20 MARKS)

(a) Explain how the following are barriers to effective communication

- (i) language
- (ii) perception

(6 marks)

(b) State TWO

- (i) functions of an interview
- (ii) types of interviews

(4 marks)

(c) Explain FIVE preparations you would make for an interview

(10 marks)

MACHAKOS UNIVERSITY COLLEGE
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LINGUISTICS AND LANGUAGES

Examination for Certificate in Electrical & Electronics Engineering, Building & Civil
Engineering, Mechanical & Manufacturing Engineering, Fashion & Design, Hospitality &
Tourism Management

COMMUNICATION SKILLS UCU 001

INSTRUCTIONS

Answer Question ONE and any OTHER TWO questions

QUESTION ONE (COMPULSORY - 30 MARKS)

Florence recently enrolled for a certificate course at the Machakos University College. She is experiencing difficulties in reading and writing class assignments. You have been tasked to help her.

- a) Explain TWO ways by which she could improve her communication skills through
- i. Reading widely
 - ii. Good writing skills
- (8 marks)
- b) Recommend to the student the FOUR reading techniques from the concept of “active reading”.
- (8 marks)
- c) Describe the following reading styles.
- i. Academic
 - ii. Fiction
- (8 marks)

QUESTION TWO - 20 MARKS

Draft an application letter for the post Assistant Accountant at the Machakos University College. Include relevant curriculum vitae

(20 marks)

QUESTION THREE - 20 MARKS

- a) List FOUR headings which should appear in a memo. (4 marks)
- b) Write a notice reminding students and employees of Machakos University College of the dangers of being careless in the use of electrical equipments.
- (16 marks)

QUESTION FOUR - 20 MARKS

- a) Explain the following kinds of communication:
- i) Horizontal.
 - ii) Vertical (upwards).
 - iii) Vertical (downwards).
 - iv) Grapevine.
- (8 marks)
- b) With the aid of a diagram explain the normal stages of the communication cycle.
- (6 marks)
- c) Explain ONE communication barrier which may occur in THREE of the stages in (b).
- (6 marks)

QUESTION FIVE – 20 MARKS

- (a) Differentiate the following:
- (i) Closed question
 - (ii) Open question. Cite an example in each case
- (6 marks)
- (b) List FOUR applications of questioning as a technique in communication.
- (4 marks)
- (c) Explain the following verbal communication approaches
- (i) acknowledgement
 - (ii) repeat it back,
 - (iii) drawing conclusions

MACHAKOS UNIVERSITY COLLEGE
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF LINGUISTICS AND LANGUAGES
Examination for Diploma in Education (English/ Literature)
PHONETICS AND PHONOLOGY (AEN 0104)

Instructions

Answer question ONE and any other TWO.

QUESTION ONE (30 MARKS) - COMPULSORY

(a) Explain the following terms:

- (i) Phonetics
- (ii) Phonology

(4 marks)

(b) (i) Identify the active and passive articulators in the production of the following sounds:

- I velar nasal stop
- II central uvular fricative
- III alveolar lateral approximant
- IV velar ejective
- V retroflex approximant

(10 marks)

(ii) Indicate the IPA symbols for the sounds with the following articulatory descriptions:

- I. Voiceless glottal fricative
- II. Voiced bilabial nasal
- III. Open-high back rounded vowel
- IV. Voiced palatal approximant
- V. Voiced post-alveolar fricative

(5 marks)

(c) (i) State FOUR problematic features of English pronunciations that necessitate the study of phonetics and phonology

(4 marks)

(ii) Describe how you would teach pronunciation to a class of your own using the learner-centred approach/technique

(7 marks)

QUESTION TWO – 20 MARKS

(a) Explain the following terms

- (i) syllable
- (ii) allophone

(4 marks)

(b) Each word below has one clear mistake in its transcription. Circle the specific part in the transcription where the mistake occurs, and show what the correct symbol(s) if any should be. (Example: honest, [hənəst], should be Ø (i.e. nothing); rain [ɹaɪn], should be e.)

	Written	IPA	Should be
(i)	shine	[ʃhaɪn]	_____
(ii)	wrench	[wɹɛŋ]	_____
(iii)	beauty	[bjuty]	_____
(iv)	paper	[papɹ]	_____
(v)	jumping	[jʌmpɪŋ]	_____
(vi)	savage	[sævædʒ]	_____
(vii)	user	[uzɹ]	_____
(viii)	shed	[ʃed]	_____
(ix)	teacher	[tichɹ]	_____
(x)	his	[hɪs]	_____

(10 marks)

(c) Write in orthographic form, the minimal pairs of the following:

- (i) /ɹ l/
- (ii) /n ŋ/
- (iii) /d z/
- (iv) /s ə/
- (v) /p f/
- (vi) /t ə/

(6 marks)

QUESTION THREE – 20 MARKS

(a) Explain the meaning of the following terms

- (i) Rhyme
- (ii) Coda

(4 marks)

(b) Draw tree diagrams of the rhythmical structure of the following phrases

- (i) Christmas present
- (ii) Pet food dealer
- (iii) Safari Sevens event

(9 marks)

(c) Mark the stress on the following words:

Verbs:

i) protect; ii) menace; iii) disconnect; iv) entering

Nouns:

vi) language; vii) career

(7 marks)

QUESTION FOUR – 20 MARKS

(a) (i) State THREE criteria for distinguishing consonants from vowels

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

I Sixty /sɪxtɪ:/

II Myths /mɪθs/

III Knives /nævz/

IV These /eɪz/

(7 marks)

(b) Write what the following passage says in English language.

[wɑɪ Iz ɪŋɡlɪʃ spɛlɪŋ so ɪŋkənsɪstənt? ɪŋɡlɪʃ spɛlɪŋ ɪllɑɪəbɪl kəʊspændz tə pɹənənsɪfən - əz ðə læŋgwədʒ wəz spəkən fɑɪv hɛndrɪəd jɪz əgə, ðæt Iz, ðə pɹənənsɪfən əv wɪdz həz ʃɛndʒd dɪəmætɪkli ɪn ðæt tɔɪm, bət spɛlɪŋz hævənt bɪn sɪstəmætɪkli ɛpɪtəd tə rɪflɛkt ðɪz saʊnd ʃɛndʒes, ɛksɛpʃənz əlso əɪz dʒu tə bɑɪəwɪŋz frəm ɛðɪ læŋgwədʒes, ðə spɛlɪŋz ɑɪ ɔfn bɑɪəd tu, ənd ðe ɪz ɛlts frɪkwəntli kənflɪkt wɪð nɑɪməl ɪŋɡlɪʃ spɛlɪŋ rulz, frɛgzæmpəl, ɪtæljən ʃɛlo (wɛɪ ðə lɛɪ sɪ Iz pɹənəʊnst ʃ) vɪsəz ɪŋɡlɪʃ sɛl (wɛɪ sɪ Iz pɹənəʊnst s).]

(13 marks)

QUESTION FIVE - 20 MARKS

(a) Differentiate 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)

SCHOOL OF HUMANITIES

DEPARTMENT OF LINGUISTICS AND LANGUAGES

Examination for Diploma in Education Arts - English/Literature (School - Based)

LANGUAGE USE IN LITERATURE ALT 0103

TIME ALLOWED: 2 HOURS

DATE:

INSTRUCTIONS

Answer Question ONE and any OTHER TWO questions

QUESTION ONE (COMPULSORY) - 30 MARKS

(a) Explain human and animal language from the following perspectives:

(i) Duality of patterning

(ii) Displacement

(iii) Arbitrariness

(iv) Ambiguity

(12 marks)

(b) The passage below is authored by an inexperienced writer. Read it and answer the questions that follow:

JUST AFTER SUNRISE

Just after sun-rise the sun-light glistened on the harbour waters in the early morning. Maria seemed to breathe in the newness of her surroundings, sharing the air with the child within her. Her black long hair cascaded over her coat and her dark skin seemed pale, foreign to the crispness of Kisumu's early morning chill.

Fear embraced her and she stepped on dry land, but she was determined to succeed for her unborn child. She would never return home - she was not welcome there, instead she would succeed in this foreign country; this unknown city.

Seven years later, she now experienced happiness she did not know existed. The Luo neighbourhood had accepted her and her daughter, regardless of circumstances. The days were spent creating beautiful porcelain dolls - a trade as natural to her as breathing and caring for her beautiful little girl - the centre of her universe.

Some other mothers marvelled at their unbreakable bond, Maria's undying love for her daughter returned with the child's unquestionable adoration for her mother - they were bound together with love. Maria still young, felt her life already complete.

The sweltering heat meant the whole neighbourhood had flocked to the lake nearby that Sunday afternoon. As the children frolicked in the cool waters, the moms watched from a shore while many other relaxed grateful for the chance after the long week had near but drained the energy from them. The heat of the sun, lapsed as the afternoon wore on, and Maria became less anxious about her daughter in the water, considering the older children were nearby.

Suddenly, a familiar cry shook her alert. She rushed to the shore or the lake and searched for her child, the seconds seeming like hours but she was no-where in sight. In the near distance she could see that there was an unusually commotion among the children in the water. They began to scream for help, their shrills causing panic.

Maria with-out thinking, clutched the locket around her neck which held a small image of her child inside it and began to wade in the water towards the crowd but suddenly she stopped. The crowd were coming ashore in total silence. In the arms of one boy she saw a small limp body and she knew instantly it was her little girl.

The tiny body was laid down on the shore of small puddles and sand and Maria stood nearby in shock, still clutching the locket as a crowd quickly gathered. The girl lay peacefully, looking as though asleep. The sunlight reflected her innocence in her face, the water glistened on her small sweet features, which were very pretty and simple. The long wet curly dark hair, had spread on the sand next to her, the tresses framing her sleeping face. The loss was unbearable to Maria.

She refused to enter the daylight after the funeral working instead alone at night. Each face she created was the same, each had the image of her lost child. The image was so obvious, each had different colour eyes and curly long hair, each with different beautiful clothes, but each and every one was an attempt to bring back the part of her that was missing, wrenched from her, with the death of her little girl.

Near morning by candle-light, she would carefully package the dolls and then go to bed. The light of day did not grace her dark hair and sallow complexion

QUESTIONS

- i) What is the overall impact of this text? (2 marks)
- ii) Comment on the purpose of the text. Support your answer (3 marks)
- iii) What specific genre does the text employ, and how? (2 marks)
- iv) Appraise the effectiveness of the genre in (c). Support your answer (3 marks)
- v) Comment on the appropriateness of the language used in the text. (2 marks)
- vi) What aspects of the writing did you find the most effective? (2 marks)
- vii) Suggest the parts in the text that you think might require some further developments (2 marks)
- viii) What aspects of the writing need some revision? (2 marks)

QUESTION TWO (20 MARKS)

(a) Define

(i) language

(ii) literature

(4 marks)

(b) By citing relevant examples, describe how you would teach English language to a junior secondary school class from the following attributes:

i) culture

ii) literature

(16 marks)

QUESTION THREE (20 MARKS)

With an example in each case, explain the following forms of literary language:

(a) simile

(b) metaphor

(c) personification

(d) synecdoche

(e) metonymy

(f) symbol

(g) allegory

(h) paradox

(i) irony

(j) overstatement

(20 marks)

QUESTION FOUR (20 MARKS)

(a) With examples, explain the following musical devices

(i) Alliteration

(ii) Assonance

(iii) Consonance

(vi) Rhyme

(8 marks)

(b) Read the poem below and answer the questions that follow

RAIN MUSIC

On the dusty earth-drum
Beats the falling rain;
Now a whispered murmur,
Now a louder strain
Slender, silvery drumsticks,
On an ancient drum,
Beat the mellow music
Bidding life to come
Chords of earth awakened,
Notes of greening spring,
Rise and fall triumphant
Over every thing.
Slender, silvery drumsticks
Beat the long tattoo –
God, the Great Musician
Calling life anew.

-Anonymous

Questions

- i) Find one word in the first line of the poem that suggests the place described in the poem is hot and dry. (1 mark)
- ii) What is the rain compared to in the poem? (1 mark)
- iii) What expressions does the poet use to describe that the rain is sometimes heavy and sometimes light? (1 mark)
- iv) What does it mean when the poet says that the rain is “bidding life to come”? (1 marks)
- v) Why does the poet say that God is a great musician? (2 marks)
- vi) Some words (e.g. drum, beat, now) and the expression “Slender, silvery drumsticks” are repeated in the poem. Do you think it is a good idea? Why/Why not? (2 marks)
- vii) Is “Rain Music” a good title? Why/Why not? (2 marks)
- viii) Do you like the poem? Why/Why not? (2 marks)

QUESTION FIVE (20 MARKS)

(a) Explain the difference between speech and writing from the following standpoints

- (i) Age
- (ii) Levels of structure
- (iii) Literary use
- (iv) Formality
- (v) Change

(10 marks)

(b) “Literature is an act of language”- Bathes. With reference to a text of your choice, explain your understanding of the cited statement

(10 marks)

SCHOOL OF HUMANITIES

DEPARTMENT OF LINGUISTICS AND LANGUAGES

Examination for Diploma in Education Arts - English/Literature (School-Based)

HISTORY AND SOCIOLOGY OF ENGLISH AEN 0103

TIME ALLOWED: 2 HOURS

DATE:

INSTRUCTIONS

Answer Question ONE and any OTHER TWO questions

QUESTION ONE (COMPULSORY - 30 MARKS)

- a) List FOUR languages that constitute the “Germanic family of languages” (4 marks)
- b) Differentiate the following terms (4 marks)
- i. Sociology of languages
 - ii. Sociolinguistics
- c) Describe how ‘Old English’ became the language of communication in early England (8 marks)
- d) Explain how the following factors contributed to the development of the middle and early modern English (12 marks)
- (i) the Norman Conquest (1100-1500)
 - (ii) the Great Vowel Shift
 - (iii) the advent of the printing press

QUESTION TWO - (20 MARKS)

- a) List THREE (6 marks)
- i) Words
 - ii) Clinches that Shakespeare bequeathed the English language

- b) Differentiate the following terms
- i. Pidgin
 - ii. Creole
- (4 marks)
- c) State THREE characteristics of pidgin languages
- (3 marks)
- d) Describe the development of Nigerian pidgin English
- (7 marks)

QUESTION THREE - (20 MARKS)

- a) Explain FOUR socio-political factors that contributed to the development of American English.
- (8 marks)
- b) Write an essay on the spread of English language across the globe. The essay should not be more than 200 words long.
- (12 marks)

QUESTION FOUR - (20 MARKS)

- a) State the meaning of the following East African English words
- i. godown
 - ii. boda-boda
 - iii. turn boy
 - iv. solanum
 - v. murrum
 - vi. posho
- (6 marks)
- b) Write an essay on the development of English language in Kenya. The essay should clearly caption the underpinning socio-political factors and should not be more than 300 words long.
- (14 marks)

QUESTION FIVE (20 MARKS)

(a) By citing and explaining the meaning of

(i) ONE metaphor

(ii) THREE phrases

(iii) TWO words, describe Shakespeare's contribution to the development of the English Language

(16 marks)

(b) Explain TWO practical aspects in which studying the unit History and Sociology of English is beneficial to you as a student of language

(4 marks)

SCHOOL OF HUMANITIES

DEPARTMENT OF LINGUISTICS AND LANGUAGES

Examination for Diploma in Education Arts - English/Literature (School - Based)

READING AND INTERPRETING LITERATURE ALT 0201

TIME ALLOWED: 2 HOURS

DATE:

INSTRUCTIONS

Answer Question ONE and any OTHER TWO questions

QUESTION ONE (COMPULSORY) - 30 MARKS

(a) Explain:

(i) the following reading styles

I Previewing

II Skimming

(6 marks)

(ii) the importance of reading in the student learning of the FIVE language skills

(10 marks)

(iii) THREE functions of language in literature

(6 marks)

(b) Read the poem below and answer the questions that follow:

I'M FEELING RATHER FULL TONIGHT

I'm feeling rather full tonight.
I couldn't eat another bite.
I couldn't eat half a bean,
Or even taste a tangerine.
I couldn't lick a lettuce leaf
Or bite the slightest bit of beef.
I couldn't polish off a pea
Or sip a single drop of tea
Or nibble on a nanogram
Of pickled ham or candied yam
Or lamb or clam or jam or Spam.
Yes, that's how truly full I am.
To even think of eating more
Would leave me lying on the floor
And surely make my stomach hurt
Unless, of course, you've got dessert.

QUESTIONS

- i) What does the poet say will happen if he continues to eat? (2 marks)
- ii) What is the surprise that the poem ends with? (2 marks)
- iii) The poet uses different ways to make the poem interesting. Give TWO examples showing this. (2 marks)
- vi) Suggest the purpose of the poem (2 marks)

QUESTION TWO (20 MARKS)

- (a) (i) Explain the term 'context' as used in literature (2 marks)
- (ii) With ample illustrations, describe how historical context influences literature in terms of
- I Style
 - II Structure or form
 - III Themes and settings (12 marks)
- (b) Using examples, illustrate the following literary styles
- (i) allegory
 - (ii) symbolism (6 marks)

QUESTION THREE (20 MARKS)

- (a) With the help of TWO examples for each, distinguish the following literary works:
- (i) Fiction
 - (ii) Nonfiction. (4 marks)
- (c) Explain the following divisions of prose using examples of texts studied in class:
- (i) novel
 - (ii) novella
 - (iii) short story
 - (iv) anecdote (8 marks)
- (d) 'The author is always a product of his time' - Roland Barthes, in *The Death of the Author*. Discuss your understanding of this statement. (8 marks)

QUESTION FOUR (20 MARKS)

(a) By citing relevant texts/examples explain the following terms:

(i) Epilogue

(ii) Epithet

(iii) Euphemism

(6 marks)

(b) Read the following poem and answer the questions that follow.

UNDER THE SAME SUN

By: Scorpions

I saw the morning
It was shattered by a gun
Heard a scream, saw him fall, no one cried
I saw a mother
She was praying for her son
Bring him back, let him live, don't let him die

Do you ever ask yourself
Is there a heaven in the sky
Why cant we get it right

cause we all live under the same sun
We all walk under the same moon
Then why, why cant we live as one

I saw the evening
Fading shadows one by one
We watch the lamb, lay down to the sacrifice
I saw the children
The children of the sun
How they wept, how they bled, how they died

Do you ever ask yourself
Is there a heaven in the sky
Why can't we stop the fight

cause we all live under the same sun
We all walk under the same moon
Then why, why can't we live as one

Sometimes I think I'm going mad
Were loosing all we had and no one seems to care
But in my heart it doesn't change
We've got to rearrange and bring our world some love
And does it really matter
If there's a heaven up above

We sure could use some love
cause we all live under the same sun
We all walk under the same moon
Then why, why can't we live as one
cause we all live under the same sky
We all look up at the same stars
then why, tell me why can't we live as one

Questions

- (b) (i) Suggest the background and the setting of the song (2 mark)
(ii) Identify the themes of the song (2 marks)
(iii) Suggest the meanings of the following symbols as used in the poem
I the morning
II evening
III lamb
IV children of the sun (4 marks)
(iv) Identify THREE poetic devices that have been employed in the song (6 marks)

QUESTION FIVE (20 MARKS)

By presenting practical steps, describe how as a secondary school teacher you would promote intensive and extensive reading through literature in English

(20 marks)