



MACHAKOS UNIVERSITY

University Examinations 2017/2018

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LINGUISTICS AND LANGUAGES

FIRST YEAR FIRST SEMESTER EXAMINATION FOR DIPLOMA IN EDUCATION
(ARTS)

ALT 0103: LANGUAGE USE IN LITERATURE

DATE: 11/12/2017

TIME: 8:30 – 10:30 AM

INSTRUCTIONS:

Answer Question ONE and any OTHER TWO

QUESTION ONE -30 MARKS (COMPULSORY)

(a) *Read the following passage carefully before you choose your answers to questions 1-9 that follow* (9 marks)

Now when I had mastered the language of this water and had come to know every trifling feature that bordered the great river as familiarly as I knew the letters of the alphabet, I had made a valuable acquisition. But I had lost something, too. I had lost something which could never be restored to me while I lived. All the grace, the beauty, the poetry had gone out of the majestic river! I still keep in mind a certain wonderful sunset which I witnessed when steam-boating was new to me. A broad expanse of the river was turned to blood; in the middle distance the red hue brightened into gold, through which a solitary log came floating, black and conspicuous; in one place a long, slanting mark lay sparkling upon the water; in another the surface was broken by boiling, tumbling rings, that were as many-tinted as an opal; where the ruddy flush was faintest, was a smooth spot that was covered with graceful circles and radiating lines, ever so delicately traced; the shore on our left was densely wooded, and the somber shadow that fell from this forest was broken in one place by a long, ruffled trail that shone like silver; and high above the forest wall a clean-stemmed dead tree waved a single leafy bough that glowed like a flame in the unobstructed splendor that was flowing from the sun. There were graceful curves, reflected images, woody heights, soft distances; and over the whole scene, far and near, the dissolving lights drifted steadily, enriching it, every passing moment, with new marvels of coloring.

I stood like one bewitched. I drank it in, in a speechless rapture. The world was new to me, and I had never seen anything like this at home. But as I have said, a day came when I began to cease from noting the glories and the charms which the moon and the sun and the twilight wrought upon the river's face; another day came when I ceased altogether to note them. Then, if that sunset scene had been repeated, I should have looked upon it without rapture, and should have commented upon it, inwardly, after this fashion: This sun means that we are going to have wind tomorrow; that floating log means that the river is rising, small thanks to it; that slanting mark on the water refers to a bluff reef which is going to kill somebody's steamboat one of these nights, if it keeps on stretching out like that; those tumbling "boils" show a dissolving bar and a changing channel there; the lines and circles in the slick water over yonder are a warning that that troublesome place is shoaling up dangerously; that silver streak in the shadow of the forest is the "break" from a new snag, and he has located himself in the very best place he could have found to fish for steamboats; that tall dead tree, with a single living branch, is not going to last long, and then how is a body ever going to get through this blind place at night without the friendly old landmark?

Questions

- (i) In context, "the language of this water" (lines 1-2) is best understood to mean the
 - a. indications of change in the motion of the river
 - b. signals of approaching riverboats
 - c. indicators of the fastest channels in the river
 - d. characteristics of life on the river
 - e. movement of fish and fowl along the current
- (ii) By learning the language of the river, the speaker gains
 - a. command of a riverboat, but loses the innocence of youth
 - b. pride in his profession, but loses a broader interest in the world
 - c. technical knowledge, but loses an appreciation of the river's beauty
 - d. awareness of the river's dangers, but loses a sense of confidence
 - e. assurance of his abilities, but loses respect for the river's might
- (iii) The statement "A broad expanse of the river was turned to blood" (lines 10-11) contains an example of
 - a. allegory
 - b. personification
 - c. simile
 - d. onomatopoeia
 - e. metaphor
- (iv) All of the following are found in the sentence in lines 10-25 ("A broad expanse . . . the sun") EXCEPT
 - a. similes
 - b. alliteration
 - c. an accumulation of clauses
 - d. regular rhythm
 - e. an abundance of adjectives
- (v) In line 20, "somber" is best interpreted to mean
 - a. serious
 - b. silent
 - c. calm
 - d. dull
 - e. dark

- (vi) In the second paragraph, the natural aspects of the river are viewed as
- impressions
 - signs
 - metaphors
 - allusions
 - speculations
- (vii) Which of the following best describes the relationship between the first paragraph and the second?
- The first paragraph is mainly concerned with aesthetic issues, and the second, with pragmatic ones.
 - The diction is sophisticated in the first paragraph and simple in the second.
 - The point of view in the first paragraph is mainly subjective; in the second, it is mostly objective.
 - The romantic tone of the first paragraph becomes rather arrogant in the second.
 - A question posed in the first paragraph is answered in the second.
- (viii) As used in lines 38 and 39, “should” is best interpreted to mean
- could
 - ought to
 - would
 - might
 - had to
- (ix) The passage primarily suggests that
- although the speaker loves the river, he must leave it in order to challenge himself
 - as the speaker becomes obsessed with the river, he increasingly fears and mistrusts it
 - as the speaker becomes more familiar with the river, his attitude toward it becomes more practical
 - when the speaker reflects on the past, he finds himself growing nostalgic
 - because the speaker is eager to improve his navigational skills, he is willing to abandon other pleasures
- (b) In the following poem, the speaker addresses the subject of desire. Read the poem carefully and then answer the question(s) that follow.

Thou Blind Man's Mark

Thou blind man's mark, thou fool's self-chosen snare,
Fond fancy's scum, and dregs of scattered thought;
Band of all evils, cradle of causeless care;
Thou web of will, whose end is never wrought;
Desire, desire! I have too dearly bought,
With price of mangled mind, thy worthless ware;
Too long, too long, asleep thou hast me brought,
Who should my mind to higher things prepare?
But yet in vain thou hast my ruin sought;
In vain thou madest me to vain things aspire;
In vain thou kindlest all thy smoky fire;
For virtue hath this better lesson taught -
Within myself to seek my only hire,
Desiring naught but how to kill desire.

By Sir Philip Sidney (1554-1586)

Question

Write a well-developed essay in which you analyze how the poetic devices used in the extract help to convey the speaker's complex attitude toward desire. (21 marks)

QUESTION TWO - 20 MARKS

Read the poem below and answer the questions that follow:

'You'

Uninvited, the thought of you stayed too late in my head,
so I went to bed, dreaming you hard, hard, woke with your name,
like tears, soft, salt, on my lips, the sound of its bright syllables
like a charm, like a spell.
Falling in love
is glamorous hell; the crouched, parched heart
like a tiger ready to kill; a flame's fierce licks under the skin.
Into my life, larger than life, beautiful, you strolled in.
I hid in my ordinary days, in the long grass of routine,
in my camouflage rooms. You sprawled in my gaze,
staring back from anyone's face, from the shape of a cloud,
from the pining, earth-struck moon which gapes at me
as I open the bedroom door. The curtains stir. There you are
on the bed, like a gift, like a touchable dream.

By Carol Ann Duffy

Question

Explore how the author presents the experience of falling in love in ‘You’ and make connections with one other poem from your collection.

You should consider author’s use of poetic and stylistic techniques and significant literary or other relevant contexts. (20 marks)

QUESTION THREE - 20 MARKS

“And after all, our surroundings influence our lives and characters as much as fate, destiny or any supernatural agency”-Pauline Hopkins, *Contending Forces*

Choose a novel or play in which cultural, physical or geographical surroundings shape psychological or moral traits in a character. Then write a well-organized essay in which you analyze how surroundings affect this character and illuminate the meaning of the work as a whole

QUESTION FOUR - 20 MARKS

- (a) With examples, explain the following literary devices
- (i) Alliteration
 - (ii) Assonance
 - (iii) Consonance
 - (vi) Rhyme
- (b) Read the poem below and answer the questions that follow

(8 marks)

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”- Barthes. With reference to a text of your choice, explain your understanding of the cited statement (10 marks)



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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LINGUISTICS AND LANGUAGES

**FIRST YEAR FIRST SEMESTER EXAMINATION FOR DIPLOMA IN EDUCATION
(ARTS)**

ALT 0101: NATURE AND FUNCTIONS OF LITERATURE

DATE: 5/12/2017

TIME: 8:30 – 10: 30 AM

INSTRUCTIONS:

Answer Question ONE and any OTHER TWO

QUESTION ONE (COMPULSORY) (30 MARKS)

- (a) Discuss the nature of literature (10 marks)
- (b) Explain why literature is grouped in genres (10 marks)
- (c) Explore the uses of literature in human societies (10 marks)

QUESTION TWO (20 MARKS)

Basing your answer on one of the plays you have studied show the characteristics that make drama interesting (20 marks)

QUESTION THREE (20 MARKS)

With relevant illustrations discuss the characteristics of the novel as a genre of literature. (20 marks)

QUESTION FOUR (20 MARKS)

Write an original poem in English and discuss the impressions you would expect it to form on the reader. (20 marks)

QUESTION FIVE (20 MARKS)

Using illustrations from a short story confirm the idea that a story should be about one major character, one main thematic concern and happening in a single location. (20 marks)



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FIRST YEAR FIRS SEMESTER EXAMINATION FOR DIPLOMA IN EDUCATION
(ARTS)

AEN 0103: HISTORY AND SOCIOLOGY OF ENGLISH

DATE: 4/12/2017

TIME: 2:00 – 4:00 PM

INSTRUCTIONS

Answer Question ONE and any OTHER TWO

QUESTION ONE (COMPULSORY) 30 MARKS

- (a) Name TWO
- (i) External factors that influenced the history of the English language
 - (ii) Changes in the history of the English language that do not seem to have been motivated by external factors (4 marks)
- (b) Justify the division of English language into Old, Middle, Early and Late Modern (12 marks)
- (c) Write the origin of the following words borrowed from other languages
- i. cigar, mosquito, tornado, cockroach _____
 - ii. participate, accommodate, global, collide _____
 - iii. mango, marmalade, veranda _____
 - iv. carnival, umbrella, piano, opera _____
 - v. favourite, police, soup, engage _____
- (10 marks)
- (d) Outline the extent to which studying History and Sociology of English is beneficial to you as a student of linguistics (4 marks)

QUESTION TWO - 20 MARKS

- (a) With two examples for each, explain the following Old English word formation processes
- derivation
 - compounding (10 marks)
- (b) Discuss the impact of Scandinavian loanwords on the vocabulary of English (10 marks)

QUESTION THREE - 20 MARKS

Comment on

- (a) the role of French (Anglo-Norman) in England in the 11th and 12th centuries, clearly distinguishing between spoken and written language
- (b) two date/events that are important – in one way or another for the linguistic situation (English versus French) in England during the Middle English period (after 1200)
- (20 marks)

QUESTION FOUR (20 MARKS)

Write (briefly) about

- (a) the development of Chancery English and its role in the standardization of English language (10 marks)
- (b) William Caxton's part in the standardization of English language (10 marks)

QUESTION FIVE (20 MARKS)

- (a) Discuss the linguistic features of the East African English (EAF_E) that makes it distinct from other varieties (10 marks)
- (b) With two examples for each, distinguish pidgin from Creole (8 marks)
- (c) Two of the following are not Shakespeare's works. Which are they?
- | | | | |
|-----------|---------------|----------------------------|-------------------|
| i. Hamlet | ii. King Lear | iii. Faerie Queen | vi. Taming of the |
| Shrew | v. Volpone | vi. Much Ado about Nothing | |
- (2 marks)



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DEPARTMENT OF LINGUISTICS AND LANGUAGES

**FIRST YEAR FIRST SEMESTER EXAMINATION FOR
DIPLOMA IN ELECTRICAL AND ELECTRONICS ENGINEERING**

DIPLOMA IN HOSPITALITY AND TOURISM MANAGEMENT

DIPLOMA IN BUILDING AND CIVIL ENGINEERING

DIPLOMA IN FASHION DESIGN AND MARKETING

DIPLOMA IN MECHANICAL ENGINEERING

DIPLOMA IN EDUCATION

DIPLOMA IN ACCOUNTANCY

DIPLOMA IN PROCUREMENT AND SUPPLY CHAIN MANAGEMENT

UCU 002: COMMUNICATION SKILLS

DATE: 4/12/2017

TIME: 8:30 – 10:30 AM

INSTRUCTIONS:

Answer Question ONE and any OTHER TWO

QUESTION ONE (COMPULSORY) 30 MARKS

- (a) Define the term 'communication' (2 marks)
- (b) Briefly state what we mean by the following terms
 - i. Message encoding
 - ii. Message decoding
 - iii. Feedback
 - iv. Noise
 - v. Channel (5 marks)
- (c) Give six characteristics of good speakers (6 marks)
- (d) Explain briefly what is involved in the following types of reading.
 - i. Scanning (2 marks)

- ii. Skimming (2 marks)
- iii. Light reading (2 marks)

- (e) State five types of reference sources found in a library (5 marks)
- (f) Outline three differences between listening and hearing (6 marks)

QUESTION TWO - 20 MARKS

Describe the essential steps in academic writing

QUESTION THREE - 20 MARKS

- (a) Give a good ordered explanation of seven levels of listening (14 marks)
- (b) Identify six barriers to effective listening (6 marks)

QUESTION FOUR - 20 MARKS

As a leader of an institution, you would wish to communicate to the workers on changes on their salaries which would be effected in three months' time. Write two internal memos to two groups of workers in the institution indicating a positive shift in their salary scales

QUESTION FIVE - 20 MARKS

- (a) Outline advantages of a study group (6 marks)
- (b) State and explain the activities one is supposed to carry out for effective studying (8 marks)
- (c) Highlight on how one is supposed to handle examination materials once placed on the table during examination period. (6 marks)