



MACHAKOS UNIVERSITY

University Examinations 2016/2017

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: 4/8/2017

TIME : 2:00 – 4:00 PM

INSTRUCTIONS:

Answer Question ONE and any Other Two Questions

QUESTION ONE (COMPULSORY) (30 MARKS)

- (a) Choose the best answer from the choices given:
- A repetition of sentences using the same structure.
 - Adage
 - Parallel Structure
 - Aphorism
 - Pastoral
 - A mild word or phrase which substitutes for another which would be undesirable because it is too direct, unpleasant, or offensive.
 - Euphemism
 - Genre
 - Point of View
 - Picaresque Novel

- iii. The use of angry and insulting language.
- A. Jargon
 - B. Invective
 - C. Malapropism
 - D. Mood
- iv. Pervasive irony created by a structural feature such as a naive protagonist whose viewpoint is consistently wrong, shared by neither author nor reader is known as this.
- A. Metonymy
 - B. Myth
 - C. Structural Irony
 - D. Satire
- v. A figure of speech wherein a comparison is made between two unlike quantities without the use of the words "like" or "as."
- A. Metaphor
 - B. Soliloquy
 - C. Simile
 - D. Analogy
- vi. A device in literature where an object represents an idea.
- A. Narrator
 - B. Parody
 - C. Symbolism
 - D. Theme
- vii. Unintentional use of an inappropriate word similar in sound to the appropriate word, often with humorous effect.
- A. Naturalism
 - B. Modernism
 - C. Malapropism
 - D. Postmodernism
- viii. Language that is native to people (as opposed to learned language) and is used as everyday speech.
- A. Jargon

- B. Verisimilitude
- C. Figure of Speech
- D. Vernacular

ix. Latin phrase for *in the middle of things*, meaning that a story begins in the middle of the plot, usually at an exciting part.

- A. In Medias Res
- B. Hamartia
- C. Hubris
- D. Literary Theory

x. A figure of speech which takes the form of a comparison between two unlike quantities for which a basis for comparison can be found, and which uses the words "like" or "as" in the comparison.

- A. Personification
- B. Simile
- C. Metaphor
- D. Point of View

(10 marks)

(b) Read the two poems below and then answer both part i) and ii) of the questions that follow.

A Broken Appointment by Thomas Hardy

You did not come,
And marching Time drew on, and wore me numb.
Yet less for loss of your dear presence there
Than that I thus found lacking in your make
That high compassion which can overbear
Reluctance for pure lovingkindness' sake
Grieved I, when, as the hope-hour stroked its sum,
You did not come.

You love not me,
And love alone can lend you loyalty;
– I know and knew it. But, unto the store
Of human deeds divine in all but name,
Was it not worth a little hour or more
To add yet this: Once you, a woman, came
To soothe a time-torn man; even though it be
You love not me.

The Breather by Billy Collins

Just as in the horror movies
when someone discovers that the phone calls
are coming from inside the house

so too, I realized
that our tender overlapping
has been taking place only inside me.

All that sweetness, the love and desire -
it's just been me dialing myself
then following the ringing to another room
to find no one on the line,
well, sometimes a little breathing
but more often than not, nothing.

To think that all this time -
which would include the boat rides,
the airport embraces, and all the drinks -
it's been only me and the two telephones,
the one on the wall in the kitchen
and the extension in the darkened guest room upstairs.

Questions

- i) Compare how the speakers in these poems express feelings of being let down in love.

You should consider:

- ideas and attitudes in each poem
- tone and atmosphere in each poem
- the effects of the language and structure used.

(12 marks)

AND

- ii) Explore in detail one other poem from your anthology which expresses doubt or uncertainty in relationships.

(8 marks)

QUESTION TWO (20 MARKS)

- (a) How does 'literary language' deviate from 'ordinary language'? Explain the deviations in detail. (10 marks)
- (b) Discuss the significance of 'linguistics' in the study of literature (10 marks)

QUESTION THREE - 20 MARKS

- (a) (i) Read the passage below and answer the question that follows

Our tragedy today is a general and universal physical fear so long sustained by now that we can even bear it. There are no longer problems with the spirit. There is only one question: When will I be blown up? Because of this, the young man or woman writing today has forgotten the problems of the human heart in conflict with itself which alone can make good writing because only that is worth writing about, worth the agony and the sweat.

He must learn them again. He must teach himself that the basest of all things is to be afraid; and teaching himself that, forget it forever, leaving no room in his workshop for anything but the old varieties and truths of the heart. Until he does so, he labours under curse. He write not of love but of lust, of defeats in which nobody loses anything of value, of victories without hope and, worst of all, without pity or compassion. His griefs grieve on no universal bones, leaving no scars. He writes not of the heart but of the glands.

Question

Analyze the linguistic features of the passage (15 marks)

(ii) How can a teacher of English use insights offered by the stylistic approach in the teaching of English literature (5 marks)

QUESTION FOUR - 20 MARKS

- (a) (i) With examples for each, distinguish between compound and complex sentence structures. (14 marks)
- (ii) Explain how the distinction in (a)(i) is relevant in the stylistic study of literature
- (b) With relevant examples differentiate 'content words' from 'function words' (6 marks)

QUESTION FIVE - 20 MARKS

- (a) With at least an example, explain the term 'periodic sentence structure' (4 marks)
- (b) Compare and contrast the concepts of 'linguistic competence' and 'linguistic performance' (8 marks)
- (c) Discuss the significance of 'silences' and 'pauses' in literature. (8 marks)



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DEPARTMENT OF LINGUISTICS AND LANGUAGES

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

ALT 0101: NATURE AND FUNCTIONS OF LITERATURE

DATE: 2/8/2017

TIME : 8:30 – 10:30 AM

INSTRUCTIONS:

Answer Question ONE and any OTHER TWO

QUESTION ONE (COMPULSORY) (30 MARKS)

- (a) State the functions of literature according to Horace (5 marks)
- (b) With appropriate examples, explain in detail, the following elements of literature:
 - (i) rhythm and metre
 - (ii) figurative language
 - (iii) sound patterns (15 marks)

- (c) Read the following poem and answer the question that follows

Father, when he passed on,
left dust
on a table of papers,
left debts and daughters,
a bedwetting grandson
named by the toss
of a coin after him,
a house that leaned
slowly through our growing
years on the best coconut
tree in the yard.
Being the burning type,
he burned properly
at the cremation.

Question

Analyze the poetic devices used in the extract.

(10 marks)

QUESTION TWO (20 MARKS)

- (a) Explain the term 'turn taking' and comment on its relevance in the study of drama. (10 marks)
- (b) Explain in detail, the narrative strategies used in fiction (10 marks)

QUESTION THREE (20 MARKS)

- a) With reference to a text you are familiar with, discuss the constituent parts of a novel. (12 marks)
- b) By making reference to a novel you have studied, draw a distinction between round and flat characters. (8 marks)

QUESTION FOUR (20 MARKS)

With regard to at least one text, explain how

- (a) literary works both reflect and challenge the spirit of the times in which they were written
(10 marks)
- (b) The characters are representational of the people from the time and place in which they were written
(10 marks)

QUESTION FIVE (20 MARKS)

- (a) It is often said that ‘literature is a voice for social commentary’.
 - (i) Do you agree, or disagree with this statement? (1 mark)
 - (ii) Support your position in (a)(i) by making reference to a text you are familiar with
(9 marks)
- (b) By making reference to a text, explain the extent to which meaning of a literary work can change over time
(10 marks)



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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LINGUISTICS AND LANGUAGES

**FIRST YEAR APRIL SESSION EXAMINATION FOR DIPLOMA IN EDUCATION
(ARTS)**

ALT 0102: LITERATURE AND SOCIETY

DATE: SCHOOLBASED

TIME :

INSTRUCTIONS:

Answer Question ONE and any Other TWO

QUESTION ONE (30 MARKS)

- (a) Choose the best answer from the choices given:
- i) The doctrine of ideas was propounded by
 - a. Longinus
 - b. Plato
 - c. Aristotle
 - d. Horace
 - ii) Mimesis means
 - a. Imitation
 - b. Explanation
 - c. Justification
 - d. Imagination

- iii) Which of the following theories of Aristotle is considered as a reply to Plato's charge against tragedy that it devitalises human emotions
- a. Katharsis
 - b. Hamartia
 - c. Spondaios
 - d. Anagnorisis
- iv) The authors of the essays "Affective Fallacy" and "Intentional Fallacy" are
- a. William Wimsatt and Monroe Beardsley
 - b. William Wimsatt and Cleanth Brooks
 - c. Cleanth Brooks and Monroe Beardsley
 - d. Rene Wellek and William Wimsatt
- v) The term 'purple patch' was introduced by _____
- a. Longinus
 - b. Horace
 - c. Aristotle
 - d. Sidney
- vi) Coleridge's chief contribution to literary criticism is
- a. Lectures on Shakespeare and Milton
 - b. Criticism on Wordsworth
 - c. Biographia Literaria
 - d. Lectures on the poets of the 17th Century
- vii) T S Eliot described himself as a classicist in literature, a royalist in politics and an Anglo- Catholic in religion in his book
- a. After Strange Gods
 - b. For Lancelot Andrews
 - c. Sacred Wood
 - d. The Use of Poetry and the Use of Criticism
- viii) Identify the TRUE statement about the New Critics in the following statements:
- a. They did not give much importance to the linguistic aspect of poems.
 - b. They believed that a single and best interpretation was possible for any poem.
 - c. They valued a literary work most for its moral principles and thematic unity.
 - d. They were anti-historical and believed that a critic should never go into history.

- ix. Which of the following statements is FALSE?
- Both Russian formalism and New Criticism shared the ideology of Kant's Critique of Judgement.
 - New Critics kept art and life separate while Russian formalists explored the relation between the two.
 - Russian formalism was the earliest attempt to study literature on a scientific footing by focusing on the literary material.
 - Both Russian formalists and New Critics believed that the uniqueness of literature lay in its language.
- x. Say which of the following statement is TRUE?
- Structuralism attempts to interpret what an individual text means.
 - Structuralism acknowledge the importance of the author.
 - Structuralism is concerned with how meanings are created.
 - Structuralism makes an attempt to decide whether a work is good or bad.

(10 marks)

- (b) Discuss the responsibilities, i.e. the social role, of the literary critic in terms of three of the following four: society, the author, the text, and "language." In the course of your answer, situate your position using three theorists, one from each of your Literary Theory lists.

(10 marks)

- (c) Using any of the theoretical approaches you think most appropriate, attempt an analysis of ONE of the following

EITHER

- (i)
- What is freedom? – Ye can tell
 That which Slavery is too well,
 For its very name has grown
 To an echo of your own.
 'Tis to work, and have such pay
 As just keeps life from day to day
 In you limbs, as in a cell,
 For the tyrants' use to dwell
 So ye for them are made
 Loom and plough, and sword and spade –

With or without your own will bent
To their defence and nourishment
(from: *The Mask of Anarchy* by Shelley)

OR

(ii) They're lying; lying all of them:
he never loved his shadow.
He saw it was another self
and tried to wring its neck.
Not love but murder on his mind,
he grappled with the other man
inside the lucid stream.
Only the surface broke.
Unblinking eyes
came swimming back in view

At last he knew
he never would
destroy the other self
And knowing made him shrink.
He shrank into a yellow-bellied flower
(*Narcissus* by Mervyn Morris)

(10 marks)

QUESTION TWO (20 MARKS)

- (a) Explain the meaning and relevance of the following terms commonly used in literature:
- | | | |
|-------|-----------------------|-----------|
| (i) | Literary theory | (2 marks) |
| (ii) | Theoretical criticism | (2 marks) |
| (iii) | Practical criticism | (2 marks) |

- (b) Imagine you are giving a 20-minute lecture before a diploma in linguistics audience. The topic: “Structuralism and Poststructuralism - Inside and Outside the Classroom.” The goal of the lecture would be to describe the two models of analysis in terms that your students would comprehend. You would have to show clearly what structuralism is, talk about its major concepts, and explain how poststructuralism both carries on the structural model and critiques it. Also, you must use a literary example to show how “it works”: that is, pick a text from your 20th-century African or East African list and analyze it along structural and poststructural lines. Finally, incorporate at least four of the following seven critics into your “lecture” (that is, into your answer to this question): Lévi-Strauss, de Man, Barthes, Derrida, Foucault, Deleuze, and Guattari. (14 marks)

QUESTION THREE (20 MARKS)

- (a) State some of the qualities of a good literary critic (5 marks)
- (b) Here is a list of authors: Freud, Benjamin, Lacan, Lyotard, Vizenor, Said, Bhabha, and Appadurai. Using at least THREE of them, discuss the distinction between modernism and post modernism in 20th-century theory largely defined. Describe the critics’ position carefully and identify the distinctions, the fault lines, and the overlaps. Finally, pick one literary work of your choice to illustrate a modern vs. a postmodern understanding of literary discourse. If the chosen example is medieval, then you need to make a case for the usefulness of this dichotomy in medieval scholarship. (15 marks)

QUESTION FOUR (20 MARKS)

- (a) State briefly the basic assumptions that govern the introduction of each of the following approaches into the field of literary criticism:
- (i) The New Criticism. (3 marks)
 - (ii) The Historical-biographical Approach. (3 marks)
 - (iii) The Moral-philosophical Approach (3 marks)
- (b) (i) Define the term ‘semiotics’ (2 marks)
- (ii) Explain how language shapes how we understand the world according to Barthes (3 marks)
- (c) Explain how the feminist theory critiques standard modes of male-dominated political, social, and cultural powers (6 marks)

QUESTION FIVE (20 MARKS)

- (a) Discuss the basic assumptions of Deconstruction with regard to language. (8 marks)
- (b) Show how Reader-Response Theory places the reader above the text in the study of writing. (4 marks)
- (c) In *Death of a Discipline*, Gayatri Spivak argues for “gender as a general critical instrument rather than something to be factored in special cases.” With the help of at least a theorist and a literary author, discuss ways in which gender is or is not central to contemporary postcolonial studies. What would/does it mean to think of gender in the way Spivak suggests? (8 marks)



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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LINGUISTICS AND LANGUAGES

**FIRST YEAR FIRST/SECOND SEMESTER EXAMINATION FOR DIPLOMA IN
EDUCATION**

UCU 002: COMMUNICATION SKILLS

DATE: 25/7/2017

TIME : 2:00 – 4:00 PM

INSTRUCTIONS:

Answer question ONE and any other TWO questions.

QUESTION ONE (COMPULSORY) (30 MARKS)

- (a)
 - (i) Define the term 'communication' (2 marks)
 - (ii) Describe the process of communication, indicating clearly the role of each constituent element (7 marks)
 - (iii) Illustrate using relevant examples how a communication goal is achieved during the process of communication. (6 marks)
- (b) Read the following passage and answer the questions that follow it.

Getting Along with Nature

The defenders of nature and wilderness - like their enemies the defenders of the industrial economy - sometimes sound as if the natural and the human were two separate estates, radically different and radically divided. The defenders of nature and wilderness sometimes seem to feel that they must oppose any human encroachment whatsoever, just as the industrialists often apparently feel that they must make the human encroachment

absolute or, as they say, “complete the conquest of nature”. But there is danger in this opposition, and it can be best dealt with by realizing that these pure and separate categories are pure ideas and do not otherwise exist.

Pure nature, anyhow, is not good for humans to live in, and humans do not want to live in it - or not for very long. Any exposure to the elements that lasts more than a few hours will remind us of the desirability of the basic human amenities: clothing, shelter, cooked food, the company of kinfolk and friends - perhaps even of hot baths and music and books.

It is equally true that a condition that is purely human is not good for people to live in, and people do not want to live for very long in it. Obviously, the more artificial a human environment becomes, the more the word “natural” becomes a term of value. It can be argued, indeed, that the conservation movement, as we know it today, is largely a product of the industrial revolution. The people who want clean air, clear streams, and wild forests, prairies and deserts are the people who no longer have them.

People cannot live apart from nature; that is the first principle of the conservationists. And yet, people cannot live in nature without changing it. But this is true of all creatures; they depend upon nature, and they change it. What we call nature is, in a sense, the sum of the changes made by all the various creatures and natural forces in their intricate actions and influences upon each other and upon their places. Because of the woodpeckers, nature is different from what it would be without them. It is different also because of the borers and ants that live in tree trunks and because of the bacteria that live in the soil under the trees. The making of these differences is the making of the world.

Some of the changes made by wild creatures we would call beneficent: beavers are famous for making ponds that turn into fertile meadows; trees and prairie grasses build soil. But sometimes, too, we would call natural changes destructive.

According to early witnesses, for instance, large areas around Kentucky salt licks were severely trampled and eroded by the great herds of hoofed animals that gathered there.

The buffalo “streets” through hilly country were so hollowed out by hoof wear and erosion that they remain visible almost two centuries after the disappearance of the buffalo. And so it can hardly be expected that humans would not change nature.

QUESTIONS

- (i) Explain the term ‘conservationists’ using your own words. (3 marks)
- (ii) Identify the contradiction in paragraph one. (3 marks)
- (iii) Which other word from the passage has the same meaning as nature from paragraph one? (3 marks)
- (iv) Which is the key point of this passage? (3 marks)
- (v) Identify two key words used by the author to show that change is a positive as well as a negative process. (3 marks)

QUESTION TWO (20 MARKS)

Listening is not a passive but an active process. Show clearly what an effective listener (student) does in order to be actively engaged in the listening process. (20 marks)

QUESTION THREE (20 MARKS)

Write five paragraphs on the topic “How to slow the aging process” (20 marks)

QUESTION FOUR (20 MARKS)

Carol is in her second year of study at Machakos University. She has received an academic warning due to her low grades in almost all subjects. She comes to you for advice on how she can be a more effective student. Under each of the following, write five tips for Carol to help her improve her grades.

- (i) Time management
- (ii) Forming a study group
- (iii) Organizing study materials
- (iv) Preparing for examinations.

QUESTION FIVE (20 MARKS)

- (a) Explain three barriers to communication. (6 marks)
- (b) Enlist the advantages and disadvantages of verbal communication. (7 marks)
- (c) Outline the essential points to keep in mind while giving an oral presentation. (7 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

AEN 0103: HISTORY AND SOCIOLOGY OF ENGLISH

DATE: 27/7/2017

TIME : 8:30 – 10:30 AM

INSTRUCTIONS:

Answer question ONE and any other TWO questions.

QUESTION ONE (COMPULSORY) (30 MARKS)

- (a) (i) Name three features that distinguish Germanic from the other Indo-European languages (6 marks)
- (ii) Comment on two modern, living Celtic languages (4 marks)
- (b) Justify the division of English into Old, Middle, Early and Late Modern (12 marks)
- (c) Explain the importance of History of English Language to a student of linguistics (8 marks)

QUESTION TWO (20 MARKS)

- (a) What is meant by the term 'lexical diffusion'? Illustrate your definition with an example (4 marks)
- (b) Characterize Latin loanwords in English borrowed
 - (i) on the continent
 - (ii) after the Christianization of Anglo-Saxon England (6 marks)
- (c) Explain the significance of journalism to the development of English Language (10 marks)

QUESTION THREE (20 MARKS)

- (a) Discuss differences between British English and American English in the aspects below.
 - i) Pronunciation (4 marks)
 - ii) Vocabulary (4 marks)
 - iii) Grammar (4 marks)
- (b) Explain the contribution(s) of the following to the development of the English Language:
 - i) William Shakespeare and
 - ii) the King James Bible. (8 marks)

QUESTION FOUR (20 MARKS)

- (a)
 - (i) Explain three characteristics of a standard variety of language. (6 marks)
 - (ii) Discuss 'rhotic' versus 'non-rhotic' varieties of English from a historical point of view (6 marks)
- (b) Write briefly about the development of Chancery English and its role in the standardization of English (6 marks)
- (c) Briefly sketch the history of how English arrived in America
- (d) What is meant by the term 'koinisation' (2 marks)

QUESTION FIVE (20 MARKS)

- (a)
 - (i) Distinguish pidgin from creole (4 marks)
 - (ii) Name two pidgin languages in Kenya (2 marks)
- (b) Explain malapropism. Illustrate with an example (4 marks)
- (c) Discuss the linguistic features of the East African English (EAFE) that makes it distinct from other varieties. (10 marks)



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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LINGUISTICS AND LANGUAGES

FIRST YEAR APRIL SESSION EXAMINATION FOR DIPLOMA IN EDUCATION

AEN 0202: ENGLISH VOCABULARY AND SOUND SYSTEMS

DATE: SCHOOLBASED

TIME :

INSTRUCTIONS:

Answer question ONE and any other TWO questions

QUESTION ONE (COMPULSORY) (30 MARKS)

- (a) Explain and illustrate how the following terms used in deriving the vocabulary of English.
- i) Eponyms
 - ii) Calquing
 - iii) neologism (6 marks)
- (b) Identify the principle of word formation which is associated with the following words:
- i) landlord
 - ii) advertisement
 - iii) babysit
- c) i) What are monophthongs in the sounds of English? Illustrate your answer. (5 marks)
- ii) Using appropriate illustrations, show the occurrence of the following vowel sounds in English. /ʊ/, /e/, /u:/ (6 marks)
- d) i) With examples, differentiate the open class from the closed word class in English. (4 marks)
- ii) Explain three reasons why languages change. (6 marks)

QUESTION TWO (20 MARKS)

- a) In what way is a word associated with the following kinds of information:
- i) semantic information (3 marks)
 - ii) Pragmatic information (3 marks)
 - iii) syntactic information (3 marks)
 - iv) morphological information (3 marks)
- b) Determine the consonant clusters in the following words:
- i) election
 - ii) climber
 - iii) number
- c) What are abutting consonants? Illustrate your answer. (5 marks)

QUESTION THREE (20 MARKS)

Explain the unique features of Kenyan English in terms of:

- a) grammar (5 marks)
- b) syntax (5 marks)
- c) phonology (5 marks)
- d) vocabulary (5 marks)

QUESTION FOUR (20 MARKS)

‘Word borrowing has contributed immensely in the development of English vocabulary’. Using relevant examples, justify this statement. (20 marks)

QUESTION FIVE (20 MARKS)

- a)
 - i) What is standardisation of vocabulary? (6 marks)
 - ii) How did standardization affect the vocabulary of English. (4 marks)
- b) Differentiate RP English from Inner City English (10 marks)



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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LINGUISTICS AND LANGUAGES

FIRST YEAR APRIL SESSION EXAMINATION FOR DIPLOMA IN EDUCATION

AEN 0102: INTRODUCTION TO PHONETICS AND PHONOLOGY

DATE: SCHOOL BASED

TIME :

INSTRUCTIONS:

Answer question ONE and any other TWO questions.

QUESTION ONE (COMPULSORY) (30 MARKS)

- (a) Differentiate between phonetics and phonology (4 marks)
- (b) Discuss the three types of air stream mechanisms (6 marks)
- (c) Distinguish between active and passive articulators in phonetics (6 marks)
- (d) Give a full description of English triphthongs (6 marks)
- (e) Give proper description of the following consonant sounds
 - i. /t/
 - ii. /m/
 - iii. /r/
 - iv. /tʃ/ (6 marks)
- (g) Define the term complementary distribution (2 marks)

QUESTION TWO (20 MARKS)

Explain how the following phonological processes take place

- (i) Elision
- (ii) Metathesis
- (iii) Palatalization
- (iv) Labialization
- (v) Nasalization (20 marks)

QUESTION THREE (20 MARKS)

Demonstrate how the following positions help in vowel modification

- | | | |
|-------|-----------------|------------|
| (i) | Tongue height | (12 marks) |
| (ii) | Tongue position | (4 marks) |
| (iii) | Lip shape | (4 marks) |

QUESTION FOUR (20 MARKS)

Discuss the states of the glottis in sound production (20 marks)

QUESTION FIVE (20 MARKS)

Explain how the following systems work in phonetics

- | | | |
|-------|-------------------------|-----------|
| (i) | Respiratory system | (6 marks) |
| (ii) | The phonatory system | (8 marks) |
| (iii) | The articulatory system | (6 marks) |