

UNIVERSITY OF SWAZILAND

FACULTY OF HUMANITIES

AND

THE INSTITUTE OF DISTANCE EDUCATION

MAIN EXAMINATION

2007

TITLE OF PAPER: GRAMMAR 11: PHRASES AND CLAUSES

COURSE CODE: ENG201

TIME ALLOWED: TWO HOURS

INSTRUCTIONS:

- 1. ANSWER TWO QUESTIONS**
- 2. ANSWER QUESTION 1 AND ONE OTHER QUESTION**
- 3. CREDIT WILL BE GIVEN FOR GOOD ENGLISH, ORDERLY PRESENTATION AND ORIGINAL EXAMPLES**

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QUESTION 1: COMPULSORY

(40)

A: GRAMMATICAL/FUNCTIONAL RELATIONS

1. State the relation of the bolded constituents. Use at least one constituent test to prove that the bolded is a constituent structure. (8)
 - a. **That he had even asked her** made her angry
 - b. She hated **what he asked her**.
 - c. He found fault in **what she did**.
 - d. The fact **that he had asked** angered her.
2. Draw trees for the following sentences and state the phrase structure rules. (4)
 - a. John read the book quickly on Friday
 - b. A tree may fall on the roof.
 - c. I have a dog with a long tail
 - d. A tall woman and a man claimed that they would do the heavy work

D: AMBIGUITY

1. Each of the following utterances is ambiguous. Paraphrase for each ^{of} the two meanings. State also the type of ambiguity (structural, semantic, word sense, categorical ellipsis, referential etc) (12)

- a) Themba can not bring a salad.
- b) Terry loves his wife and so do I.
- c) unusually tall or ambitious
- d) no smoking section available
- e) The man and the woman on the bus waved to each other
- f) Everyone doesn't like chocolate

E: MISPLACED/DANGLING MODIFICATION

- a) Correct the following sentences which have dangling modifiers (4)
 - a. She bought an outfit for her sister from Mbabane
 - b. I watched him frequently walk around the park
 - c. After looking out the window for hours, the storm passed
 - d. While driving down the street, the car stalled.
- b) Read the following extracts from a news item from one of the local newspapers. Examine the underlined parts and explain how they potentially could lead to lack of clarity.
 - a. *'You'll go down first before we are fired' were the words of some Customs employees after a colleague exposed their illicit activities, which saw government losing millions of Emalangeni through their graft. Meanwhile, the said employees are enjoying their monthly salaries which have been unaffected, despite having admitted to having swindled government of the money before an inquiry' (Times, July, 2006) (5)*

- c) Much has been observed regarding the proper use of syntactic structures by journalists of the local media. Conduct a critical analysis of the following news article which was published in one of the local dailies. Based on your understanding of the proper use of phrases and clauses, critically analyse this article showing how it can be improved and cleared of some of its ambiguities. (7)

MANZINI - An 18-year-old kombi driver has been arrested for assaulting a customer by head-butting him for intervening in a fight between the kombi driver and a bus driver at the Manzini Bus Rank.

Musa Dlamini of Ngculwini yesterday appeared before the National Court where he was found guilty sentenced to eight months in prison with a fine option of E160.

Slapped

Musa also slapped Gift Dlamini five times on his face in full view of members of the public at the bus rank.

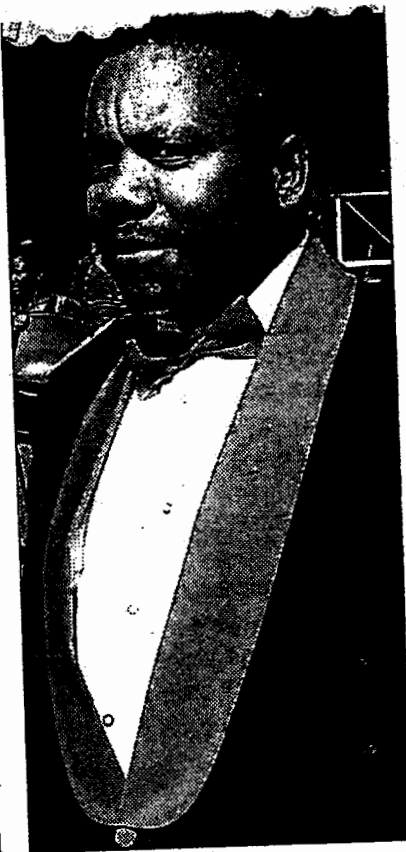
The incident happened on Saturday, January 13, 2007.

According to Gift, he had just boarded the Maphangela Bus Service, which was in the process of leaving the bus rank when the fight started.

Gift said Musa started an argument with the bus driver, which led to the passengers being delayed.

"I tried to stop the fight but Musa head-butted me and I started bleeding profusely," Gift said.

It did not end there according to Gift, as he was also punched and slapped several times.



Police PRO Superintendent Vusi Masuku... the matter was reported to the police.

The matter was reported to the police who are stationed at the bus rank and Musa was subsequently arrested and charged with assault.

Gift said he intervened in the heated argument because he was worried about the time factor as the bus was being delayed.

Phonology

What else could there be to say about the sounds of speech? Quite a lot. Language isn't just in the mouth or ears, but also in the brain. When we turn from analyzing the physical aspects of speech sounds to studying their cognitive organization, we move from phonetics to phonology. Phonology can never be completely divorced from phonetics, since sound patterns can never be completely separated from how they are produced and heard, and production and perception are always influenced by the overarching linguistic organization.

All human beings have basically the same structures in their vocal tracts and in their ears. So why are languages so different? To some extent, it is because they use different sounds from the repertoire of possible human vocal tract noises. Arabic uses pharyngeal and uvular fricatives, while English does not. French selects front round vowels (such as [y] and [œ]), English selects lax high vowels ([ɪ] and [ʊ]), and Spanish sticks to basic [i, e, a, o, u]. Thus, to some extent, learning to speak a new language is about learning to make new sounds.

But there's more to it than that. Languages differ not only in the sounds they use, but in how they organize those sounds into patterns. Consider, for example, the voiced obstruents of English and Spanish.

QUESTION 2

- a) What are the main difference between a clause and a phrases? (5)
- b) Read the following passage and extract ten different phrases and/or clauses, state the type and function. (15)

QUESTION 3 (USE THE ANSWER SHEET THAT'S PROVIDED)

A. Identify the underlined as either phrases or clauses, name the type of phrase or clause

1. Once upon a time -- of all the good days in the year, on Christmas Eve -- old Scrooge sat busy in his counting-house.
2. The fog came pouring in / at every chink and keyhole, and was so dense without, that although the court was of the narrowest, the houses opposite were mere phantoms.
3. To see the dingy cloud come drooping down, obscuring everything, one might have thought that Nature lived hard by, and was brewing on a large scale.
4. The door of Scrooge's counting-house was open that he might keep his eye upon his clerk, who in a dismal little cell beyond, a sort of tank, was copying letters. Scrooge had a very small fire, but the clerk's fire was so very much smaller that it looked like one coal.
5. But he couldn't replenish it, for Scrooge kept the coal-box in his own room; and so surely as the clerk came in with the shovel, the master predicted that it would be necessary for them to part.
6. Wherefore the clerk put on his white comforter, and tried to warm himself at the candle; in which effort, not being a man of a strong imagination, he failed

B. Identify the bolded words as participles, gerunds, or part of a verb.

1. Here, the **flickering** of the blaze showed preparations for a cozy dinner, with hot plates **baking** through and through before the fire, and deep red curtains, ready to be drawn to shut out cold and darkness.
2. Down in the west the **setting** sun had left a streak of fiery red, which glared upon the desolation for an instant, like a sullen eye, and **frowning** lower, lower, lower yet, was lost in the thick gloom of darkest night.
3. **Passing** through the wall of mud and stone, they found a cheerful company assembled round a glowing fire.
4. This idea **taking** full possession of his mind, he got up softly and shuffled in his slippers to the door.
5. He had so heated himself with rapid **walking** in the fog and frost, this nephew of Scrooge's that he was all in a glow.
6. "A poor excuse for **picking** a man's pocket every twenty-fifth of December!"
7. There were great, round, pot-bellied baskets of chestnuts, **shaped** like the waistcoats of jolly old gentlemen, **lolling** at the doors, and **tumbling** out into the street in their apoplectic opulence.
8. The very gold and silver fish, **set** forth among these choice fruits in a bowl, went **gasping** round and round their little world in slow and passionless excitement.
9. And see his good deeds **springing** from the wound, to sow the world with life immortal!

10. Bob served it out with **beaming** looks, while the chestnuts on the fire sputtered and cracked noisily.
11. The very lamplighter, who ran on before, **dotting** the dusky street with specks of light, and who was dressed to spend the evening somewhere, laughed out loudly as the Spirit passed.
12. **Sitting** in among the wares he dealt in, by a charcoal stove, made of old bricks, was a gray-haired rascal.
13. Not a latent echo in the house, not a squeak and scuffle from the mice behind the paneling, not a drip from the half-thawed water-spout in the dull yard behind, not a sigh among the leafless boughs of one despondent poplar, not the idle **swinging** of an empty store-house door, no, not a **clicking** in the fire, but fell upon the heart of Scrooge with a **softening** influence, and gave a freer passage to his tears.

QUESTION 4

Give a concise discussion of syntax, explaining how this aspect of language analysis works and its importance in one's understanding of a language.