

# UNIVERSITY OF SWAZILAND

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

SUPPLEMENTARY EXAMINATION

JULY 2012

- TITLE OF PAPER:** GRAMMAR III: CLAUSE COMBINING AND TEXT CREATION.
- COURSE CODE:** ENG 301/IDE-ENG 301
- TIME ALLOWED:** TWO (2) HOURS
- INSTRUCTIONS:**
1. THIS PAPER HAS FOUR (4) QUESTIONS.
  2. ANSWER **TWO** (2) QUESTIONS ONLY.  
QUESTION **ONE** (1) IS COMPULSORY, AND IS WORTH **40** MARKS.
  3. CHOOSE THE SECOND QUESTION FROM QUESTIONS 2 TO QUESTION 4. THESE ARE WORTH **20** MARKS EACH.
  4. PROPER USE OF LANGUAGE AND LINGUISTIC CONVENTIONS ARE A REQUIREMENT.

**This paper should not be opened until permission has been granted by the invigilator.**

**Question 1 (Compulsory)**

- a) Distinguish between compound and complex sentences in English.  
(10marks)
- b) Explain how pre-modification and post-modification are essential in making the simple sentence in English complex.  
(15marks)
- c) Explain why clause elements are important in the creation of the simple sentence in English.  
(15 marks)

**[40marks]**

**Question 2**

The simple sentence in English is a very complex structure. How far do you agree with this statement?

**[20 marks]**

**Question 3**

Discuss in detail the distinction between cohesion and coherence. Your discussion should reflect knowledge of cohesive devices and aspects of linguistic structure that enable information to be presented sequentially in text.

**[20 marks]**

**Question 4**

What do you understand by the following?

- a) Elaboration and extension (10)
- b) Theme and focus (10)

Use relevant examples to illustrate your answer.

**[20 marks]**

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UNIVERSITY OF SWAZILAND

FINAL EXAMINATION

2012

TITLE OF PAPER

COMPOSITION, WRITING AND STYLISTICS

COURSE NUMBER

ENG302/IDE-ENG302

TIME ALLOWED

2 HOURS

**INSTRUCTIONS:**

Answer three (3) questions. Question one (1) is compulsory. Each question counts for a total of 20 marks.

Do not write any answer on the examination paper.

Write all your answers in the booklets provided.

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1. "If one writes without considering the audience, then there is a risk of communicating with oneself." For written communication to be effective, what techniques should a writer employ in order to capture the audience's interest and attention? Give appropriate examples. (20 marks)
  
2. A student wrote the following draft for a course called American Government. The assignment was to present a situation in which legislation designed to protect the rights of one group necessarily infringes on the rights of another. The material focuses on the essential features of the controversy, but the draft's effectiveness is diminished by errors in the use of language. Read through the draft. Then, choose 10 of the 11 highlighted errors, name, define and correct them.  
 For example: in a text, a writer has used the following sentence: I happily dealt with him as he was straight as an arrow.  
 Error: the writer used a cliché.  
 Definition: a cliché is an overused, worn-out expression that has lost its capacity to communicate effectively.  
 Possible correction: I happily dealt with him as he was a morally upright person.  
 (20 marks)

**Draft:** In 1961, Great Britain's Royal College of Physicians issued a report that served as a *major downer* for the tobacco industry worldwide. The report said that medical researchers had found that smoking was directly related to health problems. The Report of the US Surgeon General confirmed those findings nine years later, and the US Congress *embarked on a policy of disallowing* cigarette advertising on television. Then, in the late 1980s, *a whole lot* was widely known about the bad effects of smoking on smokers and nonsmokers alike. Advocates of a smoke-free environment began *to get their feet wet and rushed into battle*. "Clean air" ordinances, "smoke-free" work zones, and smoking bans on some airplane flights resulted.

These regulations have upset a vocal minority of smokers, who say that bans constitute "unfair discrimination". *Sometimes actions speak louder than words*. Before fines were legislated by the federal government, *stewardesses and stewards* on one airline found themselves physically grappling *with selfish, unreasonable passengers who acted like pigs* by insisting on lighting up during a nonsmoking flight. Before nonsmoking regulations went into effect at most restaurants across the nation, some dining establishments *experienced an exodus of patrons* to restaurants in nearby communities that had no smoking prohibitions. The days of being able to *grab a smoke* at any place and time seem to be over for smokers. Still, exchanging *gripes* is likely to continue between smokers and nonsmokers.

3. Define text. Give reasons why text is said to be a product of society (20 marks)
  
4. Write brief notes on the following:
  - a. Contrastive rhetoric (5 marks)
  - b. Discourse community (5 marks)

- c. Writing as a secondary skill (5 marks)
  - d. Using appropriate language (5 marks)
5. A. What is stylistics? What are the aims of stylistic analysis? (10 marks)  
B. Explain the following terms. Do not forget to give an example of each concept (10 marks)
- a. metaphor
  - b. simile
  - c. tautology
  - d. oxymoron
  - e. hyperbole
6. "Use language clearly, vividly and appropriately" are guidelines given to all prospective writers. Explain why and how this is important to you as a writer. (20 marks)
7. Read the passage below and answer the questions that follow:

"The Sick Rose" – William Blake

O Rose, thou art sick!  
The invisible worm  
That flies in the night  
In the howling storm

Has found out thy bed  
Of crimson joy  
And his dark secret love  
Does thy life destroy.

- a. What type of text is this? (2 marks)
- b. Cite at least two graphological markers that support your judgment in (a) above. (5 marks)
- c. What is the significance of line-initial capitals in the above text? (4 marks)
- d. Comment on the metaphorical use in line 1. (5 marks)
- e. Pick other metaphorical usages in the text. (4 marks)