

**UNIVERSITY OF SWAZILAND****DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE****FIRST SEMESTER EXAMINATION****DECEMBER 2013**

**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. Question 1 is compulsory, and it is worth 30 marks.**
- 3. Choose one other question from questions 2 to 4.  
Each question is worth 20 marks**
- 4. Appropriate use of English and linguistic conventions  
is essential in this paper.**

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

**Question 1**

a) Discuss in detail how coordination is used in text creation. Your answer should show the use of coordination at phrase and clause levels.

(20 marks)

b) Write the sentence type of the following statements, and give one reason for your answer:

- (i) The team won the game although the key players were out on injury.
- (ii) This student was not in class most of the time because of sickness, yet she passed very well.
- (iii) My brother may be a very poor man, but he is very honest.
- (iv) Although they wanted to promote him at work.
- (v) As they were walking past the shops a boy came running towards their direction two men were at his heels.

(10 marks)

[30 marks]

**Question 2**

Distinguish between complex sentences and compound sentences in English. Your discussion should clearly show their difference in structure and function.

[20 marks]

**Question 3**

What do you understand by the following processes we use in text creation?

a) Subordination

b) Apposition

c) Parataxis and hypotaxis

d) Substitution

e) Synonymy

[20 marks]

**Question 4**

Read the passage below and identify ten grammatical structures that have functioned as cohesive devices in this text.

- Write the paragraph where the device has been used, then write the device and the function of the device in that context.
- Pick a cohesive device once since it may appear more than once in the text.

**Five steps to becoming a calmer parent**

1. Parental stress has shot up in recent years. In many families, both parents work, which means they have less time to spend with their kids, and chores take place over weekends. This is not a problem per se, except parents have allowed this 'busy-ness' to creep into their minds as well. Even when they are with their children, parents tend to be elsewhere in their minds. As a result, parents lose their 'cool' easily.
2. Children learn how to behave by watching their parents. The most important thing for parents is to stay calm and not despair. When a stressful situation arises, a parent may start using small practical steps to control the situation. Most parents for example are familiar with the concept of sending a child to their room to calm down, but it may be more helpful to have parental time-outs too. Removing yourself from a situation will

often make the solution to the problem clear, or the problem will resolve itself while you are away.

3. Parents need to know the difference between reacting and responding to a stressful situation. A reaction occurs instinctively, without much thought. A response, on the other hand, occurs when you take the time to think about what your child is saying or doing. Parents should think about the typical causes of conflict with their children. If a parent can think in advance how he would like to respond to these scenarios, he will have a plan to fall back on in a heated moment.
4. Another thing to consider is that children often behave rebelliously because they feel they are not allowed to make any of their decisions. Therefore, children should be allowed to make their own decisions, but they must understand that along with those choices comes responsibility and sacrifice.
5. Parenting can be exhausting, and it is easy for one to neglect himself. In the process, parents should know that, taking care of themselves too, would help them to take better care of their children since they would be less grumpy.

[20 marks]