

UNIVERSITY OF SWAZILAND
FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
SUPPLEMENTARY EXAMINATION PAPER
JULY, 2017

TITLE OF PAPER: REMEDIAL ENGLISH: PRACTICAL LANGUAGE USE

COURSE CODE: ENG 113

TIME ALLOWED: TWO (2) HOURS

INSTRUCTIONS:

1. This paper has four (4) questions.
2. Question 1 is compulsory.
3. Choose one other question from Questions 2 to Question 4.
4. All questions are worth thirty (30) marks each.
5. Presentation of answers should follow linguistic conventions where necessary, and good language use will attract credit.

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

Question 1

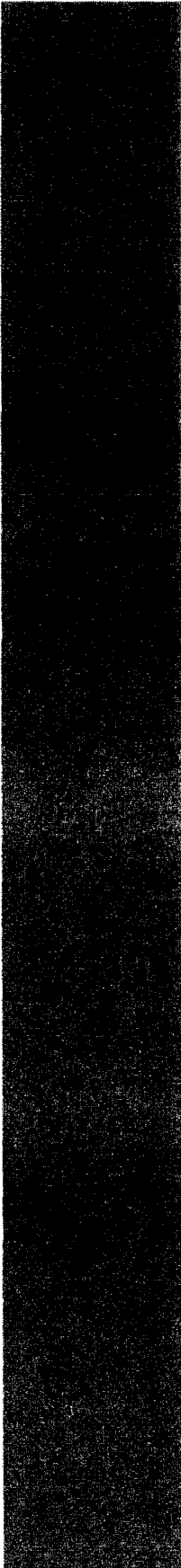
Read the passage below, and answer the questions that follow.

History of His Majesty, King Sobhuza II

Sobhuza II was the son of Bhunu and Lomawa Ndwandwe. He was born on the 22nd of July 1899 at Zombodze. His father named him Nkhotfotjeni (stone lizard), a name that told a story - when the baby was conceived, the father was living among stones like a lizard because war was threatening between the Boers and the Swazis. His grandmother, Gwamile/Labotsibeni, named him Mona (jealousy) as there was jealousy between the Boers and the British; between whites and Swazis, and among the Swazi royalty family itself.

Bhunu died five months later. The royal council met in the byre, deliberated and chose Nkhotfotjeni, who was proclaimed King at the age of four months, and the kingly name of Sobhuza II was selected. Labotsibeni became regent helped by her third born son, Prince Malunge. Nkhotfotjeni had to be separated from his mother while she was in mourning. He was sent to his mother's home at Zikhotheni. A year later Labotsibeni decided Nkhotfotjeni should be brought back to Zombodze. This was a time of war between the British and the Boers. When Lomawa's mourning period was over, she joined him at the future capital, Lobamba.

When he was old enough, the young King was sent to Zombodze Primary School. This was the first national school, and Labotsibeni had wanted it to be built specially for Nkhotfotjeni. His first teacher was



Joseph Xaba (known as Majotane). In 1916, he left for Lovedale in the Cape Province for his secondary education.

On the 22nd of December, 1921, Labotsibeni handed over her duties to her grandson at Zombodze royal residence. He was now Ngwenyama Sobhuza II.

Sobhuza believed in peaceful discussion and was against violence. During his rule, he had to negotiate Swaziland's independence from Britain. He managed to do that without bloodshed, and Swaziland became independent on the 6th of September 1968. Sobhuza also believed in unity. In Swaziland, he worked hard to make a non-racial society. He also preached unity among other African leaders. To encourage the spirit of unity, he made Swaziland a member of the United Nations, the Non-aligned Movement and the Organisation of African Unity. He established diplomatic missions in a number of African and Western countries. Sobhuza was also a believer in education, both formal and informal.

In September 1981, King Sobhuza celebrated 60 years of his rule at his Diamond Jubilee. The nation was also lucky enough to celebrate his eighty third birthday on the 22nd of July, 1982. Thousands of people attended the celebration. The King gave a speech on the theme of "Unity is Strength". This was the last time he appeared in public. He died on the 21st of August 1982 at the Embo State House, at the age of 83. At the time of his death, he was the longest reigning monarch in the world. The Swazi Nation was fortunate to have such a leader.

(www.sntc.org.sz/cultural/sobhuza.html. Retrieved: 18 October 2016)

(a) Name the parts of speech below, and state their contextual functions as they are used in the passage:

- (i) His (paragraph 1, line 2) [2 marks]
- (ii) Itself (paragraph 1, line 8) [2 marks]
- (iii) Who (paragraph 2, line 2) [2 marks]
- (iv) Mourning (paragraph 2, line 9) [2 marks]
- (v) Lobamba (paragraph 2, line 10) [2 marks]

(b) Name the phrase types below, and state their contextual functions:

- (i) [the son of Bhunu and Lomawa Ndwandwe] (paragraph 1, line 1) [2 marks]
- (ii) [during his rule] (paragraph 4, line 2) [2 marks]
- (iii) [Gwamile/Labotsibeni] (paragraph 1, line 6) [2 marks]
- (iv) [the last time he appeared in public] (paragraph 5, line 5) [2 marks]
- (v) [old enough] (paragraph 3, line 1) [2 marks]

(c) State the type of each sentence below, and identify the clauses that it up.

(i) He managed to do that without bloodshed, and Swaziland became independent on the 6th of September 1968. [3 marks]

(ii) Nkhotfotjeni had to be separated from his mother while she was in mourning. [3 marks]

(iii) The royal council met in the byre, deliberated and chose Nkhotfotjeni, who was proclaimed King at the age of four months, and the kingly name of Sobhuza II was selected. [4 marks]

[TOTAL: 30 MARKS]

Question 2

(a) Discuss two functions (in communication) of each of the given modal auxiliaries .

Illustrate your answer using examples.

- | | | |
|-------|-------|-----------|
| (i) | Can | [5 marks] |
| (ii) | Shall | [5 marks] |
| (iii) | Must | [5 marks] |

(b) Choose the correct modal auxiliary in brackets, and give a reason for your choice.

- | | | |
|-------|---|-----------|
| (i) | We (will/would) go to the beach later. | [3 marks] |
| (ii) | (Should/ would) you sweep up the leaves, please? | [3 marks] |
| (iii) | The conditions at sea (might/will) improve, but I don't think so. | [3] |
| (iv) | Yes, you (may/can) go outside now. | [3 marks] |
| (v) | A meteorologist (can/must) forecast weather conditions. | [3 marks] |

[TOTAL: 30 MARKS]

Question 3

(a) Identify pronouns in the paragraph below, and for each pronoun, indicate: **number**, **person** and **gender**. Do not repeat a pronoun that has already been identified.

Mary and her brother had worked together for a long time in the family business while it was developing. I had known them since school, and you must have known them too. He was a short fellow while she was much taller.

[15 marks]

(b) Distinguish between the following parts of speech; use examples to illustrate your answer:

- (i) Demonstrative pronouns and demonstrative adjectives [5 marks]
- (ii) Proper nouns and proper adjectives [5 marks]
- (iii) Interrogative pronouns and relative pronouns [5 marks]

[TOTAL: 30 MARKS]

Question 4

(a) Define the following terms:

- (i) Tense [3 marks]
- (ii) Aspect [3 marks]
- (iii) Mood [3 marks]

(b) Briefly explain how these categories of a verb: tense, aspect and mood work closely together in bringing clarity to the meaning expressed by a verb. Use examples to illustrate your answer. [6 marks]

(c) Rewrite the following sentences using when and the past perfect.

Example:

I cleaned the kitchen, and then I sat down and had a cup of coffee.

When I had cleaned the kitchen, I sat down and had a cup of coffee.

- (i) I considered all the alternatives and then decided to sell my car. [3 marks]
- (ii) We looked at eight houses and then we were completely exhausted. [3 marks]
- (iii) She explained the problem, and then there was a long silence. [3 marks]
- (iv) I paid for the meal, and then I didn't have enough money for the bus. [3 marks]
- (v) Everybody said what they thought, and then we voted. [3 marks]

[TOTAL: 30 MARKS]