



COLLEGE OF SOCIAL SCIENCES, THEOLOGY, HUMANITIES & EDUCATION
Department of Humanities

COURSE CODE: NHIE 102

COURSE TITLE: INTENSIVE ENGLISH 11

END OF SEMESTER FINAL EXAMINATIONS

NOVEMBER/DECEMBER 2019

LECTURER: E. MUNDURA/T.KUTURE/J.KIES
DURATION: 3 HOURS

INSTRUCTIONS

1. Write your student number, course code and course title in the spaces provided on the answer booklet.
2. Leave a space of two lines between your answers to each part of a question.
3. Answer **ALL** questions from **Section A** (Reading Comprehension).
4. Answer **ALL** questions from **Section B** (Vocabulary)
5. Answer **ALL** questions from **Section C** (Language structures)
6. Answer **ALL** questions from **Section D** (Writing)

Read this passage carefully, and answer *in the answer booklet* all the questions that follow. All questions relate to the reading.

The Creators of Grammar

A. Every foreign language student knows that grammar is complex. By changing word order and auxiliary verbs and suffixes, we are able to communicate small variations in meaning. We can turn a statement into a question, state whether an action has taken place or will take place in the future, and make many other changes to communicate small differences in meaning. This complexity is true of all languages. Every language has clever grammatical components. The Indian Cherokee language, for example, has different pronouns to distinguish between 'you and I', 'other people and I' and 'you, another person and I'. In English, all these meanings are summed up in one pronoun: 'we'. **Grammar is universal and plays a part in every language, no matter how widespread it is.** So the question which many linguists ask is - who created grammar?

B. At first, this question seems impossible to answer. To find out how grammar is created, someone needs to be present *at the time of a language's creation*. In order to answer the question of how complex languages are actually *formed*, the researcher needs to observe **how languages are started from scratch**. Amazingly, however, this is possible.

C. Some of the languages we use today came about because of the Atlantic slave trade. At that time, slaves from different countries were forced to work together under colonizer's rule. They had no time or opportunity to learn each other's languages, so they quickly developed a temporary language called a **pidgin**. **Pidgins** are strings of words copied from the language of the landowner. They have very little grammar, and in many cases it is difficult for a listener to know *when* an event happened, or *who* did *what*.

D. However, pidgin becomes a complex language when children begin to speak it at the time when they learn their mother tongue. Slave children did not just copy the pidgin of their elders; they changed their words to create a new, expressive language. This new language used grammar that did not exist in the original pidgin of their elders. Languages with complex grammar systems which result from pidgins are called **creoles**, and they are invented by children.

E. This can also be seen in studying *sign languages* for deaf people. Different sign languages used worldwide use the same grammatical structure that is found in **spoken** languages. One such sign language was created quite recently in Nicaragua. In 1979 a new government introduced schools for deaf children. In the classroom, all deaf children were taught speech and lip reading. However, outside class, they began to invent their own sign system, creating a pidgin. Later, other deaf children came along and used this pidgin to develop a quite different sign language which included a grammatical structure to make the meaning clear. A new creole was born.

F. Some linguists believe that many of the world's most established languages were creoles at first, and that these creoles were partly created by children. When children are trying to make sense of the world around them, their minds can create logical, complex structures, even when there is no grammar present for them to copy.

Answer all questions.

1. Paragraphs A and D use *examples of two languages with complex grammar systems*. What are these two languages? (i) (ii)
2. What question does this reading attempt to answer?
3. Use the information in paragraphs C and D to explain *the difference between a pidgin and a creole*.

4. What can be **inferred** about the *slaves' pidgin* language?

- a. It contained complex grammar.
- b. It was based on many different languages.
- c. It was difficult to understand, even among slaves.
- d. It was created by the land-owners.

5. Paragraph F describes the creation of a new Nicaraguan Sign language. Was this language created *before* or *after* 1979? **Explain** your answer.

6. Use your own words to describe the meaning of this highlighted expression:

how languages ***started from scratch*** (paragraph B)

7. Which sentence is closest in meaning to the highlighted sentence in paragraph A?

Grammar is universal and plays a part in every language, no matter how widespread it is.

- a. All languages, whether they are spoken by a few people or a lot of people, contain grammar.
- b. Some languages include a lot of grammar, whereas other languages contain a little.
- c. Languages which contain a lot of grammar are more common than languages that contain a little.
- d. The grammar of all languages is the same, no matter where the languages evolved.

8. Complete the following sentences (in a few cases, *more than one word may be necessary*) to **summarize** the main ideas of this passage. The words highlighted in bold will help you to do this. (DO NOT write the whole passage).

Every language **has** 1., components, and one asks **the question**:
2.....? It is indeed possible to answer this question. Pidgin, which developed during
the Atlantic 3., was at first a language or pidgin that slaves used to communicate with
each other. Later, children of slaves made changes and transformed the pidgin into a 4.
....., with its own grammatical structure. Moreover, when the government in the
country of Nicaragua introduced 5. in 1979, children in these schools developed
their own pidgin 6.....the classroom. Children who came later perfected this pidgin and
created a new sign language. Linguists thus believe that grammatical structures were partly brought
by 7..... as creoles as **they** made sense of their world, and later, these creoles developed into
more established languages.

VOCABULARY AND WORD POWER

[20marks]

Student Number.....

1. Explain the difference between **retiring** from work and **resigning** from work [2]

.....

.....

.....

.....

2. Two items I will keep in a **safe**:
.....[1]

3. Which word does not belong to this list, encircle it. [1]

profit, insolvent, bankrupt, broke

4. Describe the difference between **garden salad** and **fruit salad**
.....
.....[1]

5. Use each of the following words in a good sentence [4] **offering, rent, pensioner, wage,**

.....

.....

.....

.....

.....

.....

6. Peter refused to borrow me fifty dollars, so I asked Sam to lend me this amount, and he was kind enough to borrow me.

Below re-write this sentence above so that it makes sense [2]

.....

.....

.....

7. Explain the term **Xenophobia**, and describe why it is associated with South Africa [3]

.....

.....

.....

8. Sight- seeing is.....[1/2]

9. Domestic or Internal tourism is.....[1/2]

10. Reason out one challenge of Domestic tourism [1]

.....

.....

11. i) In church a Liturgist is responsible: for the order of church service/ showing worshippers where to sit.

ii) In church an Usher is responsible: for the order of church service/ showing people where to sit [1]

12. Express the difference between an **infectious disease** and a **contagious disease** [1]

.....

.....

13. Use the words **attendee** and **divorcee** in good sentences [2]

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.....

SECTION C: LANGUAGE STRUCTURES

[30marks]

Answer all questions

1. The words **some**, **any**, and **one** can be used as pronouns to stand for nouns that have already been mentioned. We use *one* for singular count nouns. *Some* and *any* are pronouns for plural or noncount nouns. Finish the sentences below, *using some, any, or one*. Follow the examples.

EXAMPLES: Sara doesn't have a dog, but she wants one.

Sara doesn't have new clothes, but she wants some.

Sara hasn't had any trouble, and she doesn't want any.

- a) Sara doesn't have a big house,
- b) Sara doesn't have a sister,
- c) Sara doesn't have any money,
- d) Sara doesn't have any new shoes,
- e) Sara doesn't have any problems,
- f) Sara doesn't have any new records,
- g) Sara doesn't have Venezuelan music,
- h) Sara doesn't have a job,

2. Good writers use some short, simple sentences and some longer sentences. Rewrite the paragraph below and vary the length of the sentences. You may make some longer by combining them with coordinate conjunctions, subordinate conjunctions, or conjunctive adverbs.

"Cats and Dogs"

Some people like cats. Other people like dogs. People have strong ideas about cats. People have strong ideas about dogs. People often don't have both cats and dogs in the same house. Cat owners talk about their pets with love. Cats are quiet. Cats are clean. Cats are good in apartments. They don't need a lot of space. They don't run around a lot. The apartment has mice. Cats catch them. Cats are independent. They can stay home alone. The owners go to work. Cats are pretty animals. They are fun to watch.

Dog owners think dogs are nice. They don't want any other animal. Dogs are friendly. Dogs are loyal. Dogs are patient. Dogs are good with children. They can learn to behave correctly. They can learn to stay out of your food. Cats can't learn to stay out of your food. Dogs protect the family. Dogs protect the house. Dogs show their love. Cats don't show their love.

3. To write a report of something that happened in the past, you need to add a subject to every clause, and use past tense verbs. Change the paragraph below to a narrative style.

1. Add a subject *I* and use past tense verbs.

2. Simple verbs change to past tense.

3. Present progressive changes to past progressive.

Have everything ready before you start. First take one whole banana. Peel it and cut it in half lengthwise. Put the banana in the bottom of a long dessert dish and set it aside. Heat some chocolate sauce. While the sauce is heating, chop some nuts. Whip some cream until it is stiff. Scoop out ice cream and put balls of ice cream on the banana. When the sauce is hot, pour it over the ice cream. Cover the ice cream with whipped cream and chopped nuts. Top everything with a cherry.

4. Decide whether an article is needed in each blank. Write either a, an, or X (if no article is needed). The only single count nouns below are man, sandwich, and dinner.

_____ pelicans eat _____ fish, _____ vegetarians eat _____ vegetables, and _____ Americans eat _____ hamburgers. _____ people all over the world have _____ customs about _____ food. _____ man will eat almost any food when he is very hungry. He will eat _____ bread, _____ meat, _____ vegetables, or _____ sandwich. When I am hungry, I will eat anything

5. Fill in each blank with one of these signal phrases: *For example, For instance, or such as*. Add commas where necessary. Use each phrase once.

The city of London has many great tourist attractions. (1) _____ most tourists make a stop at Westminster Abbey. In this famous church, tourists can see where English kings and queens are crowned. Westminster Abbey is the burial place of famous people (2) poet Geoffrey Chaucer, scientists Isaac Newton and Charles Darwin, and actor Laurence Olivier. Tourists also like to catch a glimpse of royal life while in London. (3) _____ they can watch the changing of the guard at Buckingham Palace, or they can tour the Tower of London, where the British crown jewels are kept.

SECTION D: WRITING

[30marks]

Answer all questions

QUESTION 1: Write an essay on the following topic. Use the notes (QUESTIONS) given below to develop your essay. Your answer should be between 300-350 words in length (not less than 2 pages). You are advised to spend 40 minutes on this section. [15]

Do you agree or disagree with this statement: **"Video games are a bad influence on young people"**?

1. Why do you think video games are a bad/good influence on young people?
2. How many hours do you/your children play video games each day?
3. What games do you/your children play?
4. Are there young children in your house?
5. Are the young children allowed to play any video game or only certain ones?
6. How many hours a day do your children spend on schoolwork?
7. How many hours a day do they play outside?

QUESTION 2: Below are the answers to some questions. Write a good question before each answer to complete the dialogue.

"A Newspaper Reporter Talks with Oscar Lindstrom"

Reporter: _____?

Lindstrom: Yes, I'm Oscar Lindstrom.

Reporter: _____?

Lindstrom: Yes, I'm a farmer in the Tanana Valley.

Reporter: _____?

Lindstrom: Yes, my farm is near Fairbanks.

Reporter: _____?

Lindstrom: Yes, this is my sixty-pound cabbage.

Reporter: _____?

Lindstrom: No, I don't always grow cabbages so big, but I always try.

Reporter: _____?

Lindstrom: No, I don't have any secrets for growing big cabbages.

They always grow big. The weather is good here.

Reporter: _____?

Lindstrom: Yes, we have enough warm weather here. We have 89 growing days every summer. Reporter:
_____?

Lindstrom: No, I don't grow any other vegetables. Cabbages are strong, but other vegetables aren't. Reporter:
_____?

Lindstrom: No, I don't grow tomatoes. Tomatoes need a longer growing season. Reporter:
_____?

Lindstrom: Yes, some people do. They grow hot-house tomatoes inside special buildings, but most of our tomatoes come from outside Alaska.

Reporter: _____?

Lindstrom: Yes, they're very expensive, so I save my money. I eat green, leafy vegetables, like cabbage