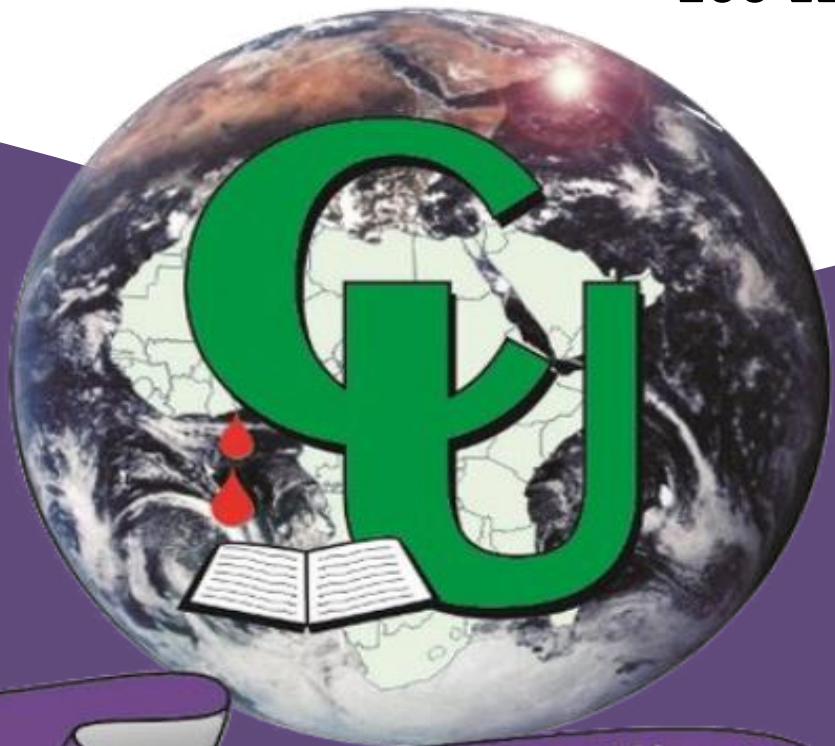


COVENANT UNIVERSITY

ALPHA SEMESTER TUTORIAL KIT
(VOL. 2)

PROGRAMME: ENGLISH
100 LEVEL



Raising A New Generation Of Leaders

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LIST OF COURSES

GST111: COMMUNICATION IN ENGLISH 1

GST122: COMMUNICATION IN FRENCH

GST121: COMMUNICATION IN ENGLISH 2

FRE116: PRACTICAL FRENCH 1

FRE126: PRACTICAL FRENCH 2

ENG115: INTRODUCTION TO PROSE*

ENG126: THEATRE WORKSHOP

ENG124: INTRODUCTION TO ORAL LITERATURE

ENG122: BASIC ENGLISH GRAMMAR AND COMPOSITION

ENG125: ENGLISH LITERATURE: FROM THE BEGINNING TO THE NEOCLASSICAL PERIOD

ENG121: BASIC WRITING SKILLS

ENG123: PRACTICAL CRITICISM

***Marking Guide Not Included**



COVENANT UNIVERSITY
CANAANLAND, KM 10, IDIROKO ROAD
P.M.B 1023, OTA, OGUN STATE, NIGERIA.

TITLE OF EXAMINATION: B.Sc/B.A/ B.Eng. EXAMINATION

COLLEGE: LEADERSHIP DEVELOPMENT STUDIES

SCHOOL: LEADERSHIP DEVELOPMENT

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2014/2015

SEMESTER: OMEGA

COURSE CODE: GST122

CREDIT UNIT: 2

COURSE COMMUNICATION IN FRENCH

INSTRUCTION: ANSWER ALL QUESTIONS

TIME: 1 HOUR

1. Voici clé. (A) le (B) la (C) les (D) des
2. portefeuille est sur la table (A) le (B) la (C) les (D) des
3. Donne-moi passeport. (A) ma (B) mon (C) mes (D) les
4. Mon père vient d'acheter ... lunettes. (A) des (B) un (C) une (D) la
5. Ma carte est périmée. (A) pantalon (B) passeport (C) portefeuille (D) bancaire
6. téléphone portable est interdit pour les étudiants de Covenant. (A) le (B) la (C) les (D) des
7. porte-monnaie est perdu. (A) ma (B) mon (C) mes (D) les
8. L'homme a besoin d' ... verre d'eau. (A) une (B) un (C) est (D) es
9. C'est un faux mathématicien qui a besoin d' calculatrice. (A) une (B) un (C) est (D) es
10. Je veux acheter un sac --- cuir (A) de (B) un (C) en (D) le
11. Prête-moi ciseaux. (A) ton (B) ta (C) tes (D) mon
12. poches sont pleines. Voici. (A) ma (B) mon (C) mes (D) ton
13. Je n'ai pas ordinateur portable. (A) de (B) d' (C) d'un (D) d'une
14. Ma mère a grande cuillère. (A) un (B) une (C) des (D) d'
15. Les enfants ont amis. (A) tes (B) les (C) des (D) mes

Use the image below to answer questions 16 to 23



16. L'horloge se trouve le mur. (A) sur (B) sous (C) devant (D) derrière
17. Le ballon est ... la table. (A) sous (B) sur (C) devant (D) dans
18. Le chat se cache du fauteuil. (A) en face (B) à côté (C) loin (D) à droite
19. La lampe est la table. (A) sous (B) sur (C) devant (D) dans

20. Les fleurs sont le vase. (A) devant (B) dans (C) sur (D) sous
21. La chaise est de la table. (A) en face (B) à côté (C) loin (D) à droite
22. Le tapis est la table. (A) dans (B) contre (C) devant (D) entre
23. Le vase se situe La table. (A) sous (B) sur (C) devant (D) dans
24. Complétez l'expression. *Je vous en ...* (A) bonjour (B) bonsoir (C) prie (D) allez
25. Complétez l'expression. *Je vous* (A) au revoir (B) remercie (C) bienvenue (D) bonjour
26. Bonjour, tu vas bien? (A) Bien, merci, et vous? (B) Oui, enchanté. (C) Oui, tu vas bien. (D) Oui, je vais bien.
27. Je suis Cédric Michon, enchanté. (A) Enchantée, je suis Sarah Meyer. (B) Un instant, Cédric. (C) Vous allez bien, monsieur Michon? (D) Vous êtes M. Michon?
28. Vous parlez français? (A) Oui, c'est moi. (B) Oui, je suis français. (C) Oui, vous parlez français. (D) Oui, je parle français.
29. Merci beaucoup. (A) Merci mademoiselle. (B) Je vais bien, merci. (C) De rien. (D) Très bien, ça va.
30. Vous pouvez ... votre nom? (A) appeler (B) peler (C) épeler (D) parler
31. Voilà une voiture ... (A) rapide (B) grasse (C) cuite (D) beau
32. Quel temps fait-il? (A) Il est douze heures. (B) Nous sommes vingt-cinq avril. (C) Il pleut à verses. (D) Il fait son devoir.
33. Où sont ... lunettes? (A) mon (B) ma (C) mes (D) votre
34. Où habitent ... parents? (A) vos (B) votre (C) son (D) leur
35. Les exercices sont ... (A) faciles (B) longues (C) idiots (D) difficile
36. C'est la mère de Taiwo? Oui, c'est ...mère. (A) son (B) sa (C) votre (D) ses
37. Ce sont les enfants de madame Ojo? Oui, ce sont ...enfants (A) son (B) sa (C) ses (D) votre
38. C'est la fille de M. Obi? Oui, c'est ...fille (A) son (B) sa (C) votre (D) ses
39. Les enfants, c'est votre maman? Oui, c'est ...maman (A) notre (B) votre (C) leur (D) mes
40. Ma mère est ... (A) la tante de mon père. (B) la sœur de mon frère. (C) la femme de mon père. (D) le fils de mon frère.
41. Ma cousine est ... (A) le fils de ma sœur. (B) la fille de mon oncle. (C) le jumeau de mon cousin. (D) la tante de mon oncle.
42. Mon oncle est ... (A) le frère de ma mère. (B) la bru de mon père. (C) le fils de ma sœur. (D) le cousin de mon frère.
43. Kehinde est ...de Taiwo. (A) le frère jumeau (B) le fils aîné (C) la sœur cadette (D) la sœur aînée
44. Dans la famille de Taiwo, Segun est le **benjamin**; cela veut dire qu'il est le ... (A) le fils unique (B) premier né (C) le dernier né (D) le frère jumeau
45. My **siblings** translates ... (A) mes grands enfants (B) mes fils (C) mes frères et sœurs (D) ma belle-famille
46. Chinwe is my younger sister translates ... Chinwe est ma sœur ... (A) jumelle (B) aînée (C) cadette (D) unique
47. Vous êtes combien dans ...famille? (A) vos (B) ton (C) leur (D) votre
48. Dans ...famille, nous sommes six (A) mon (B) ma (C) nos (D) mes
49. Ce sont les parents de Taiwo et Kehinde? Oui, ce sont ...parents (A) votre (B) son (C) ses (D) leurs
50. Bon weekend! (A) Très bien, merci. (B) Enchanté. (C) Je vous en prie. (D) Merci. À vous de même.
- State the time using the 24-hour-clock system. Example: 3h = Il est quinze heures**
51. 5h = (A) Il est dix-six heures et cinq (B) Il est di-six-heures cinq (C) Il est seize heures cinq (D) Il est dix-sept heures
52. 2h.15 = (A) Il est deux heures quart (B) Il est quinze heures après deux (C) Il est quatorze heures quinze (D) Il est deux heures et quinze

53. 9h.30 = (A) Il est vingt et une heures trente (B) Il est dix-neuf heures trente (C) Il est neuf heures et trente (D) Il est vingt et une heures et trente.
54. 24h = (A) Il est douze heures la nuit (B) Il est minuit (C) Il est deux et quatre heures (D) Il est vingt et quatre heures.
55. 10h.30 = (A) Il est vingt-deux heures trente (B) Il est dix heures et trente (C) Il est dix heures demie (D) Il est dix-trente heures.
56. En automne (A) Il fait mauvais et il neige (B) Il fait du vent et il fait gris (C) Il fait beau et il fait chaud (D) Il fait du soleil et il neige.
57. En hiver (A) Il fait chaud (B) Il neige (C) Il pleut (D) Il fait beau
58. On peut se promener; A) C'est l'hiver (B) Il pleut (C) C'est l'été (D) Il neige.
59. Allons donc à la piscine; (A) Il fait froid (B) Il fait chaud (C) Il fait mauvais (D) Il neige.
60. Il pleut et il fait frais ... (A) Au printemps (B) en hiver (C) en été (D) en automne

What do the following words or expressions mean in English?

61. Peut-être = (A) As usual (B) It's o.k. (C) No problem (D) May be
62. J'ai envie de = (A) I feel like (B) I envy (C) I love (D) I am envied
63. C'est bon pour la santé = (A) It's good for sanity (B) It's good for everybody (C) It's good for the health (D) It's good for the sick
64. La piscine = (A) Kitchen (B) Swimming pool (C) Relaxation ground (D) Under the trees
65. Un nuage = (A) The sky (B) A tree (C) A cloud (D) A stroll.
66. What is today's date? (A) Quel date a-t-il aujourd'hui? (B) Quelle date sommes-nous aujourd'hui? (C) Quel est le date aujourd'hui? (D) Quelle date sont-ils?
67. Today is 1st February = (A) C'est le un février (B) C'est le une février (C) Aujourd'hui est l'un février (D) Nous sommes le 1^{er} février.
68. Today is 25/4/2015 = Aujourd'hui, (A) Nous sommes le deux-cinq avril, 2015 (B) Nous sommes le douze-cinq août 2015 (C) C'est le vingt-cinq avril, 2015 (D) C'est août le cinquante-deux, 2015.
69. 22 = (A) Vingt et deux (B) Vingt-douze (C) Vingt et douze (D) Vingt-deux
70. 84 = (A) Quatre et vingt-quatre (B) Quatre-vingt-quatre (C) Quatre-vingt et quatre (D) Huit-vingt-quatre.

MARKING GUIDE TO GST 122 EXAMINATION, 2014 2015 SESSION

OMEGA SEMESTER

1. B
2. A
3. B
4. A
5. D
6. A
7. B
8. B
9. A
10. C
11. C
12. C
13. B
14. B
15. C
16. A
17. B
18. B
19. B
20. B
21. D
22. C
23. B
24. C
25. B
26. D
27. A
28. D
29. C
30. C
31. A
32. C
33. C
34. A
35. A
36. B

- 37. C
- 38. B
- 39. A
- 40. C
- 41. B
- 42. A
- 43. A
- 44. C
- 45. C
- 46. C
- 47. D
- 48. B
- 49. D
- 50. D
- 51. D
- 52. C
- 53. A
- 54. B
- 55. A
- 56. B
- 57. B
- 58. C
- 59. B
- 60. A
- 61. D
- 62. A
- 63. C
- 64. B
- 65. C
- 66. B
- 67. D
- 68. C
- 69. D
- 70. B

16.is a speech tool used to achieve emphasis in lectures.
 - a. intonation
 - b. repetition
 - c. ambiguities
 - d. redundancies
17. All except.....is involved in note-taking.
 - a. listening
 - b. summarizing
 - c. surveying
 - d. comprehension
18. Notes taken during lectures are functionally useful for all but.....
 - a. development
 - b. research
 - c. memory help
 - d. examinations
19. Note-taking during lectures enhances the students.....
 - a. credibility
 - b. memory
 - c. personality
 - d. preparedness for conquest
20. Note-making or note-taking from texts should be preceded by.....
 - a. incisive analysis
 - b. complete comprehension
 - c. thorough investigation
 - d. quick survey

Section C: Effective Reading Skills

21. Detailed reading is directed at accessing.....information.
 - a. scientific
 - b. particular
 - c. general
 - d. specific
22. In the process of reading, the eyes and the mind.....information.
 - a. dismantles
 - b. assemble
 - c. encodes
 - d. decodes
23. Reading of relevant texts and materials.....lectures.
 - a. compliments
 - b. accesses
 - c. complements
 - d. assesses
24. One important way to overcome poor reading habits is by.....
 - a. intellectual brilliance
 - b. attitudinal change
 - c. course change
 - d. cramming
25. Contemplative reading is consciously directed at.....
 - a. memorizing
 - b. analysis
 - c. evaluation
 - d. assessment

Read the following passage and answer the questions on it.

The importance of the code theory in education lies in the fact that the school system requires the use of an *elaborated code* but not all students have access to it. The importance of this theory to sociology lies in the fact that the differential access to the elaborated code does not occur randomly but rather is controlled by the class system. Lower working class urban children tend to have a *restricted code*. Middle-class children possess both a restricted and an elaborated code. The two groups enter into different types of relationships and learn to express themselves in different ways through language. They do not use language for the same functions, some of which, it seems, are necessary for the school situation. When the lower working-class child is expected implicitly to exploit language for functions he normally does not express verbally, a discontinuity is created between his home and his school environment. He has learnt to verbalize a certain range of meanings in his home and when he enters school, another range of meanings is required. There is, then, a very subtle, but nonetheless very real, sense in which what is taught is personally irrelevant for this child. *The school system does not talk to him*. Middle-class children, possessing both codes, experience no such discontinuity. They can use language for those functions required by the school.

26. An appropriate title for this passage is..... (a) Language and Education (b) Education and Sociology (c) Codes and Sociology (d) Codes and Education
27. The groups of children mentioned as examples in the passage are..... (a) rural and urban working-class and middle-class (b) urban working-class and rural middle-class (c) urban working-class and rural and urban middle-class (d) urban middle-class and rural and urban working class
28. 'Restricted code' and 'elaborated code' are..... (a) synonyms (b) homonyms (c) contradictions (d) antonyms
29. It can be assumed reasonably that language has..... (a) only one code (b) two codes (c) three codes, two used for education (d) more than three codes, but only two used for education
30. 'The school system does not talk to him' means that the..... (a) teachers do not talk to him (b) teachers talk to him differently from the way other pupils do (c) headmaster and teachers do not talk to him (d) teachers talk to him differently from the way he is talked to at home.

Section D: Aspects of Vocabulary Development

31. Vocabulary refers to words of all but.....
a. languages b. subject areas c. ideologies d. professions
32. At the individual level, there are.....vocabulary. a. passive and active
b. general and specialized c. functional and effective d. public and private
33. Recognition vocabulary is also known as.....vocabulary.
a. active b. general c. specialized d. passive
34. Increasing the vocabulary cannot be achieved by.....
a. reading widely b. imitating others c. listening to good speakers d. consulting dictionaries
35. All good dictionaries offer the following about words but their.....
a. differentiations b. etymology c. word class d. contextual usage
36. Affixes are relevant in creating.....words.
a. dated b. technical c. new d. relevant
37. The verb form of the noun 'vigour' is.....
a. vigorous b. invigorate c. revigorate d. disvigour
38. The word 'sociable' is an/a.....
a. noun b. adverb c. verb d. adjective
39. The word 'criminalize' is a/an.....
a. verb b. adverb c. adjective d. noun
40. Words connected to 'liberty, fraud and virtue' came into the English language from.....
a. the Germans b. the French c. the Vikings d. the Danes
41. The new student turned out to be a very.....boy.
a. mischivious b. mischievous c. mischievious d. mischivious
42. The attack was waged.....for three years resulting in great destruction.
a. continuously b. continiously c. continuously d. contuniously
43. So much.....flowed at the wedding last week!

- a. champagne b. champeigne c. champaneine d. champagne
44. At my new station, I made several.....in the first week.
- a. acquaintances b. acqiuantances c. acquiantances d. akweaintancs
45. The.....of sits well on our President.
- a. parafernallia b. paraphenalia c. parerphenalia d. paraphernalia

Section E: Use of English

Instruction: from the five endings given, choose the one that best completes each of the following sentences.

46. Remi is so helpful.
- (a) to her mother as any daughter can be. (b) as such she will make a good nurse.
- (c) for she can wash and cook and sew. (d) that all her friends love her.
47. I shall go and see the film.
- (a) before I try to write an essay on it. (b) if I could obtain the money.
- (c) when my uncle accompanied me (d) after I had finished my homework.
48. Having stolen the goats.
- (a) the farmer chased the boy with a big stick. (b) Sam ran off as fast as he could with them.
- (c) they were too many to carry them all. (d) it began to rain, and so the boy hid under the tree.
49. Even if it rains
- (a) you would be warm and dry in your new boots. (b) they must still go to see their grandfather.
- (c) we shall be unable to play football. (d) I was forced to walk to the market.
50. We did our best.
- (a) behaviour when the inspector came. (b) efforts in the Arithmetic paper.
- (c) to make him understand what we wanted. (d) possible to please the teacher.

51. This desk is too small.

- (a) to a boy from middle Form Four. (b) than the one I had in Primary school.
- (c) for me to use. (d) that I cannot write on it comfortably

52. When I have my bath.

- (a) I will go and prepare my father's food. (b) I dried myself thoroughly with the towel.
- (c) I wear a clean cloth and pomade my hair. (d) I poured the dirty water out of my bucket

53. Although the price of cocoa has fallen,

- (a) very low indeed. (b) the farmers were not at all pleased.
- (c) but the price of yam is still the same. (d) the farmers are still fairly prosperous.

54. If only my mother had known,

- (a) she will buy me that cloth at once. (b) we sent some money to help you in your trouble.
- (c) she had prepared a bed for you and your children.
- (d) she would have come to the hospital at once to see me.

55. The girl ran through the village as if.

- (a) she is getting mad. (b) she had seen a ghost (c) she is being chased by a lion.
- (d) a policeman catches her.

Instruction: from the options given, choose the word or phrase which best fills the each gap.

56. I'd rather have..... at all than too much.

- (a) some (b) any (c) none (d) a few

57. The new manager has..... Intelligence, he should not be running this company.
(a) little (b) a little (c) some (d) a few
58. 'Would you mind telling me how much it was? '.....: it was fifty naira.
(a) Yes, I would (b) No, I would (c) Yes, I do (d) No, not at all
59. The President is much too.....to be carried away by flattery.
(a) hard-hearted (b) level-headed (c) broad-minded (d) heavy-handed
60. Usually Bimpe.....shopping everyday but last week she did not go at all.
(a) is going (b) did go (c) went (d) goes
61.in a hurry, he did not stop to say hello!
(a) Had he been (b) Been (c) Being (d) He is being
62. Come next November, Iin the ministry for ten years.
(a) will have been singing (b) would have been singing (c) would have sang (d) will sing
63. It was difficult to of a man walking on the moon two centuries ago.
(a) dream (b) perceive (c) conceive (d) imagine
64. The lecturer said we be able to finish the next chapter this evening.
(a) should (b) may (c) shall (d) must

65. I don't think he can,.....?

- (a) can't he (b) does he (c) isn't it (d) can he

66. The pastor said 'lay your hearts to God.'

- (a) bier (b) bare (c) bear (d) beer

67. Although he sometimes lost his temper, his pupils liked him for it.

- (a) not so much (b) not so little (c) no more (d) no less

68. more to be pitied than blamed.

- (a) Uneducated are (b) The uneducated (c) The uneducated is (d) All uneducated are

69. Either the boys or I.to stay at the hotel.

- (a) are (b) is (c) (d) am

70. The class governor reported that there were too people in the lecture hall.

- (a) several (b) frequent (c) much (d) many

KEYS TO GST 111 ALPHA MID-SEMESTER TEST FOR 2014/2015

- 1. A**
- 2. D**
- 3. D**
- 4. C**
- 5. A**
- 6. C**
- 7. D**
- 8. B**
- 9. A**
- 10.B**
- 11.B**
- 12.D**
- 13.A**
- 14.D**
- 15.C**
- 16.A**
- 17.B**
- 18.C**
- 19.D**
- 20.B**
- 21.D**
- 22.C**
- 23.B**
- 24.A**
- 25.A**
- 26.B**
- 27.A**
- 28.B**
- 29.C**
- 30.A**



COVENANT UNIVERSITY
CANAANLAND, KM 10, IDIROKO ROAD
P.M.B 1023, OTA, OGUN STATE, NIGERIA.

TITLE OF EXAMINATION: B.Sc, B.A, B.Eng EXAMINATION

COLLEGE: LDS

SCHOOL: LD

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2014/2015

OMEGA

COURSE CODE: GST 121

COURSE TITLE: COMMUNICATION IN ENGLISH II

INSTRUCTION: ANSWER ALL QUESTIONS

SEMESTER:

CREDIT UNIT: 2

TIME: 40mins

Section A: Grammar and Usage

1. A simple sentence is often defined in terms of-----
a. sentence structure b. clause structure c. noun structure d. verb structure
2. A phrase is a group of words without -----
a. action verb b. verb c. infinite verb d. finite verb
3. -----among the following is a noun phrase.
a. very fast b. pretty beautiful c. elderly man d. could have done
4. The basic structure of the English sentence is-----
a. subject + verb b. subject + adverb c. subject + complement d. subject + object
5. A noun phrase performs the function of.....
a. predicate b. object c. subject d. complement
6. The obligatory part of the verb phrase is the.....
a. auxiliary verb b. primary auxiliary verb c. modal auxiliary verb d. lexical verb
7. In the sentence ***I can, can*** is an example of.....
a. modal auxiliary b. primary auxiliary c. main verb d. auxiliary verb
8. Pronouns used as subjects must be in the-----case.
a. subjunctive b. objective c. subjective d. pronominal
9. A pronoun in objective case can appear in all the following but one positions
a. subject b. object c. after proposition d. structure marked by *than*
10. The elements of the simple sentence are various parts of the sentence occupied by the
a. word class b. verbal class c. nominal class d. adjectival class

Sentence Types and Functions

11. The building blocks of essays are-----.
a. sentences b. phrases c. clauses d. paragraphs
12. The largest grammatical unit of a language is the -----
a. phrase b. clause c. sentence d. paragraph
13. Sentences are classified according to -----
a. structure and syntax b. function and structure c. function and phonology
d. Structure and form
14. Declaratives, imperatives, exclamatory sentences are classifications according to -----
a. function b. structure c. design d. scope
15. Two independent clauses joined by a coordinating conjunction is a ----- sentence.
a. complex b. compound c. simple d. compound-complex
16. A good sentence should be all the following but-----
a. impressive b. unified c. coherent d. emphatic
17. “Sola wept as soon as she learnt that her lover had left her” is a-----sentence.
a. simple b. compound c. complex d. compound-complex

18. "Sleeping on duty while others are working is a crime against society" contains-----clauses.
 a. two b. three c. four d. five
19. "You may leave now while you still have the time!" is an/a-----sentence.
 a. declarative b. interrogative c. exclamatory d. imperative
20. "I feel so good now that I forgive all my enemies" is an/a-----sentence.
 a. imperative b. exclamatory c. declarative d. interrogative

Mechanics of writing

21. Writing is an activity that evolved from-----
 a. writing books b. printing c. the spoken word d. the word of God
22. A distinguishing element between spoken and written English is-----
 a. calligraphy b. punctuation c. connotation d. articulation
23. Writing well can be considered a-----
 a. secondary skill b. primary skill c. tertiary skill d. technological skill
24. -----punctuation are required in sentences like "Ah you again"; "Shut up"; "You live here"
 a. @ ! ? b. ! . ? c. : ! ? d. ; :
25. Punctuation in English is a carrier of and it is a way of signaling an intention or attitude.
 a. meaning b. idioms c. signs d. transitions
26. -----and----- punctuation mark the difference in the expressions "I hate fanatics: like you, I find them irritating." & "I hate fanatics like you: I find them irritating."
 a. full stop, comma b. comma, the colon c. capitalization, quotation marks d. all of the above
27. The-----is to writing what a pause is to speaking.
 a. apostrophe b. colon c. the comma d. full stop

Proposals and Reports

28. A proposal is-----document that presents information on how a project would be executed.
 a. a reportage b. an informal c. a retroactive d. a formal
29. -----is not a feature of a proposal.
 a. hypothesis b. budgeting c. objectives d. data analysis
30. A report about an industrial accident is a/an-----report.
 a. occasional B. regular/ routine C. specially commissioned D. research
31. Reports may be classified on the basis of their-----
 a. findings b. functions c. titles d. analyses
32. "Terms of reference" refers to-----of a report.
 a. action plan b. findings c. motivation/background d. conclusions
33. A progress report may be classified under _____
 a. specially commissioned report b. occasional report c. routine report d. legislative report
34. The following may be part of the methodology of a report **except**-----
 a. interviewing b. scrutinizing documents c. personal observations d. filing documents
35. A formal report may be presented in all these forms **except** -----
 a. as a letter b. in tabular form c. as a memo d. telephone conversation
36. Reports written by marketing companies on behalf of organizations are called-----
 a. marketing report b. field work c. technical report d. research report
37. The tone of a proposal should be -----
 a. vague b. powerful c. hostile d. demanding
38. A good proposal should show evidence that it has identified a/an-----
 a. solution b. research c. interest d. problem
39. -----is not a component of a report.
 a. felicitation b. appendices c. motivation d. procedure

40. The statement that ‘reports do not need to address their terms of reference’ is-----
a. true b. false c. neither true nor false d. both true and false

Aspects of Literature

41. Another name for poetry is-----
a. pantomime b. dirge c. verse d. tragic-comedy
42. Poetry is best appreciated by-----
a. analysis b. recitation c. meditation d. criticism
43. Poetry that deals with rustic life is called-----
a. elegy b. epic c. ode d. pastoral
44. A comic drama that treats serious issues in a trivial manner is called a-----
a. burlesque b. tragic-comedy c. satire d. pantomime
45. The literary philosophy that celebrated African values was called-----
a. Marxism b. Ujamaa c. Negritude d. Postcolonialism
46. The book *The Fate of Vultures and other Poems* was written by-----
a. Ken Saro-Wiwa b. Tanure Ojaide c. J. P. Clark d. Wole Soyinka
47. The Play *The Marriage of Anansewa* was written by-----
a. Ama Ata Aidoo b. Tess Onwueme c. Efua Sutherland d. Chimamanda Adichie
48. Okonkwo’s mother in *Things Fall Apart* hails from-----
a. Umuofia b. Mbame c. Umuaro d. Mbanta
49. The object that bound Ezinma to the spirit world in *Things Fall Apart* is called-----
a. iyi-uwa b. isi-obi c. ogboguru d. oji-mmuo
50. Obierika visited Okonkwo in exile for the first time after a period of-----
a. one year b. two years c. three years d. four years
51. -----warned Okonkwo, saying “That boy calls you father. Do not bear a hand in his death.”
a. Obierika b. Uchendu c. Ezeudu d. Ezeani
52. The statement ‘Unoka died disgracefully and was buried shamefully’ in *Things Fall Apart* is-----
a. true b. false c. neither true nor false d. both true and false
53. “Piano and Drums” deals with the conflict of-----
a. ideas b. musical instruments c. traditions d. culture
54. The attitude and tone of the poet in “Piano and Drums” is that of-----
a. indecision b. certainty c. fear d. pride
55. Two prominent animals mentioned in “Piano and Drums” are-----
a. elephant and rhinoceros b. panther and leopard c. zebra and deer d. tortoise and antelope
56. The poet of “Piano and Drums” said he was at a-----
a. valley b. city c. village d. riverside
57. The poet of “Ours to Plough, not to Plunder” speaks of man’s-----of the earth.
a. love b. hatred c. destruction d. preservation
58. In “Ours to Plough, not to Plunder,” the earth is described as-----
a. God’s foot stool b. unfathomed fountain c. home of man d. the soul of nature
59. The tone of “Ours to Plough, not to Plunder” is-----
a. appreciative b. salutary c. meditative d. critical
60. A dominant literary technique used in the poem “Our to Plough, not to Plunder” is-----
a. synecdoche b. metonymy c. irony d. alliteration
61. *Trials of Brother Jero* can best be called a/an-----
a. satire b. tragedy c. irony d. farce
62. Brother Jero in *Trials of Brother Jero* exploits the-----of his followers.
a. religious beliefs b. spiritual fears c. superstitious beliefs d. poverty
63. *Trials of Brother Jero* ridicules-----in/of/on religious leaders.

- a. financial support b. blind faith c. spiritual dependence d. doubting
64. Chume's desire in *Trials of Brother Jero* is to-----
a. make heaven b. secure God's favour c. build a house d. beat his wife
65. Amope's attitude to Jero in *Trials of Brother Jero* is-----
a. disdainful b. respectful c. full of envy d. deep love
66. The Politician in *Trials of Brother Jero* is a-----
a. humble leader b. pious convert c. power seeker d. saint
67. A major theme in *Trials of Brother Jero* is-----
a. patriotism b. hatred c. prosperity d. poverty
68. The novel *Destination Biafra* is written by-----
a. Chukwuemeka Ike b. Buch Emecheta c. Chimamanda Adichie d. Chinua Achebe
69. *Path of Thunder* is a work by-----
a. Wole Soyinka b. Niyi Osundare c. Gabriel Okara d. Christopher Okigbo
70. *Forty-Eight Guns for the General* is a novel by-----
a. Chinua Achebe b. Flora Nwapa c. Eddie Iroh d. Cyprain Ekwensi

KEYS TO GST 121 OMEGA SEMESTER EXAMINATIONS FOR 2014/2015 SESSION

1. B
2. D
3. C
4. A
5. C
6. D
7. C
8. C
9. A
10. A
11. A
12. C
13. B
14. A
15. B
16. A
17. C
18. A
19. D
20. B
21. C
22. B
23. A
24. B
25. A
26. B
27. C
28. D
29. D
30. A
31. B
32. C
33. C
34. D
35. D
36. D
37. B
38. D
39. A
40. B

- 41. C
- 42. B
- 43. D
- 44. A
- 45. C
- 46. B
- 47. C
- 48. D
- 49. A
- 50. B
- 51. C
- 52. B
- 53. D
- 54. A
- 55. B
- 56. D
- 57. C
- 58. B
- 59. D
- 60. D
- 61. A
- 62. A
- 63. B
- 64. D
- 65. A
- 66. C
- 67. D
- 68. B
- 69. D
- 70. C

COLLEGE OF LEADERSHIP DEVELOPMENT STUDIES
SCHOOL OF LEADERSHIP DEVELOPMENT
DEPARTMENT OF LANGUAGES AND GENERAL STUDIES

FRE 116: PRACTICAL FRENCH I
2014/2015 ALPHA SEMESTER EXAMINATION

INSTRUCTIONS: ANSWER ALL QUESTIONS

TIME ALLOWED: 1hr 30mins

A. Give answers in French to the following questions:

1. Comment vous appelez-vous?
2. Où habitez-vous?
3. Comment s'appellent vos parents?
4. Qu'est-ce qu'ils font comme profession?
5. Vous êtes en quelle année? (10pts)

B. Re-write the following sentences using the correct form of the verbs in bracket.

1. Nous (être) des Etats Unis
2. Elle (s'appeler) Marie
3. Ils (manger) du riz
4. Tu (chercher) le professeur?
5. Il (étudier) le français
6. J'(habiter) Lagos (12pts)

C. How do you say the following expressions in French?

1. First course
2. Please sir
3. Red wine
4. Strawberry flavoured ice-cream
5. Enjoy your meal (10pts)

D. Complete the following telephone conversation

- Allô
-
- Qui est.....?
-
- Ah, comment ça va?
-
- Aujourd'hui c'est mon anniversaire
-
- Merci
- Au revoir
- (12pts)

E. Fill in the blanks with the following words or expressions as appropriate

Lit	à l'hôtel	une chambre	trois	enfants	douche		
bain	lits	deux	sans	salle	personnes	adulte	nuits

Je voudrais réserver Une chambre à avec, avec
salle de C'est pour trois C'est pour un et deux
.....
(16pts)

F. Give the feminine form of the following professions and nationalities

1. Un professeur
2. Un boulanger
3. Un dentiste
4. Un infirmier
5. Un belge
6. Un français
7. Un béninois
8. Un ivoirien
9. Un nigérien
10. Un nigérian

(10pts)

FRE116

Critère d'évaluation (Marking Guide)

2014/2015 Alpha Semester Examination

FRE 116: Practical French I

A.

1. Je m'appelle
2. J'habite
3. Ils s'appellent M. et Mme.
4. Mon père est, ma mère est
5. Je suis en année (10pts)

B. 1. Elle s'appelle

2. Ils mangent
3. Tu cherches
4. Il étudie
5. J'habite (12pts)

C. 1. Le plat principal

2. S'il vous plaît Monsieur
3. Un vin rouge
4. Une glace à la fraise
5. Bon appétit (10pts)

D. - Allô

- Allô
- Qui est à l'appareil?
- C'est moi
- Bonjour, comment ça va?
- Aujourd'hui c'est mon anniversaire
- Ah, bon anniversaire
- Merci
- Au revoir (12pts)

E. 1. chambre

2. deux
3. lits
4. douche
5. salle de bain
6. personnes
7. adulte
8. enfants (16pts)

F. 1. Un Professeur

2. Une boulangère
3. Une dentiste
4. Une infirmière
5. Une belge
6. Une française

7. Une béninoise
8. Une ivoirienne
9. Une nigérienne
10. Une nigériane

(10pts)



COVENANT UNIVERSITY

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P.M.B 1023, OTA, OGUN STATE, NIGERIA.

TITLE OF EXAMINATION: B.A EXAMINATION

COLLEGE: LEADERSHIP DEVELOPMENT STUDIES

SCHOOL: LEADERSHIP DEVELOPMENT

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2014/2015

SEMESTER: OMEGA

COURSE CODE: FRE 126

CREDIT UNIT: 2

COURSE TITLE: PRACTICAL FRENCH II

INSTRUCTION: ANSWER ALL QUESTIONS

TIME: 2 HOURS

1. Translate the following sentences into French
 - a) How much is this shirt?
 - b) It costs 50€.
 - c) Can you give a little reduction please?
 - d) No, that's the last price. (8 marks)

2. Name 8 major cities in France that you know starting with the Capital. (4 marks)

3. Mention in French 6 specialities widely eaten in France and describe in English what they contain and the region where they are mostly eaten. (12 marks)

4.
 - a) What is the name of the President of France presently?
 - b) What is the French national Anthem called?
 - c) Give the meaning of the acronym: Le TGV
 - d) What is the date of the French revolution? (6 marks)

5. Mention 5 important monuments in France and write short notes on them in English. (10 marks)

6. How do you say the following expressions in French?
 - a) I have a headache
 - b) I' afraid
 - c) I'm hungry
 - d) I have pain in my eyes
 - e) I'm thirsty
 - f) I'm cold (12 marks)

7. Fill in the blanks with the correct form of the verbs in bracket.
 - a) Qu'est-ce que vous (faire) ce soir?
 - b) Ils (partir) pour Londres ce soir.
 - c) Il (sortir) avec ses amis.
 - d) Je (partir) tout de suite

- e) Nous (partir) la semaine prochaine?
- f) Elles (sortir) très tôt ce matin.
- g) Je (boire) de l'eau chaque matin.

- h) Il (finir) le travail avec joie.
 - i) Ils (Faire) le travail vite.
 - j) Quand est-ce que tu (finir) le cours? (10 marks)
8. a) Write a short poem of your choice in French and explain the meaning of it in English.
- b) Who is the author of the poem? (8 marks)



FRE126 MARKING GUIDE

1. a) Combien coûte cette chemise? (2 marks)
b) Ça coûte 50€. (2 marks)
c) Vous pouvez faire une réduction? (2 marks)
d) Non, c'est le dernier prix. (2 marks)

2. a) Paris (½ mark)
b) Lyon (½ mark)
c) Bordeaux (½ mark)
d) Montpellier (½ mark)
e) Nice (½ mark)
f) Marseille (½ mark)
g) Lille (½ mark)
h) Toulouse (½ mark)

3. a) Le cassoulet - Toulouse (2 marks)
b) La bouillabaisse- Marseille (2 marks)
c) Les huitres, escargots etc - Bourgogne (2 marks)
d) La fondue - Savoie (2 marks)
e) Les tripes - Caen (2 marks)
f) Choucroute- Alsace (2 marks)

4. a) François Hollande (1½ marks)
b) La Marseillaise (1½ marks)
c) Le Train à Grande Vitesse (1½ marks)
d) 1789 (1½ marks)

5. a) La Tour Eiffel is an iron lattice tower located in Paris. Named after the engineer Gustave Eiffel. (2 marks)
b) Notre-Dame, is a historic [Catholic cathedral](#) in [Paris, France](#) (2 marks)
c) Galeries Lafayette is an [upmarket](#) French [department store](#) located on Boulevard Haussman in Paris. (2 marks)

d) Géode is a mirror-finished [dome](#) that holds a theatre. (2 marks)
e) L' Opéra Garnier was designed by Charles Garnier for Emperor Napoleon III. (2 marks)

6. a) J'ai mal à la tête. (2 marks)
b) J'ai peur. (2 marks)

- c) J'ai mal aux yeux. (2 marks)
d) J'ai soif. (2 marks)
e) J'ai froid. (2 marks)
7. a) faites (1 mark)
b) partent (1 mark)
c) sort (1 mark)
d) pars (1 mark)
e) partons (1 mark)
f) sortent (1 mark)
g) bois (1 mark)
h) finit (1 mark)
i) font (1 mark)
j) finis (1 mark)
8. a) Femme noire (6 marks)
Femme africaine
O toi, ma mere,
Je pense à toi.
- b) Camara Laye. (2 marks)

COLLEGE OF LEADERSHIP DEVELOPMENT STUDIES
SCHOOL OF LEADERSHIP DEVELOPMENT
DEPARTMENT OF LANGUAGES AND GENERAL STUDIES

B.A. DEGREE ALPHA SEMESTER EXAMINATION 2014/2015

SESSION

ENG 115

INTRODUCTION TO PROSE

Time: 2hrs

Instruction: Answer questions ONE and any other two.

1. Do an analysis of three themes each in the following short stories:
 - i. "A Power Struggle" by Bessie Head
 - ii. "The Man who was almost a Man" by Richard Wright
 - iii. "Choosing" by Ama Ata Aidoo (30mks)

2. Discuss narrative technique and style in Amos Tutuola's *The Palmwine Drinkard*. (20mks)

3. Explain the events that led to the tragedy that befell Ezeulu in Chinua Achebe's *Arrow of God*. (20mks)

4. Discuss the themes of dictatorship and exploitation in *Animal Farm*. (20mks)

5. Discuss the challenges that Lola faced as a child in her village in Sola Adeniran's *Imagine This*. (20mks)



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TITLE OF EXAMINATION: B.A EXAMINATION

COLLEGE: Leadership Development Studies

SCHOOL: Leadership Development

DEPARTMENT: Languages and General Studies

SESSION: 2014/2015

SEMESTER: Omega

COURSE CODE: ENG 126

CREDIT UNIT: 2

COURSE TITLE: Theatre Workshop

INSTRUCTION: Answer any three questions.

TIME: 1½ HOURS

1. (a) State and explain the characteristics of drama as a performing act. (10 marks)
(b) State and explain the elements of play production. (10mks)
2. (a) Outline and discuss Appeals of Theatre. (10 marks)
(b) Explain the connection between theatre and society (10 marks)
3. (a) List and explain how Audiences affect performance. (10 marks)
(b) Differentiate between the unprepared audience and the unwilling audience (10 marks)
4. (a) State four traits actors should possess to succeed in theatrical production. (10marks)
(b) State five body movements actors must perfect to succeed in the theatre. (10 marks)
5. (a) Explain the responsibilities of the Director in a theatrical production. (10 marks)
(b) Explain the roles of designers in the theatre (10 marks)

MARKING GUIDE FOR ENG 126 2014/2015 SESSION

INSTRUCTION: The students are to answer any three questions out of five.

QUESTION 1a (10mks)

State and explain the characteristics of drama as a performing act.

- | | | |
|------|---|----------------|
| i. | Correct statement of each of four characteristics | 1mk x 4 = 4mks |
| ii. | Explication of each of four characteristics | 1mk x 4 = 4mks |
| iii. | Language/expression | 2mks |

Total: **10mks**

QUESTION 1b (10mks)

State and explain the elements of play production.

- | | | |
|------|--|----------------|
| i. | Correct statement of each of four elements | 1mk x 4 = 4mks |
| ii. | Explication of each of four elements | 1mk x 4 = 4mks |
| iii. | Language/expression | 2mks |

Total: **10mks**

QUESTION 2a (10mks)

Outline and discuss Appeals of Theatre.

- | | | |
|------|---|----------------|
| i. | Each correct statement of appeal of theatre | 1mk x 4 = 4mks |
| ii. | Explication of each appeal | 1mk x 4 = 4mks |
| iii. | Language/expression | 2mks |

Total: **10mks**

QUESTION 2b (10mks)

Explain the connection between theatre and society

- | | | |
|-----|---|--------|
| i. | Clear explication of relationship between theatre and society | = 5mks |
| ii. | Language/expression | = 5mks |

Total: **20mks**

QUESTION 3a (10mks)

List and explain how Audiences affect performance.

- | | | |
|-----|---|---------------------|
| i. | Listing of each five ways audience affect performance | 1mk x 5 = 5mks |
| ii. | Explanation of each way | 1mk x 5 = 5mks |
| | | Total: 20mks |

QUESTION 3b (10mks)

Differentiate between the unprepared audience and the unwilling audience

- | | | |
|------|---|--------|
| i. | Explication of unprepared audience | = 2mks |
| ii. | Explication of unwilling audience | = 2mks |
| iii. | Explanation of difference between the two | = 2mks |
| iv. | Language/expression | = 4mks |

Total: 10mks

QUESTION 4a (10mks)

State four traits actors should possess to succeed in theatrical production.

- | | | |
|-----|---------------------------------|---------------------|
| i. | Correct statement of each trait | 2mks x 4 = 8mks |
| ii. | Language/expression | = 2mks |
| | | Total: 10mks |

QUESTION 4b (10mks)

State five body movements actors must perfect to succeed in the theatre.

- | | | |
|----|---|------------------|
| i. | Correct statement of each of five movements | 2mks x 5 = 10mks |
|----|---|------------------|

Total: 10mks

QUESTION 5a (10mks)

Explain the responsibilities of the Director in a theatrical production.

- | | | |
|-----|---|---------------------|
| i. | Correct explanation of each of eight responsibilities | 1mk x 8 = 8mks |
| ii. | Language/expression | 2mk |
| | | Total: 10mks |

QUESTION 5b (10mks)

Explain the roles of designers in the theatre

- | | | |
|-----|--|---------------------|
| i. | Correct explication of roles of each of four major designers | 2mks x 4 = 8mk |
| ii. | Language/expression | 2mk |
| | | Total: 10mks |



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B.A. DEGREE EXAMINATION

COLLEGE OF LEADERSHIP DEVELOPMENT STUDIES

SCHOOL OF LEADERSHIP DEVELOPMENT

DEPARTMENT OF LANGUAGES AND GENERAL STUDIES

2014/2015 SESSION

SEMESTER: OMEGA

COURSE CODE: ENG124

CREDIT UNITS: 2

COURSE TITLE: INTRODUCTION TO ORAL LITERATURE

INSTRUCTIONS: ANSWER QUESTION 1 AND ANY 2 OTHERS

TIME: 2 HOURS

1. (a) Often, when telling one kind of society from another in some areas of material development we describe the one as “scribal” and the other as “non-scribal”. What do the terms mean? (10 marks)
(b) Which of the two kinds of society are you from? (10 marks)
(c) Would you say that coming from a non-scribal culture necessarily makes you inferior in the larger world of humankind? (10 marks)
2. (a) What is oral tradition? (5 marks)
(b) What are the features and characteristics you think both oral and written literature share in common? (15 marks)
3. Write short notes on ANY four (4) of the following; each carries five (5) marks:
a) Myth b) Legend c) Folklore d) Folktales e) Praise poetry (*it can go under any name by which it is known in your own indigenous culture, such as oriki, etc.*) f) Ritual g) History
4. (a) What is performance in oral literature? (5 marks)
(b) In written literature we basically rely on the fixity (i.e., the state of being fixed, frozen or permanent) of the text; what features of an oral performance can make it very appealing or memorable to its spectators or audience? (15 marks)

5. It is possible to argue that the understanding which our Nigerian communities associate with the word “play” (Yoruba: “ere”, meaning *casual, incidental, light-hearted, transient or even frivolous*) is responsible for the deplorable attention often paid to the quality of production in our plays, music videos and other recorded forms of entertainment. What do you think Nigeria’s Nollywood needs to do in order to emphasize the primacy of the quality of production? (20 marks)



MARKING GUIDE

1. (a) Often, when telling one kind of society from another in some areas of material development we describe the one as “scribal” and the other as “non-scribal”. What do the terms mean? (10 marks)
- (b) Which of the two kinds of society are you from? (10 marks)
- (c) Would you say that coming from a non-scribal culture necessarily makes you inferior in the larger world of humankind? (10 marks)

The terms, “scribal culture” and “non-scribal culture” were first introduced to the 100-level class in their Alpha Semester drama class, “ENG113: Introduction to Drama”; it was just fortuitous that the same lecturer eventually had to teach Oral Literature, the subject context from where the two expressions actually derive. A scribal culture or society is one which has had a history of written records that dates back into antiquity; *the term is not explained* by the universal literacy of the modern times. A non-scribal culture, on the other hand, is one that never had any tradition of writing. Part of the task of building cultural self-esteem in the students in the course consisted in letting them understand the two terms while also impressing on them that a culture of writing did not constitute the whole of the material contribution to our human civilization; there are countless cultures and societies around the world which had no tradition of writing but which parlayed their ancestral-native geniuses into other forms of record-keeping, mnemonic strategies and sundry innovations in the areas of material culture and the philosophy that must govern, protect, codify and enshrine them. It is on this premise that the second b) part of the question is posed. Candidates are expected to acknowledge that they are not from scribal cultures or societies. The final c) part of the question then tries to draw the candidates out of their shells and enter personal positions on what they think about their cultural past. In fact, an earlier version of the question had been given as a class test, and the highest scoring scripts were those whose authors were as frank and candid as possible about their humble cultural or societal beginnings.

2. (a) What is oral tradition? (5 marks)
- (b) What are the features and characteristics you think both oral and written literature share in common? (15 marks)

Oral tradition is the alternative mode of cultural preservation to the culture of writing. The course did note repeatedly that not only do scribal cultures of old also have their own oral tradition but even modern-day societies of the Western world are still deep into their own oral cultures in various ways; only that they continue to document and preserve such traditions through technology and other forms of permanent record-keeping. Oral tradition is the central character of traditional society, we observed in class, and its strength is that it enables us to determine that

concepts such as “literature”, “drama”, “folklore”, etc., did not arrive in Africa with the advent of writing. The second b) part of the question requires of candidates to show how essentially literary material in the oral mode shares characteristics with similar material in the written tradition. To cite an instance, a short story told under the moonlight probably has a subject-matter, a plot, characters, a hero, a moral conflict, etc., not to mention the formal characteristics of a beginning, a middle and an end, complete with the its complication and resolution; if such features are available in oral literature then it can be fairly argued that what we call literature is a *processed* form of “orature”.

3. Write short notes on ANY four (4) of the following; each carries five (5) marks:

a) Myth b) Legend c) Folklore d) Folktales e) Praise poetry (*it can go under any name by which it is known in your own indigenous culture, such as oriki, etc.*) f) Ritual g) History

The course taught that Myth (and its various derivations) is at the very heart of the societal consciousness, and from it also derive other societal or cultural cornerstones such as ritual, culture, religion, literature, history, art, etc. With specific reference to *myth as literature or orality*, Myth can also refer to stories whose provenance is not verifiable because sourced in an indeterminate past, stories of origin and aetiology (as in aetiological tales or narratives), of gods and demiurges and how cultures and societies came to be or become what they claim they are or continue to invest their corporate or ancestral identities with. Legend is a story, about a hero, an event or a people, which still contains traces of truth or probability but which has been embellished with the quality of myth-intensive fancy; *as with Myth the strength of legend must not be sought in its claims of any literal truth but in its affective appeal or grip on the imagination of those who subscribe to its claims.* Folklore is the body of stories, beliefs, proverbs, narratives, modes of telling, etc., which a culture has built and shored up over time; it is a treasury of the wisdoms and the modes of art and entertainment of the people. Folktales are particular stories which may not necessarily conform to conventional yardsticks by which credibility is determined; they are “tales”, with the obvious suggestion of the fantastic, the fanciful and the imaginary. Praise poetry is a form of heroic poetry which has existed across cultures all over the world since the beginning of time. The prominence which praise or panegyric poetry still enjoys in some parts of the world, such as Africa, is a safe indication of how prevalent the culture of orality still is in such cultures and societies; an example is the Yoruba tradition of the *Oriki*. Ritual is not to be mistaken as the rites which are performed in personal propitiation by herbalists and traditional doctors – and it is likely that some candidates may only interpret the term at that face value. Ritual is one of the oldest components of the origins of society, itself almost as massive and omnibus as myth; ritual is at the basis of religion, art, entertainment, song, music and dance. Ritual is also foundational to drama as a whole and tragedy in particular. History is recorded events as they are perceived from a location self-interest by society.

4. (a) What is performance in oral literature? (5 marks)

(b) In written literature we basically rely on the fixity (i.e., the state of being fixed, frozen or permanent) of the text; what features of an oral performance can make it very appealing or memorable to its spectators or audience? (15 marks)

In oral literature there is a huge divide between what is known as *text and context*, between *the text and its enactment or performance*. Ruth Finnegan, the respected scholar of African oral literature is often quoted as saying, “The bare words cannot be left to speak for themselves”; paraphrasing William Shakespeare’s line from *Hamlet*, “The play’s the thing”, students of oral literature may also be heard saying, “The performance is the thing”. Performance simply refers to the transformations which an enactment brings to bear on the fixity of any text; such transformations are determined and conditioned by a welter of exigencies, such as the nature or character and composition of an audience, their predilections or phobias, the nature of the political or social occasion, etc. At the end of each such performance it will be seen that the text in its frozen form would have been transformed, superseded or undermined, for good or for ill. Oral literature, being about cultural artifacts that may never acquire a final, definitive form, is always at pains to determine how a performance can bring back to life sentiments which may ordinarily have gone cold or dead between the interstitial spaces of a written text or a dry tale. The second b) part of a question asks what aspects of a performance can aid memorableness. These features include visual spectacle, song, dance, drumming, histrionics, décor, costume-costuming, props, etc.; these features had been taught to the same class and by the same lecturer as essential features of theatre in their ENG113 class.

5. It is possible to argue that the understanding which our Nigerian communities associate with the word “play” (Yoruba: “ere”, meaning *casual, incidental, light-hearted, transient or even frivolous*) is responsible for the deplorable attention often paid to the quality of production in our plays, music videos and other recorded forms of entertainment. What do you think Nigeria’s Nollywood needs to do in order to emphasize the primacy of the quality of production? (20 marks)

The course devoted a lecture to how a people’s traditional orientation may stand in the way of some of the artistic goals they could have easily attained. In the Yoruba language the term *ere* or *are*, covers in meaning areas of entertainment as disparate as drama and theatre, music, musicians on the bandstand (*elere*), masquerades (*eegun alare*), sports, etc., as well as pranks and risky playfulness (*ere ipa or erepa; are ipa or arepa*), frivolity or something that is casual, unserious, undeserving of any serious effort or attention, etc. We suggested to students that it may be that this notion of drama (including home videos and movies) as something that is *just play – ere –* may be behind the shoddiness for which some traditions of Nigerian video production are notorious. However, the question itself only gives that suggestion as a premise; the answer itself will come in the form of a free essay.



COVENANT UNIVERSITY
CANAANLAND, KM 10, IDIROKO ROAD
P.M.B 1023, OTA, OGUN STATE, NIGERIA.

TITLE OF EXAMINATION: B.A

COLLEGE: College of Leadership Development Studies

SCHOOL: School of Leadership Development

DEPARTMENT: Languages and General Studies

SESSION: 2014/2015 **SEMESTER:** Omega

COURSE CODE: ENG 122 **CREDIT UNIT:** Two

COURSE TITLE: Basic English Grammar and Composition

INSTRUCTION: Answer Question One and Any Other Two **TIME:** 2 HOURS

1. Pick the right option for the following:
 1. To ---- Nigerians, military rule is not strange.
a. We b. us c. ours d. ourselves
 2. They took so ---- yams from the barn that the farmer wept.
a. Much b. many c. plenty d. little
 3. While mum was away, baby slept for ---- days.
a. Little b. a little c. few d. a few
 4. Nothing could have been ---- than the death of his wife.
a. Tragic b. tragicest c. most tragic d. more tragic
 5. Wunmi's ---- invited surprised everybody.
a. Being b. been c. be d. not been
 6. Ayo ----
a. danced at the party vigorously.
b. at the party vigorously danced.
c. danced vigorously at the party.
d. vigorously at the party danced.
 7. Ibangá served ---- the technical committee.
a. In b. at c. on d. with
 8. Segun, as well as Matty ---- well.
a. Write b. writes c. are writing d. have written
 9. A number of missing books ---- been found.
a. has b. have c. is being d. hasn't
 10. The number of churches ---- increased.
a. Has b. have c. are d. is

(20 marks)

(b) Highlight the stages of composition writing. (10 marks)

2. (a) Using clear illustrations, examine the elements of the clause structure (10 marks)
(b) Elucidate four (4) major characteristics of a good composition (10 marks)

3. (a) Describe the grammatical units of English. (10 marks)
(b) Examine the sentence types according to structure. (10 marks)

4. (a) Describe and distinguish between the open and close system of the word class of English. (10 marks)
(b) Examine the sentence types according to function. (10 marks)

5. Distinguish between each pair.
 - a. Transitive and intransitive verbs
 - b. Finite and non-finite verbs
 - c. Main and dependent clauses
 - d. Derivational and inflectional morphemes



ENG122 MARKING GUIDE

2. Pick the right option for the following:
11. To ---- Nigerians, military rule is not strange.
b. We b. us c. ours d. ourselves
 12. They took so ---- yams from the barn that the farmer wept.
b. Much b. many c. plenty d. little
 13. While mum was away, baby slept for ---- days.
b. Little b. a little c. few d. a few
 14. Nothing could have been ---- than the death of his wife.
b. Tragic b. tragicest c. most tragic d. more tragic
 15. Wunmi's ---- invited surprised everybody.
b. Being b. been c. be d. not been
 16. Ayo ----
e. danced at the party vigorously.
f. at the party vigorously danced.
g. danced vigorously at the party.
h. vigorously at the party danced.
 17. Ibanga served ---- the technical committee.
b. In b. at c. on d. with
 18. Segun, as well as Matty ---- well.
b. Write b. writes c. are writing d. have written
 19. A number of missing books ---- been found.
b. has b. have c. is being d. hasn't
 20. The number of churches ---- increased.
b. Has b. have c. are d. is

(20 marks)

KEY:

1. B
2. B
3. C
4. D
5. A
6. C
7. C
8. B
9. B
10. A

(b) Highlight the stages of composition writing. (10 marks)

The students are expected to elucidate the pre-writing, writing and post-writing stages. A comprehensive explanation of what goes in each stage will fetch the complete marks.

3. (a) Using clear illustrations, examine the elements of the clause structure (10 marks)

The students are expected to either use Chomsky's SVOA structure or Halliday's SPCA structural element to describe the English clause structure.

(b) Elucidate four (4) major characteristics of a good composition (10 marks)

The students are expected to identify characteristics such as simplicity, coherence, emphatic, and so on; they are then to explain each quality.

3. (a) Describe the grammatical units of English. (10 marks)

The students are expected to hierarchically highlight and explain the morpheme, word, group, clause and sentence; giving clear examples of each.

(b) Examine the sentence types according to structure. (10 marks)

The students are expected to identify the simple, compound, complex, multiple sentences. They are then to explain them with clear examples.

4. (a) Describe and distinguish between the open and close system of the word class of English. (10 marks)

The students are expected to identify the word class, classify them into the two systems and then highlight the features that distinguish them.

(b) Examine the sentence types according to function. (10 marks)

The students are expected to outline and explain the declarative, imperative, and interrogative sentences with clear examples.

5. Distinguish between each pair.

- e. Transitive and intransitive verbs
- f. Finite and non-finite verbs
- g. Main and dependent clauses
- h. Derivational and inflectional morphemes

Here, the students are to explain each concept in a pair and then go on to distinguish between them with clear examples.

ENG 125: ENGLISH LIT: FROM THE BEGINNING TO THE NEO-CLASSICAL PERIOD

1. With close reference to a chosen literary work(s) of that period studied in this course, discuss the theme of heroism in English medieval literature.
2. The poem, 'Deor's Lament', is a strong lesson in fortitude in the face of life's numerous adversities. Discuss this view with close reference to the poem.
3. What makes Geoffrey Chaucer a towering figure in English literature?
4. Do a comparative analysis of Thomas Wyatt's 'I Find No Peace' and 'Farewell Love'.
5. Discuss theme, diction, and form in Shakespeare's 'The expense of spirit in the waste of shame' and 'Let me not to the marriage of true minds'

ENG 125: ENGLISH LIT: FROM THE BEGINNING TO THE NEO-CLASSICAL PERIOD

MARKING GUIDE

OMEGA SEMESTER 2014/2015

Question 1: The question carries 23 marks. The student is expected to discuss the theme of heroism with reference to a literary work or more of the medieval age. Their answer is expected to reflect the fact that the medieval man's and his society's existence was in constant threat by wars, natural disasters and wicked activities of supernatural forces. That society was in need of super-humans who could rise in defence of the people, thus making the theme of heroism a popular one in the literature of the time. "Beowulf" is a good example of such literature.

Marks are to be distributed as follows:

- i) Reference to appropriate text(s) 3 marks
- ii) Content analysis 12 marks
- iii) Language 6 marks
- iv) Organization 2 marks

Question 2: Question 2 carries 23 marks. Students are expected to discuss the theme of endurance in the poem. They shall be scored according to the strength of their argument.

Marks shall be awarded as follows:

- i) Content analysis 13 marks
- ii) Language 8 marks
- iii) Organization 2 marks

Question 3: This question carries 23 marks. The student is expected to discuss the invaluable role of Chaucer in the development of English literature. Among other things, the student could argue that English literature may be said to have started with Chaucer who took it up as a responsibility to write in English when his contemporaries were writing in more prestigious foreign languages. Chaucer popularised the rhyme royal as a poetic form. This was adopted by subsequent English poets. He coined several of the English words and enriched the vocabulary English through borrowings from French, Latin, etc. Many of such words are extant in the English language. These are some of the points, among several others, that the student is expected to be making.

Marks shall be awarded as follows:

- i) Appeal to relevant writings of Chaucer's for illustration 3 marks
- ii) Discussions 12 marks
- iii) Language 6 marks
- iv) Organization 2 marks

Question 4: The Question demands a comparative analysis of the two poems in terms of theme, subject matter, language, structure, and impression. The question carries 23 marks

Marks shall be distributed as follows:

- i) Content analysis 13 marks
- ii) Language 8 marks
- iii) Organization 2 marks

Question 5: The question carries 23 marks. Each of the poems discussed shall attract 11.5 marks, distributed as follows:

- i) Diction 2.5 marks
- ii) Theme 2.5 marks
- iii) Form 2.5 marks
- iv) Language 2.5 marks
- v) Organization 1 mark



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TITLE OF EXAMINATION: B.A EXAMINATION

COLLEGE: COLLEGE OF LEADERSHIP DEVELOPMENT STUDIES

SCHOOL: SCHOOL OF LEADERSHIP DEVELOPMENT

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2014/2015

SEMESTER: OMEGA

COURSE CODE: ENG121

CREDIT UNIT: 2

COURSE TITLE: BASIC WRITING SKILLS

INSTRUCTION: Answer Question 1 and any other two questions. **TIME:** 2 HOURS

1. Write a composition on not more **450 words** on **any one** of the following:
 - a. The Land of the Mad
 - b. Rush Hour on Lagos Roads
 - c. Nigeria: A Divided Nation
 - d. Are Humans More Tolerant or less Tolerant of One Another in the 21st Century?

(30 marks)
2. Describe any five essentials of good writing.

(20 marks)
3. Explain any **four (4)** punctuation marks that you are familiar with.

(20 marks)
4. Writing is a process. Discuss the stages involved in writing a composition.

(20 marks)
5. Write short explanatory notes on any **four (4)** of the following:
 - (a) Editing
 - (b) Proofreading
 - (c) Summary
 - (d) Capitalisation
 - (e) Paragraphing

(20 marks)



ENG121 MARKING GUIDE

1. Write a composition on not more **450 words** on **any one** of the following:

- a. The Land of the Mad
 - b. Rush Hour on Lagos Roads
 - c. Nigeria: A Divided Nation
 - d. Are Humans More Tolerant or less Tolerant of One Another in the 21st Century?
- (30 marks)

Content: 10 marks
Organisation: 6 marks
Expression: 7marks
Mechanical Accuracy: 7 marks
30 marks

2. Describe any five essentials of good writing.

(20 marks)

Clarity and Simplicity
Brevity, Concise and Precision
Coherence and Organisation
Relevance
Mechanical Accuracy

Discussion- 3 marks each; examples- 1 mark each; 4 x 5 = **20 marks**

3. Explain any **four (4)** punctuation marks that you are familiar with.

(20 marks)

Full stop/ Period, Comma, Semi-colon, Colon, Caret, Parentheses, Ellipsis, Question mark, Exclamation mark, etc.

Explanation on uses/functions: 3 marks each x 4= 12 marks

Examples: 2 marks each x 4 = 8 marks
20 marks

4. Writing is a process. Discuss the stages involved in writing a composition.

(20 marks)

Pre-writing: Brainstorming, Getting a topic, Clustering, Researching on topic: 5 marks
Writing: Preliminary outline, Writing first draft: 5 marks
(Post-Writing): Editing/ revising, Proofreading, Final Draft: 5 marks
Examples (e.g. in Stage 1): 3 marks
Expression: 2 marks
20 marks

5. Write short explanatory notes on any **four (4)** of the following:

- (a) Editing
- (b) Proofreading
- (c) Summary
- (d) Capitalisation
- (e) Paragraphing

(20 marks)

5 marks each; Explanation: 4 marks each x 4 = 16 marks

Expression: 1 mark each x 4 = 4 marks
20 marks



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TITLE OF EXAMINATION: B.A ENGLISH EXAMINATION

COLLEGE: LEADERSHIP DEVELOPMENT STUDIES

SCHOOL: SCHOOL OF LEADERSHIP DEVELOPMENT

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2014/2015 SEMESTER: OMEGA

COURSE CODE: ENG123 CREDIT UNIT: 2

COURSE TITLE: PRACTICAL CRITICISM 1

INSTRUCTION: ANSWER QUESTIONS ONE AND ANY OTHER TWO TIME: 2 HOURS

1. What is practical criticism? Write short notes on the critical views on four of I.A. Richards, Longinus, Emmanuel Kant, Edmund Burk and T.M. Know. (30marks)

2. (a) The last Act in *The Mask* is a dramatic confirmation of Ifamo's prophetic interpretation of King Afagu's two dreams. Discuss. (20 marks).

OR

(b) Examine Conflict and Setting in Kalejaiye's *The Creator and the Disrupter*. (20 marks)

3. Make a comparative study of the settings in Dennis Brutus' *Letters to Martha* and Oswald Mitcheli's "Just a Passer-by". (20 marks)

4. Consider the prosaic element of secrecy, deceit and audience participation in 'He became a gorilla'?' (20 marks)

5. Discuss the main themes, imagery, allusion and symbols in the prose narrative 'The Nut and the Campanile' and 'The Rich Old Man'. (20 marks)



ENG123: Marking Guide

Question 1

Practical criticism is a text-focused approach to criticism, introduced by I.A. Richard.

I.A. Richard is the founding figure of what is today known as “reader-response criticism”. He is concerned with what the reader does to a work, that is, the way in which readers interpret as a result of which misunderstandings occur. He gave poems to students without any information about who wrote them or when they were written. “The objective of his work was to encourage students to concentrate on ‘the words on the page’ rather than relying on preconceived or received beliefs about a text. Practical criticism is that exercise in which you are given a poem, or a passage of prose, or sometimes an extract from a play, that you have not seen before and are asked to write a critical analysis of it. Usually you are not told who wrote the poem or passage, and usually, too, you are not given any indication of what you might look for or say. It refers to close reading, close analysis - it concentrates on the form and meaning of particular works, rather than on theoretical questions. It was devised to describe a method of teaching (testing) skills and developing insights which would enhance deeper and more alert understanding of literary works through detailed analysis of short text passages.

Longinus: considers sublime as an adjective that describe great, elevated, lofty thought and language.

Emmanuel Kant: compares the difference between beautiful and sublime: beautiful is connected with form having boundaries. Sublime in formless objects is represented by boundlessness.

Edmond Burke: considers the value of sublime on art, submits that ‘ugliness is an aesthetic quality.

T.M Know: considers the sublime as a marker of cultural difference. He based his stand on the Oriental cultures - on beauty/ugliness.

Question 2. (a)The last Act in *The Mask* is a dramatic confirmation of Ifamo’s prophetic interpretation of King Afagu’s two dreams. In act 1: scene 2, King Afagu had two dreams, dreams which Ifamo interpreted to represent the kings eventual fall and death in the hand of Agu. This prophesy came to past in the last Act 3.

OR

Question 2 (b) Levels of Conflicts:

1. Spiritual/Physical Conflicts a) Ancient conflicts (sky God, Obatala and esu) - heavens/earth

b) gods/gods; gods/man; man/man.

2. Conflicts and Symbols: a) Colours (white, black); b) good/evil c) palm (oil/wine); d) Deformity (body/mind) e) Creator/re-creator/initiator, f) Perfect/imperfect, g) Sango, h) Oyo

3. Conflicts and Relationships: a) Sky-god/gods/deities/man: marriage, enemies, servant/masterhood, creator/re-creator/created.

4. Conflicts and Setting: a) earth, b) heaven, c) mind, 5. Conflicts and Themes, a) Obatala/esu - power, envy, war/battle.

c) Drummer/hunch Back - frustration, hate, jealousy, love, imitation.

Question 3. Both poets are from the same society - South Africa. While Dennis Brutus' *Letters to Martha's* setting is centered on violent experience within the confines of prison, Oswald Mitcheli's "Just a Passer-by" setting is without the prison, similar violent on the streets. (20 marks)

Question 4. Secrecy in keeping secret the fact that the animals in the zoo are not animals but men disguised, to deceive the audience.

Question 5. The main themes: betrayal of trust, imagery come in form of nut, crow, wall, allusion in form of personification, and symbols of deceit and ruin in the 'The Nut and the Campanile' in 'The Rich Old Man' we have themes of value, wealth, poverty etc.