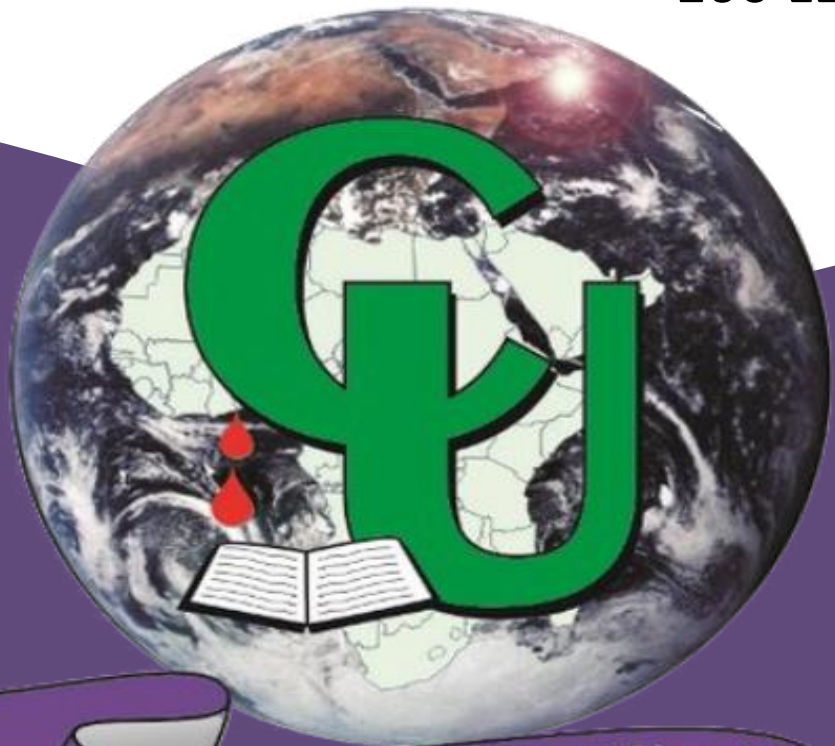


COVENANT UNIVERSITY

OMEGA SEMESTER TUTORIAL KIT
(VOL. 2)

PROGRAMME: ENGLISH
100 LEVEL



Raising A New Generation Of Leaders

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LIST OF COURSES

GST121:	COMMUNICATION IN ENGLISH 2
GST122:	COMMUNICATION IN FRENCH
TMC121:	PERSONAL VALUE SYSTEM DEVELOPMENT*
FRE126:	PRACTICAL FRENCH 2
ENG121:	BASIC WRITING SKILLS
ENG122:	BASIC ENGLISH GRAMMAR AND COMMUNICATION
ENG123:	PRACTICAL CRITICISM 1
ENG124:	INTRODUCTION TO ORAL LITERATURE
ENG125:	LITERATURE FROM THE BEGINNING: OLD ENGLISH TO NEO-CLASSICAL

***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: LDS

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2015/2016

SEMESTER:

OMEGA

COURSE CODE: GST 121

CREDIT UNIT: 2

COURSE TITLE: COMMUNICATION IN ENGLISH II

INSTRUCTION: ANSWER ALL QUESTIONS

TIME:

35mins

Read the following questions and choose the correct answers from the options given.

1. The most vital element that determines a grammatically correct sentence is _____
(a) the subject (b) the predicate (c) presence of finite verb (d) complete meaning
2. A phrase can function in all except as _____
(a) phrase marker (b) subject of verb (c) object of verb (d) appositive phrase
3. _____ is a major feature of a typical paragraph
(a) It deals with one main idea. (b) It summarizes the writer's argument
(c) It introduces the writer's topic sentence (d) It presents an argument
4. The sentences that occur with the topic sentence in the paragraph are called
(a) minor sentences (b) additional sentences (c) extraneous sentences (d) detail or support sentences
5. Paragraph unity is achieved when _____
(a) the writer employs linking devices (b) every other sentence in the paragraph relates to the topic sentence
(c) the writer argues logically (d) the paragraph is kept relatively short
6. The use of linking devices like 'first', 'secondly', 'however', 'finally' helps the writer to achieve _____
(a) credibility (b) consistency (c) brevity (d) cohesion
7. An essay is argumentative because _____
(a) it relates the argument between two or more people (b) it is deliberately biased in favour of an opinion
(c) it presents facts concisely and truthfully (d) it clarifies issues that are relatively unknown to the audience
8. The topic "Living with Oil Spillage in the Niger-Delta" can best be called a/an _____
(a) narrative (b) expository (c) descriptive (d) argumentative
9. In a formal letter _____ (a) the signature comes after the name (b) it ends with the names of the writer
(c) the name comes with initials (d) the name comes after the signature
10. The manner of expression in a typical informal letter can best be described as _____
(a) ceremonial (b) relaxed (c) decorous (d) reserved
11. _____ is not true of the use of the capital letter [punctuation].
(a) it begins all proper nouns (b) it begins all human titles
(c) it begins all book titles (d) it begins all abstract nouns
12. Of all the items below, only _____ is not correctly written.
(a) Yours Sincerely, (b) Yours ever, (c) Yours truly, (d) Yours,
13. The full stop is used for all but _____
(a) to end a sentence (b) in initials (c) in abbreviations (d) to list items

14. All but _____ can be used in formal letters.
(a) Sir, (b) Dear, (c) Excellency, (d) Editor,

Read each sentence and identify its type by structure

15. "He went through fire before he qualified as a doctor" is a _____ sentence.
(a) simple (b) compound (c) complex (d) compound-complex
16. "Thousands of students are candidates for the examination but only very few pass" is a _____ sentence.
(a) simple (b) compound (c) complex (d) compound-complex
17. "John started playing football while studying because he thought it would aid him physically" is a _____ sentence.
(a) simple (b) compound (c) complex (d) compound-complex
18. "Once I have finished all my homework, I am permitted to watch television" is a _____ sentence.
(a) simple (b) compound (c) complex (d) compound-complex
19. "For all he cared, the game was as good as lost and buried" is a _____ sentence.
(a) simple (b) compound (c) complex (d) compound-complex
20. "A basic objective in this task is the attainment of self-sufficiency in food in about a decade" is a _____ sentence.
(a) simple (b) compound (c) complex (d) compound-complex
21. "Many young workers bite off more than they can chew in terms of financial obligations in their desire to impress their friends and relatives" is a _____ sentence.
(a) simple (b) compound (c) complex (d) compound-complex
22. "All the efforts made by the whole neighbourhood to settle the quarrel was futile" is a _____ sentence.
(a) simple (b) compound (c) complex (d) compound-complex
23. "The student who went home without an exeat has apologized for his misconduct" is a _____ sentence.
(a) simple (b) compound (c) complex (d) compound-complex
24. "The man has atoned for his sins but has not fully repented because he still runs a brothel" is a _____ sentence.
(a) simple (b) compound (c) complex (d) compound-complex

Read the following sentences and choose the correct answer that best completes each one from the options given.

25. The princess was determined to win their hearts and every charm she had was _____
(a) on stage (b) on call (c) on parade (d) on deck
26. We were terrified when the soldiers burst _____ into our home.
(a) mistily (b) icily (c) frostily (d) stormily
27. By the time the bell rings, Shehu _____ his letter.
(a) had finished (b) will finish (c) will have finished (d) would finish
28. Mr Johnson confiscated both _____ magazines.
(a) girls (b) girls' (c) girl's (d) the girls
29. I daren't go to school today. Everyone will know how silly I've been and they _____ at me.
(a) will be laughing (b) shall laugh (c) are laughing (d) will have laughed
30. Because Sam was such a timid person, Joan thought he.....her alone once she had refused to marry him.
(a) had left (b) would leave (c) should leave (d) should have left

31. I know now that he _____ me if he had not been killed.
 (a) should have told me (b) would tell (c) should tell (d) would have told me
32. Bisoye arrived late, she _____ the right route.
 (a) could not have taken (b) could not had taken (c) could not have taking (d) cannot have taken
33. Your suggestion.....by the committee at this moment.
 (a) were discussed (b) is been discussed (c) is being discussed (d) is discussed
34. They.....there for four years when the building collapsed.
 (a) had been living (b) have been living (c) were living (d) lived
35. I was still sleeping when the national news.....this morning.
 (a) were broadcast (b) were broadcasted (c) was broadcast (d) was broadcasted
36. What Nigeria needs presently is a.....leader.
 (a) conscientious (b) conscientous (c) concientious (d) conscientuous
37. The woman I loved turned out to be very.....
 (a) mischievuous (b) mischievious (c) mischievous (d) mischeivous
38. The House of Assembly members are blamed for taking too many.....
 (a) previledges (b) privileges (c) priviledges (d) privileges
39. Part of good command of English is correct.....
 (a) pronounciation (b) pronuounciation (c) pronianciation (d) pronunciation
40. The popular lecturer is a known.....of the Vice-Chancellor.
 (a) acquaintance (b) acquaintace (c) acqaintance (d) acquaintence

Aspects of Literature

Read the following questions and choose the correct answer from the options given.

41. The sequence of events contained in a literary work of art is called _____
 (a) Theme (b) texture (c) plot (d) setting
42. Simply defined, the subject matter of a novel concerns the _____ in it.
 (a) characters or persons (b) story or events (c) messages or lessons (d) language or dialects
43. In a literary work, figures of speech, idioms, proverbs and sound devices are all elements of _____
 (a) structure (b) anecdotes (c) theme (d) language
44. A character in a literary work that plots the downfall of the hero or heroine is called a _____
 (a) villain (b) protagonist (c) foil (d) stereotype
45. The weakness in a tragic hero or heroine's character that eventually causes his/her downfall in a literary work is called the _____
 (a) tragic failure (b) tragic fault (c) tragic flaw (d) tragic weakness
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 2015/2016 SESSION

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



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

COLLEGE: LEADERSHIP DEVELOPMENT STUDIES

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2015/2016

SEMESTER: OMEGA

COURSE CODE: GST 122

CREDIT UNIT: 2

COURSE TITLE: COMMUNICATION IN FRENCH

INSTRUCTION: ANSWER ALL THE QUESTIONS. SHADE VERY WELL.

TIME: 45 Minutes

1. Salut. Ça va ? (A) Très bien merci (B) Je m'appelle Marie (C) Vous-allez bien ? (D) Non, ça va
2. Bonjour. Comment allez-vous ? (A) Tu me téléphones ? (B) Vous-allez comment ? (C) Bien, merci, et vous ? (D) Non, je vais bien
3. Au revoir monsieur. Bonne journée. (A) Salut, Pierre (B) Au revoir. A bientôt (C) Merci. Ça va bien (D) Oui, merci
4. Merci bien. (A) Oui (B) Non (C) De rien (D) Enchantée
5. 'Salut' veut dire en anglais (A) come (B) go (C) Hi (D) stand up
6. Choisissez l'intrus. (A) bonne soirée (B) bon après-midi (C) bonjour (D) bonne journée
7. Choisissez l'intrus. (A) maison (B) voiture (C) fenêtre (D) bus
8. Choisissez l'intrus. (A) verre (B) tasse (C) livre (D) sandale
9. The French for 'see you later' is (A) de rien (B) ça va (C) à plus tard (D) enchantée
10. Nous connaître les Français. (A) veulent (B) voulez (C) voulons (D) veux
11. Je habiter dans une famille française. (A) veux (B) veut (C) veulent (D) vouloir
12. Tu épeler s'il vous plaît ? (A) peut (B) peux (C) pouvons (D) peuvent
13. Elles venir demain. (A) peut (B) peux (C) peuvent (D) pouvons
14. Il en Italie en mois de février. (A) allons (B) va (C) vas (D) allez
15. Maman, on manger du riz ce soir ? (A) veulent (B) veut (C) voulons (D) veux
16. En novembre, Christophe et Agnes voyager en Suisse. (A) vont (B) va (C) vas (D) allent
17. Tu ou. (A) va (B) vas (C) allez (D) allons
18. Pourquoi elle va au marché ? (A) pour enseigner (B) pour acheter (C) pour jouer au foot (D) pour manger
19. Pourquoi les gens vont au stade ? (A) pour regarder la télé. (B) pour regarder un match de foot (D) pour acheter les médicaments
20. Mon père vend les médicaments. Il est (A) médecin (B) footballeur (C) pharmacien (D) géographe
21. Ma mère vend les dictionnaires. Elle est vendeuse des ... (A) voitures (B) livres (C) souliers (D) aliments

22. Nous sommes dans la salle de classe pour (A) apprendre (B) jouer (C) danser (D) bavarder
23. Il s'appelle Fabien. Il est (A) anglais (B) français (C) allemand (D) nigérian
24. Il parle japonais. Il est ... Japon (A) de la (B) des (C) de (D) du
25. Il parle suisse, il est de la (A) Switzerland (B) Suisse (C) suisse (D) Suisselandais
26. Monsieur et madame Adeyemi ...Lagos. (A) habites (B) habitent (C) habitez (D) habitons
27. Ils ...six enfants. (A) sont (B) vont (C) ont (D) sommes
28. 'Le benjamin' veut dire ...(A) le dernier né (B) le premier né (C) le fils de Taiwo (D) l'oncle de Taiwo
29. 'La jumelle de Taiwo' translates ...(A) Taiwo's junior brother (B) Taiwo's junior sister (C) Taiwo's twin sister (D) Taiwo's twin brother
30. 'My elder brother' translates ... (A) ma grande bru (B) mon frère cadet (C) mon grand fils (D) mon frère aîné
31. 'My father's wife' translates ... (A) la femme de mon père (B) le frère de ma mère (C) le père de ma femme (D) le mari de ma mère
32. 'My sister's daughter' translates ... (A) le fils de ma sœur (B) la sœur de ma fille (C) le doigt de ma sœur (D) la fille de ma sœur
33. Le fils de mon frère est ... (A) mon neveu (B) mon frère cadet (C) ma bru (D) mon oncle
34. Le frère de ma mère est mon... (A) oncle (B) grand-frère (C) neveu (D) cousin
35. 'My siblings' translates ... (A) mes frères et mes sœurs (B) mes cousines (C) leurs sibylles (D) mes brus et mes sœurs
36. 'My sister's husband' translates ... (A) le frère de ma sœur (B) le mari de ma sœur (C) la sœur de mon mari (D) le benjamin chez ma sœur
37. 'My younger brother' translates ... (A) mon frère cadet (B) mon frère jumeau (C) mon beau-frère (D) ma petite bru
38. 'My twin sister' translates ... (A) ma sœur jumelle (B) ma tutrice (C) ma belle-sœur (D) ma sœur cadette
39. 'My elder sister' translates ... (A) ma première née (B) ma sœur cadette (C) ma sœur aînée (D) ma grande fille
40. 'My younger sister' translates ... (A) ma petite fille (B) ma sœur cadette (C) ma sœur jumelle (D) ma belle sœur
41. C'est ton père? The answer is: Oui, (A) c'est mon père (B) c'est votre père (C) c'est son père (D) ta père
42. C'est ta mère? Answer: Oui, (A) c'est sa mère (B) c'est ma mère (C) c'est mon mère (D) c'est ta mère
43. Ce sont tes parents? Answer: Oui, (A) c'est son mes parents (B) c'est sont mes parents (C) c'est mes parents (D) ce sont mes parents
44. 'Her children' translates ... (A) son fils (B) sa enfants (C) ses pupilles (D) ses enfants
45. 'The first born' translates ... (A) l'aîné (B) le frère cadet (C) le benjamin (D) la bru
46. 'The last born' translates ... (A) le petit fils (B) la jumelle (C) le benjamin (D) le tuteur
47. 'C'est ton frère?' means (A) Is this your friend? (B) Is this your father? (C) Is this your brother? (D) Is this your mate?
48. 'Is this your sister?' will translate this way: (A) C'est ma sœur? (B) c'est sa sœur? (C) c'est ta sœur? (D) c'est notre sœur?
49. 'Her son' translates ... (A) sa sonnette (B) votre enfant (C) ton fils (D) son fils
50. 'I love my family' translates ... (A) J'aime ma famille (B) J'ai une famille (C) Quelle belle famille (D) Je loue ma famille

51. Phillipe et Lucie se (promener) sous les palmiers quand il fait chaud. (A) promène (B) promèment (C) promènes (D) promenons
52. Moi, je (se promener)..... quand il pleut. (A) me promène (B) se promène (C) me promine (D) me promenez
53. Nous (trouver) ... que le français est très facile. (A) trouvez (B) trouvons (C) trouves (D) trouve.
54. I don't know (A) Je sais pas (B) Je ne sais pas (C) Je ne pas sais (D) Je sais ne pas
55. It's exciting (A) C'est amusant (B) Il est exité (C) C'est excitement (D) C'est excitant
56. It's really hot (A) Il est très chaud (B) Il est tellement chaud (C) Il fait encore chaud (D) Il fait tellement chaud.
57. Avoir envie de (A) To feel like (B) To envy (C) To have love for (D) may be
58. 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
59. La piscine (A) Kitchen (B) Swimming pool (C) Relaxation ground (D) Under the trees
60. Un nuage (A) The sky (B) A tree (C) A cloud (D) A stroll.
- Quelle heure est-il ? Pick the right option to describe the time.**
61. 12h.15. (A) Il est minuit dix-cinq (B) Il est midi quinze (C) Il est douze heures et le quinze (D) Il est douze heures moins quinze.
62. 3h.30. (A) Il est trois heures demie. (B) Il est trois demie heure (C) Il est trois heures et demie (D) Il est trois heures moins le trente.
63. 7h.45. (A) Il est sept heures quatre cinq (B) Il est sept heures moins le quinze (C) Il est sept heures et quart (D) Il est huit heures moins le quart.
64. 5h.10. (A) Il est cinq heures plus dix (B) Il est cinq heures dix (C) Il est cinq heures et le dix (D) Il est cinq heures une et zéro
65. 12h.20 (A) Il est vingt après midi (B) Il est midi et vingt (C) Il est midi vingt (D) il est douze vingt.
66. Il pleut ...(A) en été (B) en hiver (C) au printemps (D) avec du soleil.
67. 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.
68. ... en hiver. (A) Il neige (B) Il fait chaud (C) Il fait du soleil (D) Il fait beau.
69. Il fait ... en été. (A) froid (B) du vent (C) beau (D) mauvais.
70. Il fait frais et les feuilles poussent ...(A) en hiver (B) en été (C) en automne (D) au printemps.



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

COLLEGE: LEADERSHIP DEVELOPMENT STUDIES

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2015/2016

SEMESTER: OMEGA

COURSE CODE: GST 122

CREDIT UNIT: 2

COURSE TITLE: COMMUNICATION IN FRENCH

MARKING GUIDE

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

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



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

TITLE OF EXAMINATION: OMEGA SEMESTER EXAMINATION

COLLEGE: LEADERSHIP DEVELOPMENT STUDIES

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2015/2016

SEMESTER: OMEGA

COURSE CODE: FRE 126

CREDIT UNIT: 2

COURSE TITLE: PRACTICAL FRENCH II

INSTRUCTION: ANSWER QUESTION 1 AND ATTEMPT ANY OTHER TWO

TIME: 2 HOURS

1. Mettez dans l'ordre (This question one is COMPULSORY)

Exemple: fait/Il/trop/chaud = The answer is: **Il fait trop chaud.**

- (i) va/bibliothèque/Ikechukwu/à la/(1 point)
- (ii) weekend/vais/Lagos/je/ce/à/(1 point)
- (iii) bureau/va/papa/au/(1 point)
- (iv) à la/nous/caféteria/allons/(1 point)
- (v) au/sœur/salon de coiffure/ma/va/(1 point)
- (vi) États-unis/je/aux/les vacances prochaines/vais/(1 point)
- (vii) elle/à/clinique/la/va/(1 point)
- (viii) docteur//le/l'hôpital/à/va/ (1 point)
- (ix) marché/maman/au/va/(1 point)
- (x) l'école/vont/les élèves/à/(1 point)
- (xi) la classe/sommes/nous/dans/(1 point)
- (xii) allez/bureau/pardon/vous/madame/au/?(1 point)
- (xiii) la/vais/chapelle/non/à/je/(1 point)
- (xiv) est-ce que/Antoin/vas/où/tu/?(1 point)
- (xv) vais/toilettes/aux/je/(1 point)
- (xvi) costume/coûte/combien/ce/?(1 point)
- (xvii) nairas/coûte/il/mille/cinq/(1 point)
- (xviii) chaussures/combien/ces/coûtent/?(1 point)
- (xix) mille/coûtent/elles/nairas/sept/(1 point)
- (xx) prix/est/quel/dernier/votre/?(1 point)

2. Complétez avec: quand, où, comment, combien, pourquoi

- (i) ... partent les étudiants? Ils partent la semaine prochaine (2 points)
- (ii) ... coûte la voiture? Elle coûte cinq millions nairas. (2 points)
- (iii) ... va David? Il va à Paris. (2 points)
- (iv) ... est l'église? Elle est moderne. (2 points)
- (v) ... pleure-t-elle? Parce qu'elle est malade. (2 points)
- (vi) ... vont les étudiants? Ils vont à la cafétéria 2. (2 points)
- (vii) ... partez-vous en vacances? Nous partons le 30 avril. (2 points)

- (viii) ... d'ordinateurs a Sandra? Elle a deux ordinateurs. (2 points)
- (ix) Les enfants, ... allez-vous? Nous allons bien, merci. (2 points)
- (x) Chers amis, ... allez-vous? Nous allons à l'hôtel Eko. (2 points)
- (xi) ... mettez-vous un pullover? Parce qu'il fait froid. (2 points)
- (xii) ... coûtent ces sandales? Elles coûtent cinq mille nairas. (2 points)
- (xiii) ... tu es si content? Parce que j'ai réussi aux examens. (2 points)

3. Répondez avec: oui, c'est mon.../oui, c'est ma.../oui, ce sont mes...

Exemple: C'est ton bic? You answer: Oui, c'est mon bic.

- (i) C'est ta chaise? (2 points)
- (ii) Ce sont tes parents? (2 points)
- (iii) C'est ton cahier? (2 points)
- (iv) C'est ton ordinateur? (2 points)
- (v) C'est ta bible? (2 points)
- (vi) C'est ton père? (2 points)
- (vii) Ce sont tes cousins? (2 points)
- (viii) C'est ta chemise? (2 points)
- (ix) C'est ta carte d'identité? (2 points)
- (x) Ce sont tes livres? (2 points)
- (xi) C'est ta sœur? (2 points)
- (xii) Ce sont tes amis? (2 points)
- (xiii) C'est ta mère? (2 points)

4. Mettez dans l'ordre ce dialogue (Put this dialogue in order)! The first line is given:

Bonjour monsieur; vous désirez?/Il coûte deux mille nairas/Et combien coûte cette chemise?/Je chausse du quarante/Ah non! C'est trop cher, les chaussures/D'accord; combien coûtent ces chaussures?/Bonjour; je veux acheter un pantalon, une chemise et des chaussures/Bon, payez sept mille/Et combien coûte cette chemise?/J'ai tout ça; pour les chaussures, quelle est votre pointure?/Elle coûte trois mille nairas/Combien coûte ce pantalon?/D'accord; choisissez!/Elles coûtent dix mille nairas (25 points)

5. Complétez avec un adjectif démonstratif: ce/cet/cette/ces

- (i) Combien coûte ... livre? (2 points)
- (ii) Qui est ... homme? (2 points)
- (iii) Je veux acheter ... chemise. (2 points)
- (iv) Qui sont ... enfants? (2 points)
- (v) C'est combien, ... voiture? (2 points)
- (vi) Où vont ... étudiants? (2 points)
- (vii) C'est trop cher, ... dictionnaire. (2 points)
- (viii) Qui est ... belle fille? (2 points)
- (ix) J'admire ... université. Elle est très belle. (2 points)
- (x) ... aéroport est très grand. (2 points)
- (xi) Il est très beau, ... étudiant. (2 points)
- (xii) ... animaux sont sauvages. (2 points)
- (xiii) C'est très joli, ... sac. (2 points)



COVENANT UNIVERSITY
CANAANLAND, KM 10, IDIROKO ROAD
P.M.B. 1023, OTA, OGUN STATE, NIGERIA.
MARKING GUIDE TO FRE 126: PRACTICAL FRENCH II

OMEGA SEMESTER, 2015/2016 ACADEMIC SESSION

1. (i) Ikechukwu va à la bibliothèque. (1 point)
(ii) Ce weekend, je vais à Lagos. (1 point)
(iii) Papa va au bureau. (1 point)
(iv) Nous allons à la cafétéria. (1 point)
(v) Ma sœur va au salon de coiffure. (1 point)
(vi) Les vacances prochaines, je vais aux États-unis. (1 point)
(vii) Elle va à la clinique. (1 point)
(viii) Le docteur va à l'hôpital. (1 point)
(ix) Maman va au marché. (1 point)
(x) Les élèves vont à l'école. (1 point)
(xi) Nous sommes dans la classe. (1 point)
(xii) Pardon madame, vous allez au bureau? (1 point)
(xiii) Non, je vais à la chapelle. (1 point)
(xiv) Antoine, où est-ce que tu vas? (1 point)
(xv) Je vais aux toilettes. (1 point)
(xvi) Combien coûte ce costume? (1 point)
(xvii) Il coûte cinq mille nairas. (1 point)
(xviii) Combien coûtent ces chaussures? (1 point)
(xix) Elles coûtent sept mille nairas. (1 point)
(xx) Quel est votre dernier prix? (1 point)

2. (i) **Quand** partent les étudiants? Ils partent la semaine prochaine (2 points)
(ii) **Combien** coûte la voiture? Elle coûte cinq millions nairas. (2 points)
(iii) **Où** va David? Il va à Paris. (2 points)
(iv) **Comment** est l'église? Elle est moderne. (2 points)
(v) **Pourquoi** pleure-t-elle? Parce qu'elle est malade. (2 points)
(vi) **Où** vont les étudiants? Ils vont à la cafétéria 2. (2 points)
(vii) **Quand** partez-vous en vacances? Nous partons le 30 avril. (2 points)
(viii) **Combien** d'ordinateurs a Sandra? Elle a deux ordinateurs. (2 points)
(ix) Les enfants, **comment** allez-vous? Nous allons bien, merci. (2 points)
(x) Chers amis, **où** allez-vous? Nous allons à l'hôtel Eko. (2 points)
(xi) **Pourquoi** mettez-vous un pullover? Parce qu'il fait froid. (2 points)

- (xii) **Combien** coûtent ces sandales? Elles coûtent cinq mille nairas. (2 points)
- (xiii) **Pourquoi** tu es si content? Parce que j'ai réussi aux examens. (2 points)
3. (i) Oui, c'est ma chaise. (2 points)
- (ii) Oui, ce sont mes parents. (2 points)
- (iii) Oui, c'est mon cahier. (2 points)
- (iv) Oui, c'est mon ordinateur. (2 points)
- (v) Oui, c'est ma bible. (2 points)
- (vi) Oui, c'est mon père. (2 points)
- (vii) Oui, ce sont mes cousins. (2 points)
- (viii) Oui, c'est ma chemise. (2 points)
- (ix) Oui, c'est ma carte d'identité. (2 points)
- (x) Oui, ce sont mes livres. (2 points)
- (xi) Oui, c'est ma sœur. (2 points)
- (xii) Oui, ce sont mes amis. (2 points)
- (xiii) Oui, c'est ma mere. (2 points)
4. – Bonjour monsieur; vous désirez?
- Bonjour; je veux acheter un pantalon, une chemise et des chaussures.
 - J'ai tout ça; pour les chaussures, quelle est votre pointure?
 - Je chausse du quarante.
 - D'accord; choisissez!
 - Combien coûte ce pantalon?
 - Il coûte deux mille nairas.
 - Et combien coûte cette chemise?
 - Elle coûte trois mille nairas.
 - D'accord; combien coûtent ces chaussures?
 - Elles coûtent dix mille nairas.
 - Ah non! C'est trop cher, les chaussures.
 - Bon, payez sept mille (25 points)
- 5.
- (xiv) Combien coûte **ce** livre? (2 points)
- (xv) Qui est **cet** homme? (2 points)
- (xvi) Je veux acheter **cette** chemise. (2 points)
- (xvii) Qui sont **ces** enfants? (2 points)
- (xviii) C'est combien, **cette** voiture? (2 points)
- (xix) Où vont **ces** étudiants? (2 points)
- (xx) C'est trop cher, **ce** dictionnaire. (2 points)
- (xxi) Qui est **cette** belle fille? (2 points)
- (xxii) J'admire **cette** université. Elle est très belle. (2 points)
- (xxiii) **Cet** aéroport est très grand. (2 points)
- (xxiv) Il est très beau, **cet** étudiant. (2 points)
- (xxv) **Ces** animaux sont sauvages. (2 points)
- (xxvi) C'est très joli, **ce** sac. (2 points)



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

TITLE OF EXAMINATION: B.A. (English) EXAMINATION

COLLEGE: COLLEGE OF LEADERSHIP DEVELOPMENT STUDIES

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2015/2016

SEMESTER: OMEGA

COURSE CODE: ENGI21

CREDIT UNIT: 2

COURSE TITLE: BASIC WRITING SKILLS

TIME: 2 HOURS

INSTRUCTION: ANSWER QUESTION ONE AND ANY TWO OTHERS

-
- 1 The following text is slightly adapted version of a talk given by G. Shultz; you are therefore advised to read it carefully and then attempt the questions underneath.

The Writer and Freedom

...Freedom - that is what we are all talking about and why we are here. And the writer is at the heart of freedom. There is no more striking image of freedom than the solitary individual of imagination, creativity and courage, imposing through language the perception that can illuminate and perhaps change the world. The writer needs freedom. No government or ideological system has ever yet succeeded in stopping the writer, although some are trying. ...

There is often a built-in tension between the aims of the writer and the concept of the state. The state aims to provide social order, and the writer aims to create an imaginative order of his own. Sometimes their relations are amicable, and the tension can be creative rather than oppressive. In an enlightened society the writer is free to pursue his thoughts, to offer new visions.

At other times relations between the writer and the state may be strained, even hostile. And when the state falls short, as it is bound to, writers become its most articulate and forceful critics - the conscience of society. But the conflict between the writer and the state can assume vastly different forms. One of the first responsibilities of writers everywhere is to think clearly, to make distinctions that are crucial to any meaningful reflections about art and politics.

There are countries in which writers know that if their art appears to threaten the political fortunes of their rulers, they may be silenced, imprisoned, even killed. Equally tragic, there are countries in which writers chose to aid the apparatus of repression.

By contrast, there are countries where writers can speak, write and publish without political hindrance. Their freedom to criticize the state is the true measure of their independence. To me the justification of free societies is the outspokenness and the self-evident vitality of artists....

To those who think that creativity expressed in totalitarian countries is greater than that in politically free but commercialized societies, say the answer always is individual freedom. And serious people know the difference between freedom and its absence. To declare one's alienation without distinction is to lose judgement, analysis, differentiation and wisdom. It is to risk marginality and alienation from the roots of traditional and community life that nourish the creative imagination. It can be a recipe for irrelevance.

Freedom is real, and it works. In fact one of the most powerful trends in the world today favours freedom. The industrial age is coming to an end. In some places it is over. The economics of the future will be based more and more on information technologies. And the creative flow of imagination requires freedom – freedom of thought and communication. Ideology has nothing to do with this; it is just fact of life.

The societies that will succeed in these years to come will be those that will let ideas, people and capital resources move freely, that encourage entrepreneurship and experiment. Regimes that try to stifle the new information technology may find themselves falling behind economically, and if they permit them, they risk losing their monopoly control over information and ideas. They probably won't have a choice. It is impossible to stop technological change by political decree.

It is the democratic societies that have grasped the plain fact that the source economic vitality is individual creativity and the state. Countries here the flow of information is basic to the political system will have the advantage. Democratic societies understand that cultural vitality springs from individual creativity, and not the state. To me intellect joined with imagination and creativity produces novels, poetry, plays, criticism, essays.

In the computer age, reading and writing will not become obsolete. In this era of film, dance, painting and music, our culture is built upon the written word. As the Argentinean writer J L Borges said, 'Books will never disappear. It is impossible for it to happen. Of all mankind's diverse tools, undoubtedly the most astonishing are his books. If books were to disappear, history will disappear. So would men.'

Indeed the **awesome power** of the writer resides in the fact that it takes only pen and paper to do it. No licence is required.... That is why to me, the horror at the core of Orwell's *1984* is the suggestion that a tyranny might someday arise that could deprive the individual even of the simplest tools of pen and paper. (*Topic*, No. 168)

1a. Present below, in phrases, the striking images of freedom in the writer (30 marks):

- i. _____
- ii. _____
- iii. _____

iv. _____

v. _____

1b. Present below, in simple sentences, the capabilities of the state

I. _____

ii. _____

iii. _____

1c. Present below, in sentences, the capabilities of the writer

i. _____

ii. _____

iii. _____

1d. In one or two sentences describe what *awesome power* refers to in the last paragraph.

2 Read paragraph two of the above passage carefully and reduce the contents to **one sentence**.

Note: You can rearrange the sentences if necessary and remember to make use of the connectives and proper punctuation marks. (20 marks)

3 Present in one paragraph your impression of ENG121. (20 marks)

4 Bring out the subjects and/or predicates in the following (20 marks):

- a) Up and away flew the kite.
- b) In the mail box was the letter we'd been waiting for.
- c) The car spun out of control on the run
- d) An interesting old man I saw yesterday
- e) The tree along the path
- f) The old dog that I saw yesterday seemed sick.

5 Punctuate the following sentences (20 marks):

- a) There are three wedding promises to love to honour to cherish
- b) did they sing oliver twist
- c) my hard earned money cried Esther will not be wasted

d) I havent seen mother today

e) Please relay the carpet after the relay race

Marking Guide

1a Responses should be in either phrases or single words; any of the following shall suffice: **1 mark for each response**

- i. Imposing
- ii. Courageous
- iii. Imagination
- iv. Creativity
- v. Freedom
- vi. Thinking clearly

1b Any three sentences describing the abilities/capacities/powers of the state (the emphasis is on sentence construction): **3.3 marks for each response**

Examples: 1. The state has the ability to silence, imprison, or kill the writer when it is not happy with what the writer writes. 2. The state provides social order etc.

1c Any three sentences describing the abilities/capacities/powers of the writer (the emphasis is on sentence construction): **3.3 marks for each response**

Examples: 1. The writer has the ability to forcefully criticise the state. 2. The writer can reflect distinctively about art and politics within the state, etc.

1d The answer to this question lies in line one of the last paragraph. However if a student provides any intelligible response that reflects the saying *the pen is mightier than the sword* will attract full mark as well. **5 marks**

2. Any well-constructed sentence that contains the information in the paragraph will suffice. **20 marks**

3. The emphasis in this question is on paragraph development. Therefore students' response should reflect the features of a well-developed paragraph.

- | | |
|---------------------------------|----------|
| a. introductory/topic sentence: | 3 marks |
| b. supporting sentences: | 10 marks |
| c. concluding sentence: | 3 marks |
| d. mechanical accuracy: | 3 marks |
| e. language: | 1 mark |

4. This question tests learners' ability to sentences into subjects and predicates. Each response attracts **3.3 marks**

5. Each correct response attracts **4 marks**



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

TITLE OF EXAMINATION: B.A EXAMINATION

COLLEGE: COLLEGE OF LEADERSHIP DEVELOPMENT STUDIES

SCHOOL: SCHOOL OF LEADERSHIP DEVELOPMENT

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2015/2016

SEMESTER: OMEGA

COURSE CODE: ENG 221

CREDIT UNIT: 2

COURSE TITLE: BASIC ENGLISH GRAMMAR AND COMPOSITION

INSTRUCTION: Answer Questions 1 and any other TWO questions.

TIME ALLOWED: 2HRS

1. Write a well-developed paragraph on the topic: “The Nigeria of my Dream”
(30 marks)

2. Correct the misspelt words in the following list.
 - a. Barbarous
 - b. Canon
 - c. Catechism
 - d. Cennotaph
 - e. Supersede
 - f. Heterogeneous
 - g. Hiccup
 - h. Limosine
 - i. Pandemonium
 - j. Onomatopoa(20 marks)

3. Construct the following types of sentences.
 - a. Compound sentence
 - b. Complex sentence
 - c. Compound-complex sentence
 - d. A basic simple sentence with the structure: Subject + Predicate +Subject Complement (Nominal)
 - e. A basic simple sentence with the structure: Subject + Predicate + Direct Object + Object Complement (Adjectival)(20 marks)

4. Complete the following sentences with the appropriate items from the brackets.
- a. The Chairman and Chief Executive officer (is, are) here.
 - b. One of the robbers (has, have) been killed.
 - c. The teacher together with all his students (was, were) praised.
 - d. Mr Johnson no less than his workers (is, are) to blame.
 - e. Each of the boys (has, have) won a scholarship.
 - f. Neither the accused nor his lawyers (was, were) present in court.
 - g. Every man and woman (needs, need) to work hard.
 - h. Twenty years (is, are) quite long in someone's life.
 - i. Plantain and egg (is, are) good for breakfast.
 - j. A great part of the spectators (was, were) disappointed. (20 marks)

5. Insert punctuation marks and use capital letters in the appropriate places in the following paragraph.

the story of davids encounter with goliath is a fine illustration of faith and how it may move out against insurmountable odds with seemingly inadequate resources but one thing perplexed me when i first began to study davids life why did he pick five stones for his sling on the way to encounter goliath i am convinced that the scriptures never just use words for their own sake the number of stones had to be significant the longer i pondered the more perplexed i became why five stones there was only one giant choosing five stones seemed to be a flaw in his faith did he think he was going to miss and that he would have four more chances some time later i was reading in 2 samuel and i got the answer goliath had four sons so there were five giants in davids reckoning there was one stone per giant now that is what i mean about being specific in our faith

(Adapted from Maxwell, J.C. (1993) The Winning Attitude, Nashville, Tennessee: Thomas Nelson, Inc., p.152) (20 marks)



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COLLEGE: COLLEGE OF LEADERSHIP DEVELOPMENT STUDIES
SCHOOL: SCHOOL OF LEADERSHIP DEVELOPMENT
DEPARTMENT: LANGUAGES AND GENERAL STUDIES
SESSION: 2015/2016 SEMESTER: OMEGA
COURSE CODE: ENG122 CREDIT UNIT: 2
COURSE TITLE: BASIC ENGLISH GRAMMAR AND COMPOSITION
INSTRUCTION: Answer Questions 1, and any other TWO Questions.

MARKING GUIDES

1. a. Topics covered: i) basic English grammar; ii) punctuation; iii) different types of English sentences; iv) ways of developing the paragraph; v) spelling; vi) confusable words in English.

b. Answer hints/Keywords: English grammar, punctuation, words, sentence patterns, definition, repetition, exemplification, comparison.

c. Full answer: The students are to write a paragraph on the topic, “The Nigeria of my Dream”, using a variety of sentences such as the simple sentence, the compound sentence, the complex sentence, the compound complex sentence, appropriate words with correct spelling and developing the paragraph by means of definition, repetition, exemplification, and comparison and contrast. (30 marks)

2. a. Topics covered: i) basic English grammar, spelling, lexical items
b. Answer hints/Keywords: grammar, words, spelling
c. Full answer: canon - cannon, catechism - catechism, cenotaph - cenotaph, limosine - limousine, onomatopoeia - onomatopoeia. (20 marks)

3. a. Topic covered: i) the basic simple sentence; ii) the simple sentence types; iii) varieties of the compound sentence; iv) the complex sentence; v) the compound-complex sentence

b. Answer hints/Keywords: patterns of the basic simple sentence, different types of the compound, complex and compound-complex sentences in English

c. Full answer: i) compound sentence: The thief jumped over the wall and disappeared into thin air.

ii) complex sentence: The boy failed the examination because he did not prepare for it.

OR

Because the boy did not prepare for the examination, he failed it.

iii) compound-complex sentence: Jane's behaviour annoyed John and he decided to report her to their father so that such a thing would not recur.

iv) A basic simple sentence with the structure; Subject + Predicator + Subject Complement

(Nominal): S P SC

Children are a wonder

v) A basic simple sentence with the structure: Subject + Predicator + Direct Object +

Object Complement (Adjectival): S P DO OC (Nominal)

They made him (the) President. (20 marks)

4. a. Topics covered: i) construction of good sentences in English; ii) concord in sentences

b. Answer hints/Keywords: Subject, predicator, complement, adjunct, agreement between subject and predicator

c. Full answer:

i. The Chairman and Chief Executive officer is here.

ii. One of the robbers has been killed.

iii. The teacher together with all his students was praised.

iv. Mr Johnson no less than his workers is to blame.

v. Each of the boys has won a scholarship.

vi. Neither the accused nor his lawyers were present in court.

vii. Every man and woman needs to work hard.

viii. Twenty years is quite long in someone's life.

ix. Plantain and egg is good for breakfast.

x. A great part of the spectators were disappointed. (20 marks)

5. a. Topics covered: i) appropriate use of punctuation marks in sentences and paragraphs; ii)

appropriate use of the apostrophe and s; iii) appropriate use of upper case (capital) letters

b. Answer hints/Keywords: punctuation marks, apostrophe and s, upper case (capital) letters

c. Full answer:

The story of David's encounter with goliath is a fine illustration of faith and how it may move out against insurmountable odds with seemingly inadequate resources. But one

thing perplexed me when I first began to study David's life. Why did he pick five stones for his sling on the way to encounter Goliath? I am convinced that the Scriptures never just use words for their own sake — the number of stones had to be significant. The longer I pondered, the more perplexed I became. Why five stones? There was only one giant. Choosing five stones seemed to be a flaw in his faith. Did he think he was going to miss and that he would have four more chances? Sometime later, I was reading in 2 Samuel and I got the answer. Goliath had four sons, so there were five giants. In David's reckoning, there was one stone per giant! Now that is what I mean about being specific in our faith. (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: 2015/2016 SEMESTER: OMEGA EXAMS
COURSE CODE: ENG123 CREDIT UNIT: 2
COURSE TITLE: PRACTICAL CRITICISM 1
INSTRUCTION: ANSWER QUESTIONS ONE AND ANY OTHER TWO TIME: 2 HOURS

1. (a)What is practical criticism? (b) with examples, write short notes on **three(3)** of the following pairs of critical concepts:
 - ✓ Reader-response criticism/applied criticism;
 - ✓ sublime/beautiful;
 - ✓ mechanical/organic writing;
 - ✓ art for art sake/art for life sake;
 - ✓ literary history/literary theory.
2. Do you agree that “All art is quite useless”(Wilde). Discuss this with examples from any poem you have studied in class.
3. Examine the themes of race and love in Alex Laguma’s *Slipper Satin*.
4. Explore the use of conflict and symbols in Kalejaiye’s play *The Creator and the Disrupter*.
5. (a) Compare and contrast the poems of Dennis Brutus’ *Letters to Martha* (4,6) and Oswald’s *Mitsheli*’s “Just a Passer By”.

OR

- (b) Discuss the deep and surface levels of meanings in Domatos’ “Geology Lesson”.



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COLLEGE: LEADERSHIP DEVELOPMENT STUDIES
SCHOOL: SCHOOL OF LEADERSHIP DEVELOPMENT
DEPARTMENT: LANGUAGES AND GENERAL STUDIES
SESSION: 2015/2016 SEMESTER: OMEGA
COURSE CODE: ENG123 CREDIT UNIT: 2
COURSE TITLE: PRACTICAL CRITICISM 1

MARKING GUIDE

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.

Reader-response criticism/applied criticism; sublime/beautiful; mechanical/organic writing;
art for art sake/art for life sake; literary history/literary theory.

2. Do you agree that “All art is quite useless”(Wilde). Discuss this with examples from any poem you have studied in class.
3. Examine the themes of race and love in Alex Laguma’s *Slipper Satin*.
- 4.

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.

Qns 5.

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)



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

EXAMINATION: OMEGA SEMESTER EXAMINATIONS

COLLEGE: LEADERSHIP DEVELOPMENT STUDIES

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2015/16

SEMESTER: OMEGA

COURSE CODE: ENG 124

COURSE TITLE: INTRODUCTION TO ORAL LITERATURE

INSTRUCTION: Answer Question one (1) and any other two (2)

TIME ALLOWED: 2 hours

-
1. Attempt a detailed exposition of the advantages and disadvantages of Oral Traditional performance as a source of cultural data. **(30 marks)**
 2. What is the importance of improvisation and artistic literary elements as factors in Oral literary performance? **(20 marks)**
 3. The legend of Sundiata is an example of epic oral performance form. Discuss **(20 marks)**
 4. Analyse the Funeral Dirge as a form oral literature. **(20 marks)**
 5. What is the role of the audience in the validation and appreciation of oral literary performance? **(20 marks)**

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MARKING GUIDE FOR ENG 124, Introduction to Oral Literature

QUESTION 1

Attempt a detailed exposition of the advantages of Oral Tradition as a source of cultural data.

ANSWER

Oral tradition:

- encourages open communication and original first-hand knowledge of events.
- ensures survival of languages
- provides avenues for practitioners to showcase their skills.
- transmits indigenous knowledge and ideas orally, thus establishing ownership of accounts for future generations.

Contents = 15 marks (fully explained)

Grammar = 10 marks

Coherence = 5 marks

QUESTION 2

What is the importance of improvisation and artistic literary elements as factors in Oral literary performance? (20 marks)

ANSWER:

- Repetition of the same performance leads to monotony. As a consequence,

- **the performance of such materials required increased improvisation by oral artists to sustain the interest of their audiences.**
- **Improvisation allows for adjustment and adaptation to the current social situation in the given setting of the performance**

Contents = 10 marks (fully explained)

Grammar = 7

Organisation = 3

QUESTION 3

The legend of Sundiata is an example of epic oral performance form. Discuss (20 marks)

- It is an [epic poem](#) of the [Malinke people](#) and tells the story of the hero [Sundiata Keita](#)
- Sundiata conveys information not only about the history of the Mali Empire
- Conveys information about the culture of the Mande ethnic group
- Performance lasts for hours and sometimes days

Content = 10 marks (well explained)

Grammar = 7 marks

Organisation = 3 marks

QUESTION 4

Analyse the Funeral Dirge as a form oral literature. (20 marks)

ANSWER

- Musical mode with ululations
- Philosophical sayings and proverbs
- Sorrowful and solemn tone in performance

Content = 10 marks (well explained)

Grammar = 7 marks

Organisation = 3 marks

QUESTION 5

What is the role of the audience in the validation and appreciation of oral literary performance? (20 marks)

ANSWER

- **An engaging audience motivates the performer**
- **For young people who are still concerned about being accepted, the audience is critical.**
- **The audience participation through involvement is the major reason for the performance.**

Content = 10 (well explained)

Grammar = 7

Organisation = 3



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COLLEGE: LEADERSHIP DEVELOPMENT STUDIES
SCHOOL: SCHOOL OF LEADERSHIP DEVELOPMENT
DEPARTMENT: LANGUAGES AND GENERAL STUDIES
SESSION: 2015/2016 SEMESTER: OMEGA EXAMS
COURSE CODE: ENG125 CREDIT UNIT: 2
COURSE TITLE: LITERATURE FROM THE BEGINNING: OLD ENGLISH TO NEO-CLASSICAL
INSTRUCTION: ANSWER QUESTIONS ONE AND ANY OTHER TWO TIME: 2 HOURS

1. (a) What is Neo-classical age? (b) Enumerate the prominent writers of the period in English literature? (30 marks).
2. Write short notes on the **stages** and **main future** of the following periods of neo-classical age:
 - ✓ Restoration Period
 - ✓ The Augustan Age
 - ✓ The Age of Johnson(20 marks).
3. Examine Jonathan Swift's life and writings during the Augustan age. (20 marks).
4. Examine and discuss **five types** of literature during the neo-classical age. (20 marks)
5. The world of living is like characters acting out their parts on stage, critically explore the seven stages in the drama of life as represented by the poem below. (20 marks).

All the world a stage,
And all the men and women merely players
They have their exists and their entrances,
And one man in his time plays many parts,
His acts being seven ages. At first, the infant
Mewling and puking in the nurses arms.

Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover.
Sighing like furnace, with a woeful ballad
Made to his mistress eyebrow, Then soldier
Full of strange oaths and bearded like the pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the carnons mouth, And then the justice
In fair round belly with good capon lined
With eyes severe and beard of formal cut
Full of wise saws and modern instances;
And so he plays his part. The sixth stage shifts
Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His useful hose, well saved, a world so wide
For his shrunk shank, and his big manly voice.
Turning again towards childish treble, pipes
And whistles in his sound, last scene of all,
That ends this strange eventful history.
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.



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MARKING GUIDE

1. (a) Neo-Classical Period to the Modern and Their Literary Types and Sub-Types

(b) Sidney, Marlowe, Shakespeare, Jonathan Swift, Alexander Pope, John Dryden, John Milton, John Donne, Samuel Johnson, Goldsmith.

2.

✓ The Elizabethan Age

The Elizabethan spirit was noted for its patriotism, its love of adventure and romance, its creative vigor and puritan spirit and moral discipline and love of liberty like the writings of Milton and Shakespeare.

✓ Restoration Age (1660-1700),

The enthronement of Charles II, the son of Charles I who was defeated beheaded brought about a complete repudiation of the Puritan ideals and way of living. In English literature, the period from 1660 to 1700 is called the period of Restoration because monarchy was restored in England and referred to as the Age of Dryden because Dryden was the dominating and most representative literary figure of the Age. The defeat of puritanism that was controlling and supervising her literary and moral and social standards was thrown to the wind bringing a wave of licentiousness and frivolity. Charles II had enjoyed a gay life in France during exile introduced that looseness into England also: renounced old ideals and demanded that English poetry and drama should follow the style and gaiety of Paris. Instead of having Shakespearean and Elizabethans as their models, the poets and dramatists of the Restoration period began to imitate French writers and especially their vices.

The period began to evolve something that was characteristic of the times and they made two important contributions to English literature in form of realism and a tendency to preciseness. In the beginning realism took an ugly shape, because the writers painted the real pictures of the corrupt society and court. They were more concerned with vices rather than with virtues resulting in a coarse and inferior type of literature. This tendency to realism gradually became more wholesome when writers tried to portray realistically human life as they found it – its good and its bad side, its internal as well as external shape. This tendency to preciseness became the chief characteristic of the Restoration period and made a lasting contribution to English literature. Its directness, simplicity of expression counteracted the tendency of exaggeration and extravagance which was encouraged during the Elizabethan and the Puritan ages. Instead of grandiloquent phrases full of Latin quotations and classical allusions, the Restoration writers, under the influence of French writers gave emphasis to reasoning rather than romantic fancy. They evolved an exact, precise way of writing, consisting of short clear-cut sentences without any unnecessary word. They use a natural way of speaking and writing. Dryden used this in his prose and for his poetry adopted the easiest type of verse form – the heroic couplet. Thus, English writers evolved a style – precise, formal and elegant – called the classical style, and which dominated English literature for more than a century.

- ✓ Augustan age (1700-1745): is the imitation of Augustan writers like Virgil and Horace. The original Augustan Age was the brilliant literary period of Virgil, Horace and Ovid under the Roman emperor Augustus. The eighteenth century English literature has been called The Augustan Age, the Neoclassical Age, and the Age of Reason. The term ‘the Augustan Age’ comes from the self-conscious imitation of the original Augustan writers, Virgil and Horace, by many of the writers of the period. This period was specifically the period after Restoration era to the death of Alexander Pope (1690-1744). Major writers were Dryden in poetry, Pope, Swift and Addison in prose. Dryden forms the link between Restoration and Augustan literature, although he wrote comedies in the Restoration vein, his verse satires were highly admired by the generation of poets who followed him, and his writings on literature were very much in a neoclassical spirit. However it is the name of Pope which is associated with the epoch known as the Augustan Age while writers like Jonathan Swift and Daniel Defoe had a more lasting influence. The literature of this period which conformed to Pope’s aesthetic principles (and thus qualifies as being ‘Augustan’) is distinguished by its striving for harmony and precision, its urbanity, and its imitation of classical models such as Homer, Cicero, Virgil and Horace.
- ✓ Age of Sensibility (Age of Samuel Johnson) focus on neo-classical aesthetics (the study of natural and artistic beauty with eye towards the great classical writers) and emphasis on the values of the entertainment which stressed the importance of using knowledge, not faith and superstition, to enlighten. Jonson’s chief poems are “London” Vanity of Human

Wishes". The greatest protagonist of classicism during this period was Johnson himself, and he was supported by Goldsmith. According to Macaulay, "Dr. Johnson took it for granted that the kind of poetry which flourished in his own time and which he had been accustomed to hear praised from his childhood, was the best kind of poetry, and he not only upheld its claims by direct advocacy of its canons, but also consistently opposed every experiment in which, as in the ballad revival, he detected signs of revolt against it."

- ✓ Age of Johnson gave way to the Romantic spirit of Wordsworth, Coleridge etc. so it is also referred to as the 'Age of Transition'.

3. Jonathan Swift (1667-1745): *Gulliver's Travels*

The Moral Climate of His Age

Swift wrote during the Augustan period of English Literature. This was an age when literature as an art form gained importance. Men as at that time felt that man has reached the highest level of good performance. Man's behavior was regarded as the best he was capable of.

Writers of the age did not agree about this good view of man. They felt that not all men were good. That people should not believe they are without mistakes.

This urge to write something to attack man's faults can be seen in Swift's writings. He tries to attack man's dishonesty in the way Lilliputians betrayed him. These tiny people (who represent man) did not fulfill any promise they made to Gulliver when he was captured. This was an age that believed in the study of man being the same as the study of mankind. An age that regarded man as the same regardless of race, size, country, beliefs or career.

Literature was regarded as a useful tool to society as a whole. The idea of correctness of thought was joined to the goodness of thought. For an idea to be good it must be morally good too. There was a lot of economic and social changes during this time. People felt they must preserve good standard of behaviour. The age became deeply concerned with intellectual and artistic values.

This was an age when good manners meant moral seriousness. Vice was totally hated and civilisation was a deep concern for human welfare. Nature was greatly used in the writing of this age. The Age was noted for its interest and contributions to arts and Literature. Queen Ann (Ruling queen at the time) Favoured Literature. It was an Age which accepted prose as a type of Literature.

It was an age noted for the simple language of writers. As a result, the reading public increased. Literature increased in importance as more people studied it.

Satire was a very important form of writing in the Augustan era. A satire is a piece of writing that laughs at some people or their ways in order to make them change. To Augustan writers there was a need to shock man out of his faith in his own goodness. Augustan writers tried to strike at man's pride, his intelligence and achievements.

Swift as satirist

Satire is any literary form that involves presentation of real life stories and events through an imaginary story. To support this we have Gulliver's travels and the story of some strange tales. In real life, Swift was attacking the bad political parties. He wrote some other things about the bad behavior of man. Another powerful satirical writing of Swifts is "The battle of books" which was a direct attack on modern writers.

Swift as moralist

Throughout his life, he was writing to uphold moral values of man by condemning man.

4. Parody, essays, satire, letters fables, melodrama, rhyming with couplets.

5.

- ✓ The infant stage,
- ✓ the schoolboy,
- ✓ the lover,
- ✓ the soldier,
- ✓ the justice,
- ✓ (the first childishness) the lean and slippered pantaloons,
- ✓ the second childishness and mere oblivion.