

UGANDA MARTYRS UNIVERSITY
SCHOOL OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF LANGUAGES
SUPPLEMENTARY/SPECIAL EXAMINATION AUGUST 2015
BAM 1, BSC. ACC 1, BA.EDS 1 & BSC. 1
ENGLISH LANGUAGE AND GRAMMAR

DATE: 03rd AUGUST 2015

DURATION: 3 HOURS

Instructions:

1. Read through ALL the Questions.
2. Question one is Compulsory.
3. Answer Four Questions in all.
4. Start each Question on a new page.
5. Number the Questions you have answered clearly.
6. Write Legibly.

Question 1

Read the following passage taken from a biography of Florence Nightingale who is mainly remembered for her heroic work as a nurse during the Crimean War and then answer the quiz that follows.

The name of Florence Nightingale lives in the memory of the world by virtue of the heroic adventure of the Crimea. Had she died - as she nearly did - upon her return to England, her reputation would hardly have been different; her legend would
5 have come down to us almost as we know it today - that gentle vision of female virtue which first took shape before the adoring eyes of the sick soldiers at Scutari. Yet, as a matter of fact, she lived for more than half a century after the Crimean War; and during the greater part of that long period all the energy and all the
10 devotion of her extraordinary nature were working at their highest pitch. What she accomplished in those years of unknown labor could, indeed, hardly have been more glorious than her Crimean triumphs; but it was certainly more important. The true history was far stranger even than the myth. In Miss Nightingale's
15 own eyes the adventure of the Crimea was a mere incident - scarcely more than a useful stepping-stone in her career. It was the fulcrum with which she hoped to move the world; but it was only the fulcrum. For more than a generation she was to sit in secret, working her lever: and her real life began at the very
20 moment when, in popular imagination, it had ended.

She arrived in England in a shattered state of health. The hardships and the ceaseless efforts of the last two years had undermined her nervous system; her heart was affected; she suffered constantly from fainting-fits and terrible attacks of utter
25 physical prostration. The doctors declared that one thing alone would save her - a complete and prolonged rest. But that was also the one thing with which she would have nothing to do. She had never been in the habit of resting; why should she begin now? Now, when her opportunity had come at last; now, when the iron
30 was hot, and it was time to strike? No; she had work to do; and, come what might, she would do it. The doctors protested in vain; in vain her family lamented and entreated, in vain her friends pointed out to her the madness of such a course. Madness? Mad - possessed - perhaps she was. A frenzy had seized upon her. As
35 she lay upon her sofa, gasping, she devoured blue-books, dictated letters, and, in the intervals of her palpitations, cracked jokes. For months at a stretch she never left her bed. But she would not rest.

At this rate, the doctors assured her, even if she did not die, she would become an invalid for life. She could not help that; there
40 was work to be done; and, as for rest, very likely she might rest ...
when she had done it.

Wherever she went, to London or in the country, in the hills of Derbyshire, or among the rhododendrons at Embley, she was haunted by a ghost. It was the specter of Scutari - the hideous
45 vision of the organization of a military hospital. She would lay that phantom, or she would perish. The whole system of the Army Medical Department, the education of the Medical Officer, the regulations of hospital procedure ... rest? How could she rest while these things were as they were, while, if the like necessity
50 were to arise again, the like results would follow? And, even in peace and at home, what was the sanitary condition of the Army? The mortality in the barracks, was, she found, nearly double the mortality in civil life. 'You might as well take 1, 100 men every year out upon Salisbury Plain and shoot them,' she said. After
55 inspecting the hospitals at Chatham, she smiled grimly. 'Yes, this is one more symptom of the system which, in the Crimea, put to death 16,000 men.' Scutari had given her knowledge; and it had given her power too: her enormous reputation was at her back - an incalculable force. Other work, other duties, might lie before
60 her; but the most urgent, the most obvious, of all was to look to the health of the Army.

Adapted from: *Eminent Victorians*, Lytton Strachey (1918)

1. According to the author, the work done during the last fifty years of Florence Nightingale's life was, when compared with her work in the Crimea, all of the following except

- ☐ A. less dramatic
- ☐ B. less demanding
- ☐ C. less well-known to the public
- ☐ D. more important
- ☐ E. more rewarding to Miss Nightingale herself.

2. The 'fulcrum' (line 17) refers to her

- ☐ A. reputation
- ☐ B. mental energy
- ☐ C. physical energy

- Ⓒ D. overseas contacts
- Ⓒ E. commitment to a cause

3. Paragraph two paints a picture of a woman who is

- Ⓒ A. an incapacitated invalid
- Ⓒ B. mentally shattered
- Ⓒ C. stubborn and querulous
- Ⓒ D. physically weak but mentally indomitable
- Ⓒ E. purposeful yet tiresome

4. The primary purpose of paragraph 3 is to

- Ⓒ A. account for conditions in the army
- Ⓒ B. show the need for hospital reform
- Ⓒ C. explain Miss Nightingale's main concerns
- Ⓒ D. argue that peacetime conditions were worse than wartime conditions
- Ⓒ E. delineate Miss Nightingale's plan for reform

5. The series of questions in paragraphs 2 and 3 are

- Ⓒ A. the author's attempt to show the thoughts running through Miss Nightingale's mind
- Ⓒ B. Miss Nightingale questioning her own conscience
- Ⓒ C. Miss Nightingale's response to an actual questioner
- Ⓒ D. Responses to the doctors who advised rest
- Ⓒ E. The author's device to highlight the reactions to Miss Nightingale's plans

6. The author's attitude to his material is

- Ⓒ A. disinterested reporting of biographical details
- Ⓒ B. over-inflation of a reputation
- Ⓒ C. debunking a myth
- Ⓒ D. uncritical presentation of facts
- Ⓒ E. interpretation as well as narration

7. In her statement (lines 53-54) Miss Nightingale intended to

- ☐ A. criticize the conditions in hospitals
- ☐ B. highlight the unhealthy conditions under which ordinary soldiers were living
- ☐ C. prove that conditions in the barracks were as bad as those in a military hospital
- ☐ D. ridicule the dangers of army life
- ☐ E. quote important statistics

Question 2

a) Fill in the article a, an, the where necessary

- 1) I like blue T-shirt over there better than red one.
- 2) Their car does 150 miles hour.
- 3) Where's USB drive I lent you last week?
- 4) Do you still live in Bristol?
- 5) Is your mother working in old office building?
- 6) Carol's father works aselectrician.
- 7) The tomatoes are 99 pence kilo.
- 8) What do you usually have for breakfast?
- 9) Ben has terrible headache.
- 10) After this tour you havewhole afternoon free to explore the city.

b) Put the verbs in brackets into the gaps. Form a **Conditional sentence - type I**. Only use the **will-future** in the main clauses.

- 1) If I (to study), I (to pass) the exams.
- 2) If the sun (to shine), we (to walk) to the town.
- 3) If he (to have) a temperature, he (to see) the doctor.
- 4) If my friends (to come), I (to be) very happy.
- 5) If she (to earn) a lot of money, she (to fly) to New York.
- 6) If we (to travel) to London, we (to visit) the museums.
- 7) If you (to wear) sandals in the mountains, you (to slip) on the rocks.
- 8) If Rita (to forget) her homework, the teacher (to give) her a low mark.
- 9) If they (to go) to the disco, they (to listen) to loud music.
- 10) If you (to wait) a minute, I (to ask) my parents.

c) *Fill in the most suitable word*

1. What do you do Holidays.
2. The little boy was trapped under the rubble Six hours.
3. Go of the building and turn right.
4. At the end the street, turn right.
5. the traffic lights right again.
6. Go ahead until you come to a petrol station.
7. Turn left Edward Street.
8. Next, take the third turning your right.
9. Keep going. After 300 metres, you go a railway bridge.
10. Keep going church for another 100 metres.

Question 3

a) *Rewrite the sentences with the following homophones from the brackets*

1. You're not (allowed/aloud) to play music in your room after half eleven at night.
2. Wheat is ground into (flour/flower) for making bread.
3. Matthwe's as mad as a march (hair/hare).
4. It's very late to go all that way now, Kriste. Why don't you sleep over at (hour/our) house?
5. The beautiful, pert young maiden was rescued by a boyish (knight/night) in shining armour.
6. No (one/won) won the match. It was a draw.
7. Why don't you save your photos to cd? It's not difficult to do. In fact, it's a (peace/piece) of cake.
8. Gonzalo was 18 the first time he saw the (see/sea).
9. I think I need glasses. I'm getting headaches and my (sight/site) isn't as sharp as it was.
10. Some rat's stolen my (steal/steel) Zippo lighter.

b) *Underline the word in each group which does not sound the same*

- | | | |
|------------|---------|--------|
| 1. Brake | break | brick |
| 2. Dear | deer | die |
| 3. Farther | further | father |
| 4. Hear | here | hire |
| 5. Hall | hole | whole |
| 6. Know | now | no |
| 7. Meat | meet | met |
| 8. Read | read | ride |
| 9. Soon | son | soul |
| 10. Soil | sole | soul |

c) Match each word in group A with its two meanings from group B and C

Group A

1. Only one left
2. Fun Park
3. Friendly, helpful
4. The perfect size

Group B

- Fair
Fit
Kind
Last

Group C

- Good physical condition
Type
The correct way
The time it takes

Question 4

a) *Proof-read the following passage*

As we enter the new millenium its difficult to avoid thinking about how the world is changing. In the 1980's few people had even seen a computer, let alone owned one. Now they are on most childrens' christmas wish lists. In the 1990's satellite television was a new and wondrous thing – no less than sixteen channels through one ariel! Compare that figure with the hundreds available today. Digital broadcasting has changed our lives to such an extent that the question is no longer 'TV or not TV?' (to misquote Shakespear), but 'Could we manage without it?' Can you imagine life a hundred years ago, when there was neither television or radio. For us, it doesn't bare thinking about, but perhaps our great-grandparents were equally as content to sit round a piano as we are to stare at a screen. There would have been no disagreement about what channel to watch, at least.

Which would you choose as the best of the two period's in which to live? In 1900 there was certainly less leisure time, accomodation was terribly cramped and there were two world wars to come, (not to mention the Spanish influenza epidemic of 1918, which was responsable for the deaths of more British people than the Second World War preceeding it); a holiday was a luxury and there was no modern conveniences. I am not, of course, inferring that all is now perfect. Today we have global warming, gridlocked traffic, GM foods, BSE, ME, AIDS and many other unwelcome contractions, abbreviations and anagrams – problems all partly or wholly attributable to technological advances. On balance, though, I think I would prefer to take my chances in todays silicone-enhanced world of bits and bites than in the troubled times of our forbears.

b) *Unscramble the following sentences*

1. Gets he up in morning early the.
2. Should our we elders respect.
3. School is big very my
4. That lived in halls I dreamt I marble.
5. Are given to cannot be people who quarrelling happy
6. As if was in a hurry he worked he

7. What you if you will get want do as say.
8. A mountain we have been climbing?
9. Her room been not has she tidying.

Question 5

- a) Describe the process of effective listening.
- b) In the case of distractions, what remedies can be adopted to ensure effective listening?

Question 6

In 250 words, relate how you spent your last week-end