



AKENTEN APPIAH MENKA UNIVERSITY OF  
SKILLS TRAINING AND ENTERPRENEURIAL DEVELOPMENT  
**NATIONAL UNION OF GHANA STUDENTS**

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I HAVE A DREAM

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Write out a sentence to reflect each of the following sentence patterns. NOTE:  
Don not repeat any of the sentences in.....to.....

30. SVC The man eats faster  
31. VOA was she here  
32. SVA The man has been drinking all day  
33. SVOC The man beat the boy mercilessly

### Ambiguity

### Misplaced Modification

Re-write the following sentences correctly by placing the modifiers near the headwords.

34. Benedicta sang a song to the audience which was soul inspiring.

Benedicta sang a song which was soul inspiring to the audience

35. The broken table must be cleared away behind the house.

The broken table behind the house must be cleared away

36. Some students possess mobile phones on campus which they use to text messages.

On campus some students possess mobile phone which they take messages

37. The rooms are for rent on the second floor.

The rooms on the second floor are for rent

38. Susana bought a lap-top from the university shop which runs on solar energy.

Susana bought a laptop which runs on solar energy from the university shop

### DANGLING Modification

The following sentences are faulty. Re-write them by correcting the faults.

39. By sowing early, the garden will produce good crops by the close of the year.

When sowing early, the garden will produce good crops by the close of the year

40. At ten years old, my mother moved our family to live in Kintampo in Brong Ahafo region.

When I was ten years old my mother moved our family to Kintampo in Brong Ahafo Region



UNIVERSITY OF EDUCATION, WINNEBA  
COLLEGE OF TECHNOLOGY EDUCATION  
DEPARTMENT OF LANGUAGES EDUCATION

END OF SEMESTER EXAMINATION

DECEMBER, 2015

Candidate's Index No. ....

Course and Class .....

Name of Lecturer .....

COURSE TITLE	COMMUNICATION SKILLS
COURSE CODE	GPD111
DURATION	TWO HOURS
LECTURERS	MRS. C. QUANSAH, MR. F. B. APPIAH, MR. F. K. ASILEVI, MR. S. K. ANTO, F. B. DANIELS (MRS.) AND J. N. ADOGPA
INSTRUCTIONS	Answer all questions on the question paper. Remember to write your index number and the name of the lecturer who handled you in this course.

## Parts of Speech

Read the following text carefully and identify the parts of speech of each of the underlined words.

The Finance Minister's 2016 budget read to Parliament and the listening public has attracted a lot of unpleasant comments. Indeed! The Opposition ridiculously described it as a mere compilation of austerity measures from which the nation would smell and catch relapsing fever and cold that has come to somersault the already overstretched elastic capacity of the workers' take-home pay. A Unionist, disappointed at it, said it is a package of no dream comes through for the suffering citizenry and worker motivation engulfed in inertia.

1. Finance .....
2. Listening .....
3. Somersaulted .....
4. Capacity .....
5. Through .....

## Writing Process and Study Skills

Que

Provide short answers to the following questions .

6. Explain the difference between intensive and extensive reading.

.....  
.....

7. State any **three** forms your notes can be written for easy access to information you have captured down.

.....  
.....

8. The orderly and logical arrangement of sentences aimed at achieving a single focus is referred as .....in a paragraph.

9. I watched Afishetu engaged in some sort of quick reading exercise. Suddenly she interjected, A-a-h-a! I've got it. Which of the reading types in comprehension did she involve in? .....
10. Mention any two of the things you will look for when you engage in the 'S' form of the 'SQSR' technique.
- .....

11. The position of the topic sentence in the pivoted/mixed type of paragraph development by and large serves as a combination of other two patterns of paragraphs. Which are these? .....

### SENTENCE PATTERNS

Identify and label the following sentences according to their clausal patterns.

12. All the sixteen children are crying.
- .....

13. Most people spoke angrily at the auditorium.

S V C A  
.....  
SVCA

14. The secretary gave the chairman the minutes of the meeting.
- .....

15. Last year at Mangokrom, the Agricultural Minister gave the best farmer a new tractor.
- .....

16. Osiakwan slaughtered the fat cow.

S V O  
.....

### SENTENCE TYPES

Identify the following sentence types. Use simple, compound or double complex or compound complex to match them.

17. Aku ran to the airport but the aeroplane had already taken off.

Compound

18. In spite of his illness, Abu took part in the swimming contest.

Complex

19. I like reading detective books.

Simple

20. Whenever I come to school early, I look for a quiet plane and write my assignment.

Compound Complex

#### MISPLACED MODIFIERS

Correct the following sentences by placing the misplaced modifiers close to the words they truly modify.

21. Enyonam described the part of the story about chasing the elephants in the classroom.

In

22. Asare watched plane after plane land and take off setting in the observation tower.

C

23. Alberta was stung as she was weeding in the garden by a bee.

.....  
.....

24. Aboraa came upon his grandfather's clock wandering about in the garage.

.....  
.....

25. Asamoah posted a letter from Nsawam that lacked sufficient postage.

.....  
.....

## DANDLING MODIFIERS

Rewrite the following sentences correctly.

26. Driving to Tamale last week, the goats were grazing on the field.

.....  
.....

27. Descending the long ladder, a rest had to be taken.

.....  
.....

28. Looking through the window, a bird chipped noisily on the tree.

.....  
.....

29. When frustrated, tension began to mount.

.....  
.....

30. Dismissed from the company, getting a new job became a problem.

.....  
.....

## COMPREHENSION

*Read the passage below carefully and then answer, in your own words as far as possible, the questions on it.*

It happens on the streets of many cities in Africa. A shabbily dressed man clutching a purse or a money belt, races through crowd of startled pedestrians. An enraged mob follows hard on his heels, screaming, "Catch him!, Kill him!!, Kill the Thief!!! They trap the man in an alley and begin kicking and punching him, if he is lucky, the police will come to his rescue. But more often than not, the thief is beaten to death or burned alive.

Although mob justice is a common phenomenon in Sub-Saharan Africa, there are fewer countries that experience it with such regularity or such brutality than Kenya. There between nine and eleven people, most of them petty thieves are executed every week across the country. That number is rapidly growing. In 1992, 432 people were murdered by mob; in 1994, the figure rose to more than 500. They are put to painful death; stabbed, slashed with matches, stoned, kicked or trampled upon.

Some psychologists generally ascribe the resort to violence to the exposure to violence and instant justice on the screen, but in Africa, much of the street justice is a reaction to the ineffectual criminal justice system. Not only do the police lack essential equipment like radios and vehicles to carry out their work efficiently and quickly; they are so poorly paid that they demand and readily receive bribes from criminals. Even when cases end up in court, it takes too long a time for judgement to be handed down.

And it certainly exasperates many a layman when a thief caught in the act is set free to walk away from the court with his booty. No wonder many have now accepted mob justice as the only effective way to punish thieves.

Critics also say the vigilantes, who usually dispense justice in the streets take their cue from politician, particularly those in power. Government-sponsored thugs are often accused of burning homes and beating up members of the opposition in full view of the police. In an African country, the secretary-general of a political party warned that his opponent would receive another beating if they dared visit his home constituency again; and other officials openly supported the assault. Wherever politics remains steeped in violence, citizens seem likely to follow suit.

It is a very sad reflection on African countries that such developments stand in the way of their march to democracy. Many African politicians regard being in government not as an opportunity to serve their country but as a means of making a fortune and living well.

Hence, they regard opponents as enemies who must be crushed by any means possible. Some men, however, know that violence begets more violence, unleashing chaos and undermining the rule of law. No matter how inadequate a country's institutions, there can be no justification for violence and, in particular, mob justice.

### Questions

- a) For each of the following words underlined in the passage, give another word or phrase, which means the same and can replace it in the passage.
- i). Phenomenon .....      ii) Ineffectual .....
- iii) Exasperates .....      iv) assault .....
- v) Unleashing .....

- b) What does the writer say about Kenya?
- .....

- c) According to the writer, what is the main cause of mob justice in Africa?
- .....

- d) What do politicians do that encourage the actions of vigilantes?
- .....

- e) In the writer's opinion, why do Africans generally enter politics?
- .....

- f) What does the writer mean by “violence begets more violence”?
- g) *If he is lucky*.
- What grammatical name is given to the above construction?
  - What is its function in the sentence?
- h) i) What is the writer’s attitude to mob-justices?
- Quote a sentence or phrase from the last two paragraphs to support your answers.

### SUMMARY

**Read the passage below carefully and answer the questions that follow it.**

When Pierre and Marie Curie were jointly awarded half the Nobel Prize for Physics in 1903 (the other half going to Henri Becquerel), it was the crowning glory of achievement for Madame Curie, the result of long years of hoping, awaiting, and working under almost impossible conditions.

As Marie Skłodowska had enrolled as a student at the Sorbonne’s faculty of science, and within two years she had distinguished herself by her brains and her application. She became skilled in handling instruments and familiar with the exactness needed for scientific experiment. Her professor began to entrust her with researches of greater importance, which gave her the opportunity to show the skill and originality of her mind.

It was in her third year, while looking for laboratory space to do some special research entrusted to her, that she met Pierre Curie. Pierre too was a physicist, a brilliant scientist who had got his master’s degree in science at the age of eighteen. When Marie met him he was already an established lecturer and researcher. The meeting was the beginning of one of the finest partnerships that ever united man and woman.

Marie became Madame Curie, but it never even occurred to her to give up her pursuit of science for family life. With characteristic determination she resolved to perform her duties as wife, mother, and scientist equally creditably. She sat and passed her fellowship examinations, kept house, continued with scientific research, and looked after first one, then a second, little daughter.

For her doctorate, Marie decided to study radioactivity. Very little was known about this besides the recent observation of Henry Becquerel, a chemist that the rare metal uranium gave off rays of an unknown nature. Starting off with experiments on the uranium rays,

Madame Curie went on to establish that some of this 'radioactivity' - a name she invented - was coming not from the uranium itself but from other unknown elements mixed with it. Her husband, who had watched the experiments with interest and often helped her with advice, now put aside his own research work to provide her with the collaborator she needed in the search for elusive substances. They soon discovered a new metal which they named polonium after Marie's native Poland, and some months later discovered radium.

For four years they had to work in a miserable shed, with an earth floor and a leaking roof, spending hour after endless hour trying to obtain an extraction of pure radium in order to study its properties. Neither repeated disappointment, nor the failing of her health from overwork, nor the problem of how to obtain the expensive ore needed for their experiments could discourage Marie.

By the time she had obtained pure radium chloride in 1902 it was already known to the world that the new substance could be wonderfully useful. In the field of medicine, especially, it was found useful for the treatment of certain hitherto incurable diseases. Now was the time for Marie and Pierre to reap worldly wealth as a reward for their years of labour, if they had chosen to commercialise the secrets of the production of radium. But Marie and Pierre thought this would be against the scientific spirit, and so they published their findings without claiming any financial benefit, giving the world one of the most powerful substances known to modern science.

### Questions

1. In one sentence state who the recipients of the Nobel Peace Prize for Physics in 1903 were.

.....

2. In one sentence, state the nationality of Marie Skłodowska.

.....

3. In three sentences one for each, state three challenges Pierre and Marie had to face.

.....



UNIVERSITY OF EDUCATION, WINNEBA  
COLLEGE OF TECHNOLOGY EDUCATION  
DEPARTMENT OF LANGUAGES Education  
FIRST SEMESTER EXAMINATIONS, DECEMBER, 2015

Candidate's Number .....  
Course and Class .....  
Name of Lecturer .....

COURSE TITLE	Communication Skills
COURSE CODE	COS 111
DURATION	2 hours
NAME OF LECTURERS	Anto, Appiah, Adogpa, Asilevi, & Mrs. Cecilia Quansah
INSTRUCTIONS	Answer ALL the questions on the question paper.

#### STUDY SKILLS

1. List two reading faults you should avoid when reading.  
*No Ineffective Skim  
Punction*
2. Look through the dictionary to find the meaning of conglomeration one has to employ the technique of.....  
*Scanning*
3. Adeti complains of his peers always accusing him of being a poor reader. Mention any two of the reading faults he may have been committing.  
*Not paying attention to topic sentence, Not observing punctuation*
4. Sobotie writes his notes in a messy prose form which affects revision of points. Advise him on the form he can adopt for fast reading/revision of his points.  
*Skimming (In partance)*
5. Explain what we mean by intensive and extensive reading.  
.....
6. Write down any two things you will do in the 'S' of SQSR technique of reading.  
.....
7. Mention any two techniques you can adopt to capture salient points fast at lectures.  
*Skimming*
8. What is the difference between note taking and note making?  
.....

9. State any two forms of notes making or taking.

less on notes  
lecture notes

10. State any three advantages in making or taking notes.

Quick revision  
Easy understanding

### SECTION A: PARTS OF SPEECH

*Identify the parts of speech of the underlined words in the passage below.*

Somewhere at the beginning, and at strategic points in your speech, you should introduce flavour into what you are saying. You would not want to serve tea without sugar after all. So, you should inject some humorous remarks once a while. But this calls for skill. To start with, you cannot introduce humour indiscriminately; otherwise you might sound like a jester. Experienced speakers most often introduce humour early in their speeches, presumably to ease the tension in the hall. But these jokes must be brief, purposeful and closely related to the point. Many speakers are scared by the countenances of the listeners. Not all their looks are friendly. However, there are bound to be a few friendly ones, and it is advisable to pick them out, look at them from time to time, and ignore the hostile ones. Looking at the friendly faces keeps you at ease.

You are advised to write out your speech in full after which you should read it several times before the day. You could get a wailing listener to criticize your delivery. Do this several times until you can almost recite it. Note that we are not advising you to memorize it, because you could forget vital areas due to anxiety. Writing out and practising the speech would make you much familiar with the content, indeed with every word.

11. beginning ..... noun ..... 12. brief ..... adj .....  
13. closely ..... Adv ..... 14. before ..... Preposition .....  
15. criticize ..... Verb ..... 16. and ..... Conjunction .....  
17. this ..... Pronoun ..... 18. looks ..... Noun .....  
19. friendly ..... Adj. Adv ..... 20. Otherwise ..... Subordinate clause .....

### SECTION B. GRAMMAR

#### Sentence Patterns

*Analyse the following sentences into their clause patterns.*

21. Evans and his friends became great men after their training.

Compound Sentence

22. The car hit the pole many times.

Simple sentence SVDA

23. During the awards night, Sammy Johnson received the best gentleman of the year.

Complex sentence ASVCA

24. A few minutes ago, Martin Asempra spoke badly at the radio station.

A Complex sentence - ASVCA

25. The President cut the sod Simple Sentence SVO

Identify whether the following sentences are simple, compound, complex, or compound-complex.

26. Henry made the audience happy after the party. Complex

27. The lecturers entered the bar but did not buy any drinks because they were not in for drinks. Compound-Complex

28. When I was in school, I always danced well. Complex

29. The Minister is a Christian but his wife a Moslem. Compound

30. Tradesmen are very unreliable these days. Simple

### SECTION C

#### Concord, Tense, and sentence types

Provide the correct forms of the verbs that best complete the sentences below. Write your answer in the space provided.

#### CONCORD

Choose from the brackets the one that best agrees with the subject.

31. Either Peter or I (am/are) taking care of this building.

32. The binoculars (has been/have been) stolen by those thieves..

33. It is I who (am/is) the head-teacher of this noble school.

34. Three quarters of the players (has/have) reported to the training session.

35. The minister, a former teacher and assemblyman, (enjoy/enjoys) playing with kids.

36. The statistics about that school (is/are) incorrect in my opinion.

37. The school girl as well as the teachers and the two headmasters (has been/have been) awarded by the chief of the town.

38. Sixteen buckets of water (is/are) required to have a perfect mortar.

39. One of the boys who (come/comes) here regularly (is/are) in court for thievery.

40. My student and friend (is/are) Johnson Asiedu Manu.

#### AGREEMENT IN TENSE

Write the correct forms of the verbs in brackets to make the sentences read correctly. Your answer should be written in the space provided.

41. Sampson Mensah (sleep) late yesterday. Slept

42. The mad man has (drink) all the water that was given to him. Drank

43. Any time Joyce was in town for Christmas in the past, she always (have) party with kids.

44. The stolen car was (drive) away by the police.

45. The President has (shake) hands with the best student.

46. Mary has (bear) this excruciating pain in her heart for years now.

47. The TV station did (telecast) the news last week.

48. The hunter (shoot) bird in the neck.



UNIVERSITY OF EDUCATION, WINNEBA  
COLLEGE OF TECHNOLOGY EDUCATION  
DEPARTMENT OF LANGUAGES EDUCATION  
SECOND SEMESTER EXAMINATIONS, JULY, 2015

INDEX NUMBER.....

NAME OF LECTURER.....

CLASS.....

PAPER TITLE	Academic Writing 2
PAPER CODE	DED 126
DURATION	2 hrs:30 minutes
NAMES OF LECTURERS	Mr. Anto, Sylvester Kwabena, Mr. F. B. Appiah, Mrs. Cecilia Quansah, Mr. F.K. Asilevi, Faith Ben-Daniels, & Mr. Adogpa James Nso.
INSTRUCTIONS	Answer ALL questions in sections A, B, and C on the question paper.

SECTION A: PARAGRAPH FEATURES (20 marks)

*Answer all the questions in this section.*

1. At which point in an essay does the writer state the sentence that contains what the whole essay is about? INTRODUCTION
2. The introductory paragraph and the concluding paragraph are collectively referred to as BOTH STRUCTURAL PARAGRAPHS.
3. What reading technique do you employ when you are looking for specific lexical items used in a passage? SCANNING
4. In developing a paragraph, Alidu brought in two points that could independently contribute to the main body. What element of a good paragraph does Alidu's paragraph lack? UNITY
5. The sentence within the mainstream paragraph that contains the main idea is referred to as TOP SENTENCE.
6. List two activities that are undertaken at the post writing stage in the writing process.  
EVALUATING  
REVISING DRAFT
7. Amoah realized that the answer he got could not be picked easily but had to read in between the lines. What sort of comprehension question has been asked?  
INDIRECT QUESTION
8. The indicators that guide readers to see whether the writer is making addition or showing contrast are known as TRANSITIONAL MARKERS
9. Every paragraph must necessarily and explicitly contain a topic sentence.  
True/False..... FALSP.....
10. In trying to obtain information about a text in a short period, a student reads the blurb. What reading technique has the student employed? SKIMMING.....

11. The addressee in a formal letter is addressed with titles such as Mr., Dr. and Prof.  
True/False..... False
12. Comprehension and summary passages contain no topic sentences? True/False.....  
..... True
13. A type of paragraph development which has its topic sentence repeated at the end of the paragraph is referred to as ..... SUSPENDED Suspended
14. Mention two roles that the concluding paragraph plays.  
i) It summarizes the main idea in the passage.  
ii) It shows the ending point of the passage.
15. The type of paragraph development where readers are demanded to derive the topic sentence is known as ..... Suspended
16. My father relaxes every evening with some newspapers. What sort of reading does he do?  
EXTENSIVE reading
17. The warm-up exercises that writers undertake before they start writing are referred to as ..... Pre-writing stage
18. The mixed pattern of paragraph development is also known as ..... Pivoting paragraph
19. The stitching up of sentences together within a paragraph is referred to as .....
20. Which type of comprehension question demands respondents to find synonyms or expressions similar in meaning to words used in a passage?  
Vocabulary / Lexical

#### SECTION B: COMPREHENSION (20 marks)

*Read the passage below carefully and then answer, in your own words as far as possible, the questions on it.*

"Eat your fish" my mother would say. "It's brain food." She was not of course a nutritionist. She was merely citing an item of food folklore that has been around for ages.

Some researchers have measured the reactions of the brain to different foods. They have discovered that food affects the mind in powerful and surprising ways. What you put in your mouth can change your mood, alertness, memory, and clarity of thought. What scientists have learnt about it can be of great value to us.

For a start, the first thing in the morning several people feast on carbohydrates such as rolls, bread and sweetened cereals. These sugars and starches increase the presence in the brain of the soothing neurotransmitter serotonin. As a result, we might not reach our normal morning energy peak.

Bacon and egg contain high fat, which is slow to digest, diverting blood from the brain and thereby reducing mental sharpness.

Scientists believe, therefore, that a good breakfast should feature foods low in fat. This means choosing lean meat instead of egg or fried sausage and fresh fruit juice instead of sugary foods.

What about caffeine? After one or two cups of coffee or tea at breakfast, you will be more alert, have better reaction time, and score better on some performance tests. After three or so cups of coffee, however caffeine over stimulation can begin to make you less sharp and clearheaded. Most people recognize the dangers of the beer-filled lunch and its ability to dull the mind. But

few are aware of the effect of a carbohydrate lunch. One researcher found out that such a meal makes women sleepy and men calmer and lethargic. In addition, both men and women are less able to keep their minds focused on work for up to four hours.

So, dietician recommends a high protein-meal. Protein rich meals of fish or poultry, for example, charge your bloodstream with amino acids some of which convert into alertness chemicals. Another chemical found in fish, meat and soya products plays a major role in memory.

Unless you need stimulation and energy to work or study through the night, avoid proteins such as meat and fish at supper. Instead, choose carbohydrates.

### Questions

- a) For each following words underlined in the passage, give another word or phrase that means the same and which can replace it in the passage.  
i) Measured..... Look into / investigated ii) peak..... Climax, High ..... Top ..... iii) sharp..... A sharp smart iv) lethargic..... Dull, Inactive ..... v) convert..... trans form, Change
- b) State in your own words the two effects of eating a breakfast of carbohydrates and high fat....  
\* We became mentally inactive & We became mentally inactive.  
\* We may also not reach the top of our energy.
- c) What is the writer's view about the use of caffeine?..... Caffeine is harmful  
..... to our health.
- d) Why does the writer recommend that high protein foods be avoided sometimes?  
High protein foods do not make people sleep easily.  
High protein food do not make person sleep easily.
- e) Why does the writer recommend the eating of carbohydrates?  
it is a good source of energy  
BECAUSE IT makes us sleep well.
- f) According to the passage what have food folklore and scientific findings established?  
Different types of food affect us differently.
- g) What you put in your mouth..... Noun Phrase  
i) What is the grammatical name for this construction? Noun Phrase Noun Clause  
ii) What is its function in the passage? It is the subject of the verb Change

### SECTION C: SUMMARY (20 marks)

Read the passage below carefully and then answer, in your own words as far as possible, the questions on it.

No discussion of a just and free society would be complete without consideration of the special position of women. Equality is indivisible. But in many societies women do not have equal rights with men. Jamaica is no exception.

Jamaican women do not have full equality before the law in a number of respects, and particularly in marriage. More often than not they get less pay than men for the same work. They do not enjoy equal job opportunities and often suffer while substantial public and unemployment relief are designed with men exclusively in view. There are very few women members in an



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elected parliament of fifty-three; only a handful in top post. All this happens in spite of the fact that girls have equal access to early education and have a generally superior record of academic performance. It happens, too, in spite of the fact that women have been the backbone of the Jamaican family for a century and tends to be active in politics as well.

Clearly, therefore, the disabilities from which they suffer in adult life are the result of systematic discrimination against them. It is also because of deep-seated prejudices in society. There is, however, nothing in all this is peculiar to Jamaica whose women certainly enjoy a superior status to that obtaining in many developing countries.

In spite of this, both social justice and common sense dictate the need for a change. There must be a systematic programme of legislation and changes in our basic institutions to allow women take their full and equal place as dynamic and involved participants in the affairs of the society. Laws must be revised to remove all traces of discrimination against women.

Training programmes must be devised and job opportunities created for both men and women. In this way one would simultaneously satisfy the principle of equality and release the great reservoir of energy and talent that is locked away in the female half of the population. The society cannot afford to continue to miss the special qualities of common sense and patience, which women acquire as part of the preparation for the experience of motherhood.

It must be emphasized that it is impossible to conceive of social justice unless decisions taken at every level in the society include and reflect both male and female viewpoints. Each sex views reality from their perspective of its particular role in the society and family. State policy would, without doubt, be incomplete if it does not incorporate the views and expectations of both sexes.

### Questions

- a) In three sentences, one for each, state three reasons why according to the passage Jamaican women do not enjoy equal rights with men.

① They do not have equal opportunities.  
② Some national programmes exclude women from benefiting from it.  
③ They are not equal before the law.

- b) In two sentences, one for each, state two ways by which women could attain equality with men.

① Law must be reformed to favour both sexes.  
Equal training should be given to both men and women.

- c) In a sentence, state one reason given by the writer to support his call for granting equal rights to women.

It will enhance the development of the Society.

*Eat the food*



UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION

DEPARTMENT OF LANGUAGES EDUCATION

FIRST SEMESTER EXAMINATIONS, DECEMBER, 2016

PAPER TITLE	COMMUNICATION SKILLS
PAPER CODE	COS 111
DURATION	2 HOURS
NAMES OF LECTURERS	ANTO, SYLVESTER KWABENA, MRS. CECILIA QUANSAH, MR. F.B. APPLAH, MR. ADOGPA JAMES NSOH, & MR. F. K. ASILEVI
INSTRUCTIONS	<ul style="list-style-type: none"> <li>▪ Answer ALL the QUESTIONS on the question paper.</li> <li>▪ Begin by writing your INDEX NUMBER first.</li> <li>▪ Write your lecturer's name in the space below your index number.</li> </ul>

INDEXNUMBER..... CLASS.....

NAME OF LECTURER.....

#### PART A: PARTS OF SPEECH

Identify the part of speech of the underlined expressions in the following sentences.

- Uncle Kwesi is a bank manager..... *NSOUN*
- Adamu is reading silently in the library..... *Adverb*
- I drank Voltic water after watching the football match..... *Adjective*
- That was a good testimony..... *Noun*
- Place the book on table..... *Preposition*
- My mother drives to her workplace every day..... *Verb*
- They think it is rude to laugh at people..... *pronoun*

8. What belongs to everybody belongs to nobody. .... pronoun
9. Afi danced majestically to the bobobo song..... Adverb
10. To insult a chief in public is unpardonable..... noun

### SENTENCE TYPES

Classify the following sentences according to the structure (simple, compound, complex, compound-complex).

11. The hurricane began after the town was evacuated..... Complex
12. Joy was first published in 2001 but it did not become a magazine until May 2015.....  
Compound (but, and, or)
13. The pool of students is growing smaller.....  
Simple
14. When the rain began to fall, Mary went home and locked up all the windows.....  
Compound-complex
15. Everyone hopes to find a rewarding career..... Simple
16. The trotro drivers left early but they could not be given their permits.....  
Compound
17. The ghost vanished before Hamlet could question him further.....  
Complex

### TENSES

Use the correct form of the verbs in the brackets to complete the sentences below.

18. Have you..... began ..... (begin) lecturing, Sir?
19. The donkey has..... drank ..... (drink) a great deal of water this morning.
20. The police..... left ..... (leave) the scene of the crime after they got the evidence.

44. My mother is going to the bank this morning. ~~My mother is at the financial~~  
~~My mother is at the bank~~ bank.

#### DANGLING MODIFICATION

45. Entering the house this morning, my mobile phone was stolen. ~~When I was entering~~  
~~the house this morning, my mobile phone was stolen.~~

46. Writing a long letter in the afternoon, the news went round that the Minister was in town.....

~~When writing a long letter in the afternoon, the news went~~  
~~round that the minister was in town.~~

47. While washing the car, the engine started by itself. ~~The engine started by itself~~  
~~while washing the car.~~

48. To travel to Canada, a good deal of money is needed. ~~Before travel to Canada,~~  
~~before a good deal of money is needed.~~

49. Relaxing comfortably under the mango tree, a python dropped on the ground with a thud.....

~~When~~

50. Arrived in Kintampo, the news was broadcast to the people.....

~~Before~~

51. To become a student of UEW, studies have to be taken seriously.....

~~Before~~

52. Drinking some cold water ~~the~~ before afternoon lecture, the noise frightened  
me..... ~~When~~

## MISPLACED MODIFICATION

Rewrite the sentences below correctly by putting the misplaced modifiers at their appropriate places.

53. Our father wrote a book which is located on a hill in his house. .... Our father wrote a book in his house which is located on a hill.

54. He wore a nice suit to the party made of pure cotton. .... He wore a nice suit made of pure cotton to the party.

55. The leader shared the cake greedily at her office sitting behind her computer. .... The leader sitting behind her computer at her office shared the cake greedily.

56. The senior prefect read a letter in the dining hall given to him by the headmaster. .... The senior prefect read a letter in the dining hall given to him by the headmaster in the dining hall.

57. The vehicle got a mechanical fault in the bush that runs on gas. .... The vehicle that runs on gas got a mechanical fault in the bush.

58. The speaker advised the students on how to make money studying under the pavilion. .... The speaker advised the student under the pavilion on how to make money studying.

59. The document was found in the cupboard containing names of past leaders. .... The document containing names of past leaders was found in the cupboard.

60. The lady critically examined the paper sitting quietly behind her table. .... The lady sitting quietly behind her table critically examined the paper.

21. This hospital was..... Founded .....(find) by the Catholic Church in Kintampo.
22. It is time the students..... Spoke .....(speak) the truth about what happened.
23. Mr. Gungu said he..... will be .....(be) going to donate a bag of rice to the hungry.
24. I have heard him..... saying .....(said) this many times.
25. After the Minister had..... spoken .....(speak), he went on to inspect the project.

### CONCORD

Choose the correct form of the verb to complete the following sentences.

26. Neither Peter nor the girls (plays/play) the violin..... PlayS .....
27. Both of them (comes/come) here every day..... Come .....
28. The number of students on the programme (keep/keeps) increasing..... Keep .....
- .....
29. All the chiefs together with their linguists (was/were) put up in the hotel..... were .....
- .....
30. None but the boys (sweep/sweeps) the room.....
31. Every prisoner, man and child (appears/appear) in court on Tuesday.....
- .....
32. The couple (goes/go) for counseling on Fridays..... goes .....
- .....
33. You, Amanda (is/are) my daughter..... is .....

## PART B: SENTENCE/CLAUSE PATTERNS

Underline and label appropriately the sentence pattern of each of the sentences below.

Example: SV, SVO, etc.

34. The Ex-President will be remembered forever.  $\Rightarrow SVC$   
S V V O C

35. The toothless baby sitting in its cot smiles to the mother.  $\Rightarrow SVAC$   
S T A S V C

36. At the ceremonial grounds, the President elect gave us high hopes.  $\Rightarrow ASVC$   
A S V C

37. Pokuuaa should have been sleeping on her bed by now.  $\Rightarrow SVAA$   
S V A A

38. Every child, man or woman, is his glory.  $\Rightarrow SVC$   
S V C

39. Adoboli is the man-of-the match.  $\Rightarrow SVC$   
S V C

## AMBIGUITY

*Rewrite the following sentences correctly by correcting the ambiguities in them.*

40. The knight visited the court on Monday

~~On Tuesday, he was at the law court~~  
~~On Monday, the knight visited the law court~~

41. Mr. Ampsonah Mensah has a big pen. ~~Mr. Ampsonah Mensah has a~~  
~~big sheep pen.~~  
~~Mr. Ampsonah has a blue pen~~

42. The chicken is ready to eat. ~~The chicken is ready to eat it self.~~  
~~The chicken is ready for it self~~

43. Moving cars can be dangerous at night. ~~Moving at night can be harmful~~  
~~Driving at night can be harmful~~



UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION

DEPARTMENT OF LANGUAGES EDUCATION

FIRST SEMESTER EXAMINATIONS, DECEMBER, 2016

PAPER TITLE	COMMUNICATION SKILLS
PAPER CODE	GPD 111
DURATION	2 HOURS, 30 MINUTES
NAMES OF LECTURERS	ANTO, SYLVESTER KWABENA, MRS. CECILIA QUANSAH, MR. F.B. APPIAH, MR. ADOGPA JAMES NSOH, MR. F. K. ASILEVI, & FAITH BEN-DANIELS
INSTRUCTIONS	<ul style="list-style-type: none"><li>▪ Answer ALL the QUESTIONS on the question paper.</li><li>▪ Begin by writing your INDEX NUMBER first.</li><li>▪ Write your lecturer's name in the space below your index number.</li></ul>

INDEX NUMBER..... CLASS.....

NAME OF LECTURER.....

#### SECTION A: PARAGRAPH FEATURES

Provide correct answers to the following questions.

1. The type of paragraph that has its topic sentences at the beginning is known as.....

Direct.....

2. When all the sentences in the paragraph contribute to be the single idea we say that the paragraph has.....

Topic Coherence.....

3. The name given to the rest of the sentences that say something about the main idea in the paragraph is known as the ..... ~~Supporting sentence~~

Topic Sentence

4. The type of paragraph that has its topic sentence in the middle is known as .....

Mixed Paragraph

5. Every type of paragraph must necessarily have a topic sentence

- ( True) (b) False.....

### SECTION B: PARTS OF SPEECH

Identify the parts of speech of the underlined words in the passage below.

They must completely forget all the impressions they had gathered about him on the football field or on the racetrack. He felt a savage desire to avenge himself on them, to see them wince with pain as they took the blow that was the real Julius..... "Oh, there is nothing to tell, he said with a non committal sneer. Then quickly he told himself that he must not look serious because, when they discovered the truth, they might think he was crying for himself. What he did not want from anybody was pity. He was a hero and heroes are to be admired not pitied. "They just told me to go home and never come back".

6. savage. Adjective..... 7. wince. verb..... 8. sneer. noun.....

9. anybody. Pronoun..... 10. and. Conjunction.....

### SECTION C: GRAMMAR

#### SENTENCE TYPES

Classify the following sentences according to the structure (simple, compound, complex, compound-complex).

11. The student did the assignment that the lecturer gave them but she forgot to submit it on time.

Compound Sentence.

12. The principal, as well the staff, meets tomorrow to decide on the graduation day.

Compound Complex Sentence.

13. As soon as we heard of the sad news, everyone left silently.....

Complex Sentence

14. His major aim is to graduate with a good class from the university.....

Simple Sentence.

15. The man's explanations are tangible but many find it difficult to accept them.....

Compound Sentence.

### TENSES

Write the correct forms of the verbs in brackets.

16. The cockroach (creep) into the bedroom last night.....

.....  
17. If you (do) the work, the teacher wouldn't punish you.....

.....  
18. This is the farmer who has (begin) the farm project here.....

.....  
19. Mr. Amoako (lie) on the bed yesterday..... Lay

.....  
20. The teacher is (be) difficult for no reason.....

### CONCORD

Choose from the bracket the verb that agrees with the subject.

21. The number of voters among the party rally (is/are) abysmally low.....

.....  
22. The party chairman and founder (have/has) to take over after the presidential candidate's demise.....

.....  
23. One of the teeth which (disturbs/disturb) me has been removed.....

24. His uncle in addition to his friend (look/looks) after him in school.....

.....

25. Neither the students nor the Principal (meets/meet) the President in chambers.....

.....

### MISPLACED MODIFIERS

**The sentences below contain misplaced modifiers. Rewrite the sentences correcting the misplaced modification.**

26. The search party found the lost child using binoculars.....

.....

27. Akosua served us rice and stew wearing a new apron

.....

28. He ran the ten kilometer race from the shopping mall through the centre of the town to the finish line by the monument in his bare foot.....

.....

29. Stephen fed his tropical fish fingerlings with eagerness at bedtime.....

.....

30. The face of the man looking through the window which was cruel and sardonic startled Mensah.....

.....

### SECTION D: COMPREHENSIO & SUMMARY

#### COMPREHENSION

**Read the passage below carefully and then answer, in your own words as far as possible, the questions on it.**

The world is witnessing confrontation between the younger generation and adults about the place and role of the former in decision making process. To the older generation, youth is a time of obedience. Therefore, the moment when the young person may be admitted to the decision

making process should be **postponed** as long as possible. On the other hand, the young have always pressed for a voice in affairs at the family, institutional and national levels.

Much of adult intolerance of the young stems from misinterpretation of the action and conduct of the youth. It is true that youngsters may be **hasty** and inexperienced; but basically they are right. Thus the answer to the generational squabbling is not to be sought in the reform of the youth, but instead in the reform of society. Rather than dismiss the young as intemperate or naive, society would be better off if it enlisted them in the struggle to build a better world. The real answer to the frustration of the young is to be found in their involvement in productive ventures.

Young idealism represents one of the great **untapped** resources of modern society. The young can be enlisted in literacy campaigns, taking census and as school teachers where qualified instructors are lacking. What the young need most of all is **to feel involved in the process** by which they can help make their own ideals come true in their society. Hence, a National Youth Service is not only a means of engaging the youth on development projects but also a critical avenue through which they may express their commitment to social progress.

The logical response of the young to the society's persistent and stubborn denial of their participation in the decision making process is dissatisfaction and sometimes rebellion. It would be unwise to argue for unlimited involvement of the youth in the decision making process. What is needed is a realistic adaptation to new circumstances like bringing down the voting age to eighteen.

Unfortunately, this seems to be the only area where the youth rub shoulders with the older generation. Political parties and other institutions should push this further by creating avenues through which the young can contribute their **talent** for the benefit of society. By the insistence on getting involved in the responsibility for decision making, the young are saying that they are prepared for the realities of adult life. Above all, the earlier the exposure to decision making, the better the preparation for the management of the institution of society.

### Questions

- a) For each of the following words underlined in the passage, give another word or phrase which can replace it.

Put off/Suspend

i). postponed.....

hastily

ii) hasty .....

iv) talent.....

gift

iii) untapped

- b) State the conduct adults expect from the youth..... The youth must be obedient
- c) What is between the younger generation and adults? Is about the place and role  
of formal decision making process
- d) Give two ways in which the youth contribute to the development of society. 1.
- e) State the only time youngsters are allowed to participate in decision making.....
- f) ....to feel involved in the process.....
- i) What is the grammatical name of the construction above?.....
- ii) What is its function?.....

## SUMMARY

Read the passage below carefully and then answer, in your own words as far as possible, the questions on it.

Groundnut oil is used for eating. After it has been taken out of the nuts the oil is treated in different ways to make it very fine and pure. It is changed from a dark yellow colour to nearly white. The nutty taste and smell are taken away. This is so that it can be used with other foods without making them taste different.

British people eat the groundnut oil in three-well-known foods- margarine, ice-cream and fish and chips.

Groundnut oil for margarine is sent by barge from the Erith factory to another factory on the other side of the river Thames. Here it is mixed with other oils and with milk, and is made hard and solid. This makes it into a yellow fat like butter. You can buy margarine in tins in some shops in Nigeria. British people use a lot of margarine. They mix with flour and sugar to make cakes, biscuits and puddings, or they spread it on bread.

Groundnut oil is also sent to ice-cream factories. Here it is mixed with sugar and flour and milk and cooked. Then it is frozen, or made as ice. Have you ever felt ice? In Nigeria it is not easy to find. You may be able to see some in a refrigerator in a food shop in a big town. In many parts

of the world, people, particularly children, eat ice-cream on hot summer days. In Britain, ice-cream traders put special refrigerators in vans and drive them along the streets. Every now and again they stop and ring a bell, which makes the children run out of their houses to buy some ice-cream, if they have any money!

Some of the oil is sold in big barrels and tins to shops which sell fried fish and fried potatoes. Fried potatoes are generally called 'chips'. Many people in Britain like fish and chips as a meal and there are fish and chip shops in every town.

The 'cake' that is left when the oil is taken out of the nuts is sold to makers of animal feeding stuffs. 'Cakes' from several different kinds of seeds are mixed together. The mixture made for hens is different from the mixture made for cows and other different mixtures are made for pigs, sheep and other animals. British farmers give these foods to their animals to make them grow fat and strong quickly.

### QUESTIONS

- (a) In two sentences one for each, state the two main substances from groundnuts.....

.....  
.....  
.....  
.....  
.....

- (b) In two sentences one for each, state any two uses of groundnut oil.....

.....  
.....  
.....  
.....

- (c) In one sentence, state the original colour of groundnut oil.....