CL 106

PAST PAPERS

KIMBWETA ACCADEMY GROUP

Created by

Mponeja the man himself

All the best

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UNIVERSITY OF DAR ES SALAAM
COLLEGE OF HUMANITIES
CENTRE FOR COMUNICATION STUDIES
CL 106 Test One, Semester One 2015/2016

7/20

Module 1: Theory and Nature of Communication

1. Write **T** for **TRUE** and **F** for **FALSE** for each of the following statements.

a)	Paralanguage is the use of one's voice to alter the meaning of words by changing the voice qualities.	T
b)	The receptive skills (speaking and writing) and expressive skills (listening and reading) are what make communication a two-way process.	T
c)	Non-verbal communication is communication that happens between participants without the use of sounds.	F
d)	Communication as a transaction is only arrived at when the participants arrive at a mutual agreement about the meaning of their messages.	T
e)	Noise is any loud sound that interferes with the successful transmission of messages.	F
f)	Sender, receiver, channel/medium, feedback and barriers comprise the elements of the communication process.	T
g)	Vertical communication is that which moves from the grassroots level to the higher levels.	T
h)	Silence can be very noisy.	F
i)	Barriers to communication if not overcome can lead to misunderstanding and confusion.	T
j)	Non-verbal communication is always intentional.	F

6

2. Provide only **ONE** or **TWO WORDS** that would be the best concept, as defined by the explanation given.

a)	Cues or signals that are transmitted without the use of sound.	NON-VERBAL COMMUNICATION
b)	The part of the body that best non-verbally assists us to detect instances of deception, guilt, anger, fear, happiness, joy, etc. during communication	FACE
c)	One of the functions of non-verbal communication by which the non-verbal signal is used to add meaning to the verbal signal.	VERBAL SUBSTITUTE
d)	A social convention that combines signs in a systematic way so that one is able to communicate meaningfully.	CODES
e)	The use of touch to impart meaning when communicating with others.	TACTILE
f)	Movements of our arms, legs, hands, torso and head, irrespective of body posture and body weight.	BODY LANGUAGE
g)	When your doctor uses unfamiliar terms to explain why you are feeling ill.	JARGONS
h)	Communication involving the use of spoken and written words.	VERBAL COMMUNICATION

4

CL

i)	We understand the nature of the relationship between communication participants by the distance that they keep between them.	~~SPACE AND POINT~~ ACCT PROXIMENICS
j)	The content which is conveyed during the communication encounter.	MISSAGE

Module 2: Public Speaking/Presentation Skills, and Listening Skills

3. After each of the following statements, write **A** if the statement is **always true**, **S** if the statement is only **sometimes true**, and **N** if the statement is **never true**.

a)	While public speaking skills subsume presentation skills, the opposite may not be the case.	A ✗
b)	Internal noise (emotional instability) on the part of the speaker is caused both by the speaker and the listeners.	A ✓
c)	Speaking impromptu, which is also known as 'speaking off-the-cuff' implies that the speaker is presenting memorised material.	~~S~~N ✓
d)	Wise people talk because they have something to say; fools talk because they have to say something.	A ✓
e)	Telling your audience the structure of your presentation before the actual talk, helps them to minimise speculation.	A ✓
f)	Because you may not have had a chance to make a good first impression, it is wise to have a conclusion that restates the subject, and summarises the key points.	N ✗
g)	Paragraphs, in writing, help readers to see the organisation of the writer's ideas; in speaking, listeners are assisted to see the organisation by use of vocalised pauses.	A ✗
h)	Physical appearance of a speaker is too personal; it should not be taken seriously as a factor that influences how the audience 'relates' to the speaker.	A ✗
i)	We sometimes listen with 'malice', because our own attitudes take over our own ability to listen comprehensively and critically, so we spar.	A ✗
j)	Humour is a very effective way of setting up a presentation, as it makes the audience immediately interested in the subject.	A ✗

4. Succinctly, define the following terms, as used in human communication. Strictly, use the only one line provided, for your answer.

a) Cognitive dissonance: A presentation which not understandable ✗

b) Selective perception: Is where the speaker decided to use alternative way of presentation so as to avoid bad meaning ✗

c) Filtering: Is where to judge the information given before conclusion ✗

d) Extemporaneous presentation: Mean to represent Memorized materials ✗

e) Stereotyping: Is when you ~~the~~ interferes the speaker's presentation. ✗

f) Information overload: Is where you produce alot of information and audience fail to interpret ✗

g) Empathy: situation of feeling pity and sorrow to someone problems ✗

h) Conception: Is to know ideas, what you are going to represent ✗

i) Audience analysis: ~~Process of audience to interpret~~ Is to know your audience before speaking ✗

j) Heckler: Is when audience interefers the speaker when presenting ✗

Name KARAMA GRACE Reg. No. 2014-04-01617 Degree Programme BAED

UNIVERSITY OF DAR ES SALAAM
COLLEGE OF HUMANITIES
CENTRE FOR COMUNICATION STUDIES
CL 106 Test One, Semester Two 2014/2015

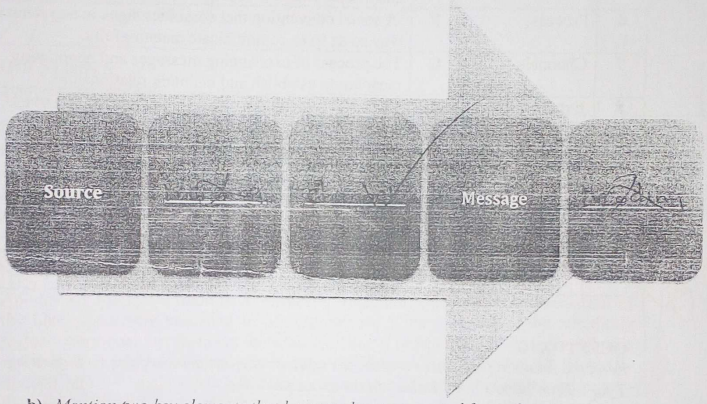
13

Instructions

1. Attempt all questions
2. Answers written outside the provided space, or crossed and rewritten will not be marked
3. Allocated time for the test is 45 minutes

QUESTION 1

a) *Write an appropriate term in the blank spaces provided to complete the sentences below.*



0.5

b) *Mention two key elements that have not been accounted for in the diagram above.*

i) Received noise.

ii) Feedback

0.5

c) *List five objectives of communication*

i) To get Physical and Physiological needs

ii) To transmite and to receive information

iii) To construct the mutual relationship

iv) To change behaviour of people

v) To done some actions

1

Bernard Adoy

v this bag from children to avoid danger of suffocation

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QUESTION 2

Choose the correct item from column II to match those provided in column I. Write your answers in the table provided below.

I		II	
1	Noise	A	Air waves, sound waves, the five senses, light waves
2	Non verbal signs	B	A complex and dynamic process of exchanging meaningful messages
3	Code	C	Spoken and written words and sounds
4	Receptive skills	D	Speaking and writing
5	Proxemics	E	Anything that interferes with the successful transmission and/or reception of messages
6	Process	F	A social convention that combines signs in a systematic way so as so to communicate meaningfully.
7	Channels	G	The process of exchanging messages and negotiating meaning to establish and maintain relationships.
8	Expressive skills	H	Cues or signals that are transmitted without the use of sound
9	Transactional	I	Listening and reading
10	Verbal signs	J	The use of distance and physical space when communicating.

Column I	1	2	3	4	5	6	7	8	9	10
Column II	E	H	C	I	J	B	A	D	G	F

04

QUESTION 3

*Read the following sentences and decide whether they are true or false by indicating **T** for "**True**" and **F** for "**False**" in the space provided.*

1. Vocalics is the use of one's voice to alter the meaning of words by changing the voice qualities.
2. Internal noise is anything that hinders communication from within the room/area where the communication is taking place.
3. An audience is the specific group of people for whom the speech is directed.
4. The visual aid used determines the size of the audience.
5. Speaking phobia may be overcome by prior preparation and practice
6. Hand-outs, flipcharts, posters and visual presenters are media for visual aids.
7. The speaker should show verbal and non-verbal supports to the listener.
8. The audience will always know less than the speaker regarding the message.
9. Colour, size, simplicity and type are key things to consider for an effective visual aid
10. Grapevine is the most effective means for formal communication

1	2	3	4	5	6	7	8	9	10
F	F	T	T	T	F	T	T	F	F

03

2

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QUESTION 4

Briefly mention 5 advantages of visual aids

i. visual aids helps student to remember

ii. visual aids helps student to understand

iii. visual aids help student to prove fact.

iv. visual aids help the abstract things to be complete

v. visual aids help to increase ~~Crea~~ speeker credibil

QUESTION 5

Read the passage below and make notes in the framework provided.

Research psychologists have identified three different kinds of depression. Few of us have not at some time experienced "the blues" because of crises in our lives. This is *normal depression.* Such depression usually clears up by itself in a very short time. But an estimated over ten million of people in the world react to life's problems – most often a loss, disappointment, change, frustration, or threat to identity – with depression deep enough or long-lasting enough to interfere with their functioning. This is *neurotic depression.* Symptoms usually disappear when stress is lifted.

Another six to eight million have medically triggered depression that appears out of the blue, apparently unrelated to life's problems. It may be caused by hereditary factors, hormonal or chemical imbalance, dietary deficiency, or drug or allergic reaction. This *psychotic depression* is more serious and more complex. It is usually divided into two main types: (1) *bipolar depressive disease*, also known as manic-depressive psychosis, in which the individual swings from deep depression to unexplained "highs," during which he or she feels all-powerful and all-wise and becomes difficult to control; (2) *unipolar depressive disease*, in which the patient has bouts of depression and is severely withdrawn and uncommunicative or behaves in an extremely agitated fashion.

Title: Types of Depression

1. Normal depression – clear up by itself in short time
2. Neurotic depression is deep enough to interfere
3. Psichotic depression is more serious and complex.
   a. Bipolar depressive disease – manic Psychosis
   b. unipolar depressive disease s.

B. They needed a supply of labour, and only Africa could provide it.
(only Africa could provide the supply of labour)

Q9. Complete the definitions below by adding the information in brackets.

A. A diplomat is an official who represents his country abroad
(He represents his country abroad)

B. An orphan is a child whose parents are dead.
(His parents are dead).

Q10. Rewrite the following sentences using the passive form. Avoid unknown or un interesting agents.

A. (Workmen) completed the new bridge in 1990.
The new bridge was completed in 1990.

B. (Somebody) will deliver the order soon.
The order would be delivered soon.

C. (People) have mined gold for hundreds of years.
Gold have been mined for hundreds of years.

Q11. Complete the following sentence by writing the verbs in the correct form.

A: Severe bleeding (treat) is treated by (keep) keeping the patient flat and (apply) applying pressure to the wound.

B: Soil (enrich) enriches by (add) adding fertilizers which (provide) provides the necessary chemicals for plant growth.

Q12. Rewrite the following sentences into indirect speech.

A: "You must complete your assignments and submit them this Saturday," the lecturer said. The lecturer told him that he must had to complete his assignments and submit them by saturday.

B: "Did you lend her the money?" Juma asked.
Juma asked him whether he lended her the money

Q13. Read the following situations carefully and rewrite them in appropriate conditional sentences.

A: He drove recklessly and caused an accident.
If he caused an accident, then he would have driven recklessly

B: I can't get the job because my English is very poor.
If my English is very poor, I would not get the job.

THE END!

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CL 106 TEST ONE

Name. ASSEY BERNARD D ..... Adm. No. 2011-04-02804 .....

Programme B.A Statistics (CL 106) BAST Group: 1- ONE

Question 1: Provide an appropriate response to each of the following tasks:

A] Haji, I would like to introduce you to my friend, Hamisi.

Haji: How do you do ?

Hamisi: How do you do Haji? Haji ? I am Hamisi, Nice to meet you Haji.

B] Peter: Hi John. How are you doing?

John: I am doing fine thank you what about you? 1.5/2

Question 2:

In the following sentences, find the subject, the verb, the object and the extras. Use slashes and write S for Subject, V for Verb, O for Object and A for extras.

A] Swahili civilization/developed/along the coast.

B] A common language and religion/united/the coastal cities.

C] Their power/arose/from their trading activities.

D] Swahili traders/controlled/the export of gold and ivory.

Question 3:

IN the sentences below, are the main verbs correct or incorrect ? Show your answer with a [v]or an[x] .

A] One end of a magnet point to the north. [x]

B] Iron, steel , cobalt and nickel is magnetic materials. [x]

C] Lines of magnetic force occurs around a magnet. [x]

D] Repulsion occurs between the north poles of two magnets. [V]

-1.5

Question 4:

away this bag from children to avoid danger of suffocation

Rewrite the following parts of each phrase appropriately :

A] rural/ wages /low Low rural wages

B] pressure/ a/ atmospheric/ high A high atmospheric pressure.

C] production/ latest /statistics / sisal / the The latest sisal ~~statistics~~ production statistics

Question 5:

Rewrite the following sentence into direct speech:

Mrema said that Nairobi was more lively than Dar es Salaam — indirect

Mrema said, " Nairobi is more lively than Dar-es-salaam." — direct

Question 6:

Rewrite the following sentence into indirect speech :

' Stay in bed for a few days,' the doctor said. The doctor ~~wanted~~ asked him to stay in bed for a few days

The doctor ~~said that~~ commanded him to stay in bed for a few days.

Question 7:

Complete the following sentences using the verbs provided. The completed sentences should be in passive form.

[invite, disappoint, attack, punish , eat]

A] They went to the party that they were invited.

B] It's a dangerous city . People won't go out after dark because they are afraid of been attacked.

Question 8:

Rewrite the following sentences in the passive form by replacing 'somebody' or 'they' .

A] Somebody has cleaned the room.

The room was cleaned. The room had been cleaned

B] They are building a new ring road around the city.

A new ring road was built around the city.

children to avoid danger of suffocation

A new ring road is built around the city by them.

Question 9:

Put the verb into the correct form:

A] I'm not tired. If I were [I/ be] tired, I'd go home now.

B] I was n't tired last night. If I was [I/ be] tired, I would have gone home earlier.

Question 10:

Make one sentence from two :

A] She must apologise to me first. I won't speak to her until then .

I won't speak to her until she apologises to me first

B] I'll find somewhere to live. Then I'll give you my address.

I'll give you my address when I find somewhere to live

Question 11:

Put in IF or WHEN in the following sentences:

A] Tom might phone while I'm away tonight. If he does, can you take a message ?

B] I'm going to Arusha next week. When I'm there, I hope to visit Ilboru, my former school.

Question 12:

Put the verbs into the correct form:

A] The house was very quiet when I got home. Everybody had gone [go] to bed.

B] We were driving along the road when we saw [see] a car which was broken [break] down, so we stopped [stop] to see if we could help.

Question 13:

Are the following sentences right or wrong ? Use a [v] or an [x] to indicate your choice. Give the correct version of the item that made the sentence defective.

A] Have you seen the news n television last night ? x to the

B] Where have you been yesterday evening ? x had

Keep away this bag from children to avoid danger of su

C] I've bought a new car. Would you like to see it ? .....

D] I'm very hungry. I've not eaten anything today. .....

Question 14:

For each of the following situations, ask a question using the prompts in brackets.

A] You have a friend learning Japanese and you ask :

[how long/ you/ learn/ Japanese ?] How long have you been learning Japanese ?

B] You meet a friend of yours saving money to buy a car, and you ask :

[how long/ be/ save/ money ?] How long have you been saving Money?

Question 15 :

Somebody says something to you which is opposite of what he said before. Write a suitable answer beginning with.....I thought you said.....

A] P: That canteen is expensive.

R: Is it ? I thought you said it was cheap.

B] P: I come from Kagera region.

R: Do you ? I thought you said you were home.

Question 16:

Read the text carefully and insert 'a','an', 'the', or '-' on the dotted lines.

An electric light bulb contains a filament through which an electric current is passed. The filament is attached to a glass mount, and its ends are welded to a leads. In order to prevent oxidation of the filament by exposure to air, it is enclosed in a glass bulb.

Question 17:

In the text below, joining words have been omitted. Find out what those words are and with the aid of a slash write your joining word over the slash.

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The hippo is a large grey animal spends much of its time under water. The males often fight they have to compete for territory in overcrowded conditions. Sometimes a hipno is killed in a fight usually the wounds cause little damage a hippo's skin heals extremely quickly.

Question 18:

Read the situations below and complete the sentences:

A] The rain started two hours ago. It's still raining now.

It ...is raining... ...for two hours.

B] Years ago you started writing to a pen-friend. You still write to each other regularly now..

We are pen-friends ...for years.

Question 19:

Are the main verbs in the following sentences correct or incorrect ? Write 'C' for correct and 'I' for incorrect in the space provided.

A] The Chinese have invented printing. [C]

B] Aristotle has been a Greek philosopher. [I]

C] Mother is not at home. She's gone shopping. [C]

D] Albert Einstein has been the scientist who has developed the theory of relativity. [I]

A-W

UNIVERSIY OF DAR- ES- SALAAM
CL 106 –TEST 1 - 12th Feb, 2009

Time: 40 minutes.

- This Test comprises 4 pages and is divided into four sections:
  - (A) Communication Theory
  - (B) Reading for Comprehension
  - (C) Bibliography writing
  - (D) Note-Making techniques and
  - (E) Vocabulary.
- Each question has 1 mark; thus a total of 20 marks for the whole Test.
- Answer all the questions.

NOTE: All the answers should be written in the Answer Sheet, the last page of this Test. Submit the last Answer Sheet only to your invigilator.

Mwanaisha Baraka 0763 558575

SECTION A: Communication Theory

Choose the best answer:

1. One of the psychological communication barrier is _____
   (A) prejudice (b) tolerance (C) noise (D) hunger (E) decoder
2. A key term in the definition of "communication" is _____
   (A) feedback (B) goal (C) message (D) setting (E) all A-D
3. The major difference between Public and mass communication lies on the _____
   (A) multitude (B) feedback (C) instruments (D) goal (E) quality
4. "Decoder" is synonymous to _____
   (A) receiver (B) sender (C) students (D) speakers (E) encoder
5. The "tone" of the speaker means his/her _____ in relation to his/her audience.
   (A) attitude (B) voice (C) sound (D) message (E) emphasis

SECTION B: Reading for Comprehension

Read the following passage carefully and choose the best answer given after it:

The humorous story may be spun out to a great length, and may wander around as much as it pleases, and arrives nowhere in particular; yet despite the similarities, the comic story and the witty story must be brief and end with a point. The humorous story bubbles gently along. The humorous story is told gravely; the teller does his best to conceal the fact that he even dimly suspects that there is anything funny about it; but the teller of the latter story tells you beforehand that it is one of the funniest things he has ever heard, then tells it with eager, deliberate, and is the first person to laugh when he gets through. And sometimes, if he has had good success, he is so glad and happy that he will repeat the 'nub' of it again. It is a pathetic thing to hear.

1

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6 Which story takes the longest to tell?
(B) the humorous story
(C) the witty story
(D) the comic story
(E) all are similar.

7. Which story is obscure?
(A) the comic story
(B) The witty story
(C) The humorous story
(D) none of the three

8. The "latter" in line 6 refers to_____.
(A) humorous story
(B) witty story
(C) comic story
(D) witty and comic stories.

9. The teller of a humorous story_____
(A) laughs as his own joke
(B) repeats it several times
(C) is concerned about the reaction of his listeners
(D) is very serious when he tells it.

SECTION C: Bibliography Writing

10. Which of the following is not included in the footnotes?
(A) author (B) title page (C) book title (D) page number (E) superscript number

11. Choose the best bibliographical presentation:

(A) Yahya-Saida, O. (1990): When International Languages Clash, in Rubagumya, C. M.(Ed) "Language in Education in Africa: A Tanzanian Perspective. Clevedon, Multilingual Matters LTD.

(B) Yahya-Saida, O. (1990): When International Languages Clash, in Rubagumya, C. M.(Ed). Language in education in Africa: A Tanzanian Perspective. Clevedon, Multilingual Matters LTD.

(C) Yahya-Saida, O. (1990): When International Languages Clash, in Rubagumya, C. M. (Ed) *Language in Education in Africa: A Tanzanian Perspective*. Clevedon, Multilingual Matters LTD.

(D) Yahya-Saida, O. (1990): *When International Languages Clash*, in Rubagumya, C. M. (Ed) Language in Education in Africa: A Tanzanian Perspective. Clevedon, Multilingual Matters LTD.

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TEST I

CL 106 SEMESTER 2

Group: II Reg. No. 2011-04-04420

Time: 1 hour

Answer all the Questions. Write your answers in the spaces provided.

Q1. Provide the missing items of the offer below:

A: Offer: Can I offer you ~~some~~ a chocolate?

0.5 Response: Yes, please. It's very delicious.

B: Offer: Would you like a second blanket?

Response: No, thank you. it's warm enough.

Q2. The following noun phrases are mixed up. Rewrite them carefully.

3

A: pressure/a/atmospheric/high

A high atmospheric pressure.

1

B: three/classes/major/social

Three major social classes

Q3. Complete the definitions below by choosing an item from the bracketed words.

A: An amplifier is // device which increases the strength of an electric current.

0.0

B: A preface is introduction to a book.

(behavior, device, introduction, metal pin)

Q4. Complete the following sentences by writing verbs in brackets in their appropriate forms.

A: Production depends on (obtain) obtaining a supply of raw materials.

0.5

B: A firm naturally wishes (reduce) to reduce its transport costs.

Q5. In each of the sentences below, the subject is shown in brackets. Identify the noun head for each subject and **underline** it.

A: (Substantial price increases) lead to a fall in demand.

1

B. (A modern laboratory microscope) contains several lens elements.

Q6. The paragraph below has blanks. Write 'a', 'an' or 'the' if necessary.

__1__ electric light bulb contains __2__ filament through which __3__ electric current is passed __4__ filament is attached to __5__ glass mount, and its ends are welded to __6__ leads. In order to prevent oxidation of __7__ filament by exposure to air, it is enclosed in __8__ glass tube.

3.5/4

1. An
2. a
3. an
4. the
5. a
6. ??A
7. the
8. a

Q7. In the following paragraph the main verbs are missing, and the spaces are numbered. The words to use in each space are given below. Write the missing main verbs in their correct form.

A Computer (1) _____ do what it (2) _____ to do. It slavishly (3) _____ every instruction, without any discrimination. It (4) _____ to itself: That (5) _____ sensible." It just (6) _____. So instructions (7) _____, _____ to make sure that the computer (8) _____ to do anything illogical. Therefore, when a computer (9) _____ a bill for 00/-, the machine (10) _____ anything stupid. It (11) _____ a stupid instruction. The illogicality (12) _____ by the human operator who _____ (13) _____ to forsee the situation. The art of computer programming (14) _____ therefore a skilled one. Every possible circumstance (15) _____ by the programmer, and an appropriate sit of instructions (16) _____

1. Can + only + do
2. Be + tell
3. Follow
4. Do + not + say
5. Do + not + seem
6. Obey
7. Must + be + carefully + design
8. Will + not + be + ask
9. Issue
10. Have + not + do
11. Be + ~~Be~~ + cause obey
12. ~~Have + just + obey~~ have + be + cause
13. Have + fail
14. be
15. Must + be + consider
16. Must + be + work out

8.5/8

1. can only do
2. is told
3. follows
4. does not say
5. does not seem
6. Obeys.
7. must be carefully designed
8. will not be asked
9. issues
10. has not done
11. has just Obeyed
12. is caused
13. have failed
14. is
15. must be considered
16. must be worked out.

10

Q8. Complete the sentences below by adding extra information in brackets. Replace repeated words with suitable pronouns.

A. When Europeans reached America they recognized the potential of her.

(Europeans recognized the potential of America)

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CL 106 TEST TWO 2012 –SEMESTER 2

NAME SULEMANI NAMSIFU Reg. No 2011-04-05957 GROUP II

TIME ALLOWED: 45 Minutes

SECTION A: READING FOR COMPREHENSION (Total 19 marks).

Q.1 Read the text and answer the questions below it.

Most social anthropologists recognize the family as a basic social unit. [2]In **its** most elementary form it may be defined as a group consisting of a man and a woman and their children living together in one home. [3]**Such a domestic group** is known as one family. [4]It is usually established by means of a formal contract of marriage, but **a contract of this kind** is not a necessary condition for a nuclear family to exist. [5]It can also be said to exist when a couple and their offsprings share a common residence, whether the couple is married or not. [6]That is to say, a family may exist even when the relationship between the man and the woman is one of concubinage rather than one of marriage.

[7]Although we can, in general, define the nuclear family as a couple and their children living within the same residential boundary, we must recognize that **such a definition** is in fact a generalization which may not hold true in particular instances. [8]Sometimes a nuclear family is incomplete in that one spouse is absent from the household. [9]When a family is incomplete it is usually the man rather than the woman who is away from home. [10]**Such a situation** may be a result of social convention. [11]For example, among the Ashanti tribe living in Ghana, spouses continue to reside with their own kin after marriage and do not live together as husband and wife. [12]On the other hand, a nuclear family may be incomplete by reasons of economic necessity. [13]Sometimes for example, a man has to leave his family to work in another part of the country or in a different country altogether. [14]This is the case with many workers in South Africa and with foreign workers in France and Germany.

[15]The nuclear family may be extended by the addition of other people living within the same residential boundary. [16]So far we have been assuming that the family is always based on monogamous marriage; that is to say that **it** has only one man and one woman living together as husband and wife. [17] But monogamy is only one form of marriage. [18]In societies where polygamy is practised the family will, of course, include more than two spouses. [19]In the case of polygamy, **it** will include one husband and more than one wife and in the case of polyandry it will include one wife and more than one husband. [20] In a polygamous society, therefore, the nuclear family will be extended by the addition of one or more wives and in polyandrous societies **it** will be extended by the addition of one or more husbands.

[21] In both monogamous and polygamous societies, families may also be extended by the addition of related or non-related people. **In some**, for example, people like servants and workmen live with the family as members of the household. [23] Again, one often finds that families are extended by the addition of consanguineal relatives, or kin, of one or more of the marriage partners, like brothers, sisters, fathers, and grandfathers and so on. [24] Affinal relatives like brothers in-law; sisters-in-law and so on may also become part of the nuclear family. (*Origin:Allen & Widdowson (1978))*

a.) Which among the five given alternatives would you pick to be the appropriate title for the text above? Write the roman number of your choice in the space provided. (2 marks)

i) The family. ii) Living together. iii) Kinship and the family

iv) Polygamous and monogamous societies v). A nuclear family.

(v)

b) Decide whether the following statements are true or false according to the passage in question 1. Then in the bracketed spaces provided on the right, write 'T' for true and 'F' for False (0.5 marks)

Paragraph 1

1. A nuclear family is always established by marriage. (F)
2. A nuclear family is a domestic group. (T)

Paragraph 2

1. Ashanti husbands do not live with their wives. (T)
2. Foreign workers in France are absent from their families because of social convention (T)
3. Sometimes a man leaves his family to find work away from home. (T)
4. Nuclear families are sometimes incomplete for one reason or another. (T)

Paragraph 3

1. Nuclear families are monogamous (F)
2. There are two wives in polygamous homes. (T)
3. In a polygamous society a man may be married to more than one wife. (T)
4. In a polyandrous society a woman may have one or more husbands. (T)

5

Q.2 CONTEXTUAL REFERENCE

In the table below, the underlined words/phrases in column A are taken from the text in Q1. The number of the sentence where each one appears is indicated in bracket. In column B write what the underlined word/phrase refers to. *The first one (i) has been done for you as an example.* *(@ 1 mark)*

	A (Word/Phrase)	B (Meaning)
i.	*It* (5)	A nuclear family
ii	*It* (2)	~~A~~ Family
iii.	Such a domestic group is known as a nuclear family (3)	A man and woman and their children
iv.	A contract of this kind is not a necessary condition for a nuclear family to exist. (4)	A Formal contract of marriage.
v.	Such a definition is a generalization which may not always hold true in particular instances (7)	The nuclear family.
vi.	*Such a situation* may be the result of social convention. *(10)*	When a family is incomplete.
vii.	In the case of polygamy, *it* will include one husband and more than one wife.(19)	The family.
viii.	In polyandrous societies, *it* will be extended by addition of one or more husbands. (20)	The nuclear family.
ix.	In *some*, people like servants live with the family as members of the household. (22)	Polygamous and monogamous societies

5

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Q. 3 DEFINITIONS OF WORDS/PHRASES. (Total 4 marks)

Column II of table 1 below provides the meanings for items in column I but they are jumbled up. Using table 2, match the items from column I of table 1 (numbered 1 – 9) with the letters of the appropriate meanings from column II of table 1. *The first one has been done for you as an example.* (@ 0.5mark)

Table 1

I	II
1. A nuclear family	A. The relationship of a man and a woman living together outside marriage.
2. Monogamy	B. A nuclear family in which one spouse is absent from the household.
3. Polygamy	C. The marriage of one man to more than one wife.
4. polyandry	D. a group consisting of a man and a woman with their offspring sharing a common residence
5. Consanguineal relatives	E. People who are related by marriage.
6. Affinal relatives	F. The marriage of one woman to more than one husband.
7. A spouse	G. The marriage of one man to one woman.
8. Concubinage	H. People who are related by birth.
9. An incomplete nuclear family	I. A partner in marriage.

Table 2

1	2	3	4	5	6	7	8	9
D	G	C	F	H	E	I	A	B

(1P)

SECTION B: NOTE-TAKING (Total 10 marks)

Q.4 Read the text in Q1 again and write down the statement which expresses the most central idea in each paragraph. (@ 1 mark)

Paragraph 1: Couples living together with their offspring form a Family.

Paragraph 2: A nuclear family is incomplete when one spouse is absent from the household.

Paragraph 3: The nuclear family is extended when there is more than one spouse.

Paragraph 4: A Family may be extended by addition of relatives and non-relatives

(05)

12.7

Q. 5 The following statements are not logically organized; arrange them in the right order to make a summary of the reading text in question 1. In the table provided, write the letters of the sentences in the order they should appear. (@ 1.5 marks)

A. Again, in some societies the family will be extended to include kin relatives and relatives by marriage.
B. A nuclear family is not always complete.
C. In the case of a polyandrous society, on the other hand, the nuclear family is extended by the addition of one or more husband.
D. In such societies, therefore, both consanguineal and affinal relatives may become members of the family.

Sentences	1	2	3	4
Order in Letters of sentences	B	A	D	C

3

SECTION C: COMMUNICATION THEORY (Total 11 marks)

Q. 6 a) Fill in the spaces provided with a list of elements of communication. (@ 0.5 mark)

(i) Goal (ii) Sender (iii) chanel (iv) receiver
(v) setting (vi) feed back (vii) message/idea (viii) sender & receiver

3

b) If you were to be a manager of an office, list down five channels/media of communication that you would employ to ensure efficiency in organizing, directing, controlling and coordinating the day to day activities and to maintain external relationships. (@ 0.5 mark)

1. I will a telephone = Secretary
2. computer = Telephone
3. Television Computer
4. News paper
5. I will ensure communic through Notice board.

Q. 7 In the third column of the table below, write 'F' for false and 'T' for True against each of the statements in column two (@ 0.5 mark)

i.	Body language includes things like pitch of the voice and intelligence.	T
ii.	Human capacity to listen is far less than the capacity to speak.	T
iii.	Physical noise is a barrier to communication but it is not the only barrier.	T
iv.	Communication is goal oriented	T
v.	Communication is said to be successful only if it succeeds to achieve the speaker's purpose.	T
vi.	Verbal and non-verbal communication work in complementary and supplementary relationship.	T
vii.	Attire includes things like personality and confidence.	F
viii.	In every communication the speaker or writer must have a purpose	T
ix.	Your audience's culture, the venue (setting), size of the audience, time of the day, mannerism and the nature of the topic will affect your public presentation.	T

3.5

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15/20

UNIVERSITY OF DAR ES SALAAM
COLLEGE OF ARTS AND SOCIAL SCIENCES

CL 106 – COMMUNICATION SKILLS
TEST 2 – 05/02/2011

Name ELIAS, LIDYA M. Reg. 2010-04-01196 Degree ECONOMIC & STA

Seminar. Group No I Seminar Tutor MR. MICHAEL KADEGE

INSTRUCTIONS:

1. Carefully read the instructions for each question and answer accordingly. Failure to follow the instructions will be penalized.
2. ALL answers must be written in the spaces provided on the question paper as per instructions.
3. To avoid inconveniences, candidates shall not be allowed to leave the room before the end of the test hour.

Question I: Read the following passages carefully and then answer the questions that follow by [illegible] the letter of the correct answer in the box on the right. [10 marks]

PASSAGE (By Sister Helen)

He was in the first third-grade class I taught at Saint Mary's School in Morris, Minnesota. All thirty-four of my students were dear to me, but Mark Eklund was one in a million. He was very neat in appearance but had that happy-to-be-alive attitude that made even his occasional mischievousness delightful.

Mark talked *incessantly*. I had to remind him again and again that talking without permission was not acceptable. What impressed me so much, though, was his sincere response every time I had to correct him for his misbehaving –"Thank you for correcting me, Sister!" I didn't know what to make of it at first, but before long I became accustomed to hearing it many times a day.

One morning my patience was growing when Mark talked once too often, and then I made a novice teacher's mistake. I looked at him and said, "If you say one more word, I am going to tape your mouth shut!"

It wasn't ten seconds later when Charles blurted out, "Mark is talking again." I hadn't asked any of the students to help me watch Mark, but since I had stated the punishment in front of the class, I had to act on it.

I remember the scene as if it had occurred this morning. I walked to my desk, very deliberately opened my drawer, and took out a roll of masking tape. Without saying a word, I proceeded to Mark's desk, tore off two pieces of tape and made a big X with them over his mouth. I then returned to the front of the room. As I glanced at Mark to see how he was doing, he winked at me.

That did it! I started laughing. The class cheered as I walked back to Mark's desk, removed the tape, and shrugged my shoulders. His first words were, "Thank you for correcting me, Sister."

At the end of the year I was asked to teach junior-high math. The years flew by, and before I knew it Mark was in my classroom again. He was more handsome than ever and just as polite. Since he had to listen carefully to my instruction in the "new math," he did not talk as much in ninth grade as he had talked in the third.

One Friday, things just didn't feel right. We had worked hard on a new concept all week, and I sensed that the students were frowning, frustrated with themselves—and *edgy* with one another. I had to stop this crankiness

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before it got out of hand. So I asked them to list the names of the other students in the room on two sheets of paper leaving a space after each name. Then I told them to think of the nicest thing they could say about each of their classmates and write it down.

It took the remainder of the class period to finish the assignment, and as the students left the room, each one handed me the papers. Charlie smiled. Mark said, "Thank you for teaching me, Sister. Have a good weekend."

That Saturday, I wrote down the name of each student on a separate sheet of paper, and I listed what everyone else had said about that individual.

On Monday I gave each student his or her list. Before long, the entire class was smiling. "Really?" I heard whispered. "I never knew that meant anything to anyone!" "I didn't know others liked me so much!"

No one ever mentioned those papers in class again. I never knew if the students discussed them after class or with their parents, but it didn't matter. The exercise had accomplished its purpose. The students were happy with themselves and one another again.

That group of students moved on. Several years later, after I returned from a vacation, my parents met me at the airport. As we were driving home, Mother asked me the usual questions about the trip—the weather, my experiences in general. There was a slight lull in the conversation. Mother gave Dad a sideways glance and simply said, "Dad?" My father cleared his throat as he usually did before something important. "The Eklunds called last night," he began. "Really?" I said. "I haven't heard from them in years. I wonder how Mark is."

Dad responded quietly, "Mark was killed in Vietnam," he said. "The funeral is tomorrow, and his parents would like it if you could attend." To this day I can still point to the exact spot on I-435 where Dad told me about Mark.

I had never seen a serviceman in a military coffin before. Mark looked so handsome, so mature. All I could think at that moment was, Mark, I would give all the masking tape in the world if only you would talk to me.

The church was packed with mark's friends. Chuck's sister sang "The Battle Hymn of the Republic." Why did it have to rain on the day of the funeral? It was difficult enough at the graveside. The pastor said the usual prayers, and the bugler played taps. One by one those who loved Mark took a last walk by the coffin and sprinkled it with holy water.

I was the last one to bless the coffin. As I stood there, one of the soldiers who had acted as pallbearer came up to me. "Were you Mark's math teacher?" he asked. I nodded as I continued to stare at the coffin. "Mark talked about you a lot," he said.

After the funeral, most of Mark's former classmates headed to Chuck's farmhouse for lunch. Mark's mother and father were there, obviously waiting for me. "We want to show you something," his father said, taking a wallet out of his pocket. "They found this on Mark when he was killed. We thought you might recognize it."

Opening the billfold, he carefully removed two worn pieces of notebook paper that had obviously been taped, folded and refolded many times. I knew without looking that the papers were the ones on which I had listed all the good thing each of Mark's classmates had said about him. "Thank you so much for doing that.," Mark's mother said. "As you can see, Mark treasured it."

Mark's classmates started to gather around us. Charlie smiled rather sheepishly and said, "I still have my list. It's in the top drawer of my desk at home." Chuck's wife said, "Chuck asked me to put his list in our wedding album." "I have mine too," Marilyn said. "It's in my diary." Then Vicki, another classmate, reached into her pocketbook, took out her wallet, and showed her worn and frazzled list to the group. "I carry this with me at all times," Vicki said without batting an eyelash. "I think we all saved our lists."

That's when I finally sat down and cried. I cried for Mark and for all his friends who would never see him again.

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1. The word ***incessantly*** in paragraph 2 means
   (A) slowly (B) quietly (C) constantly (D) pleasantly

2. The word ***edgy*** in paragraph 8 means:
   (A) funny. (C) dangerous.
   (B) calm. (D) easily annoyed.

3. Which of the following would be the best title for this passage?
   (A) More important Than I knew (C) Talkative Mark
   (B) My Life as a Teacher (D) A tragic Death

4. Upon reading their lists for the first time, Sister Helen's students
   (A) were disappointed.
   (B) pretended to think the lists were stupid although they really liked them.
   (C) smiled but were not happy.
   (D) smiled and seemed pleased.

5. In the days after the assignment to write down something nice about one another,
   (A) students didn't mention the assignment again in class.
   (B) students often brought their lists to school.
   (C) Sister Helen received calls from several parents complaining about the assignment.
   (D) Sister Helen decided to repeat the assignment in every one of her classes.

6. Which sentence best expresses the main idea of the passage?
   (A) Although Sister Helen sometimes [illegible] Mark Eklund, he ap[illegible] her devotion to teaching.
   (B) When a former student of hers died, Sister Helen discovered how important one of her assignments had been to him and his classmates.
   (C) When her students were cranky one day, Sister Helen had them write down something good about each of their classmates.
   (D) A pupil whom Sister Helen was especially fond of was tragically killed while serving in Vietnam.

7. We can conclude that when Sister Helen was a third –grade teacher, she
   (A) was usually short tempered and irritable
   (B) wasn't always sure how to discipline her students
   (C) didn't expect Mark to do well in school
   (D) had no sense of humour

8. According to Vicki,
   (A) Mark was the only student to have saved his list.
   (B) Vicki and Mark were the only students to have saved their lists.
   (C) Vick, Mark, Charlie, Chunk, and Marilyn were the only students to have saved their lists.
   (D) all the students had saved their lists.

9. The author implies that
   (A) she was surprised to learn how much the lists had meant to her students.
   (B) Mark's parents were jealous of his affection for Sister Helen.
   (C) Mark's death shattered her faith in God.
   (D) Mark's classmates had not stayed in touch with one another over the years.

10. According to the passage, which of the following is TRUE?
   (A) Three of Mark' s classmates had gotten married
   (B) Mark had gotten married
   (C) Non of Mark' classmates had gotten married
   (D) Only Chuck is said to have been married

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Question II :When you are convinced that a passage or chapter in a book is worth reading for the purpose of using the information in writing an essay or report assignment, you will need to take down details about the book, before you take notes. In the spaces provided write down the five basic items that you will include in the details. (5 marks)

Details about a Book: (by one author)

1 NAME OF AUTHOR
2. YEAR OF PUBLICATION
3. PLACE OF PUBLICATION
4. THE NAME OF PUBLISHER
5. TITTLE

4/2

Question III: For each of the statements listed below, on the line at the end, write **TRUE** if the statement is true. Write **FALSE** if the statement is not true. (5marks)

4/2

1. The term **scanning** is often used for reading to get a general view of a text. FALSE
2. When reading for directions you must usually read every word. FALSE
3. When reading for understanding one can reformulate the material in his/her words without distorting the author's meaning. TRUE
4. One is likely to loose concentration when actively involved in reading FALSE
5. To become an active reader, you should ask question while you read. TRUE
6. In an official letter the sender's name is part of the senders address FALSE
7. When you are called for a job interview you need to search the organization. TRUE
8. In an interview the interviewee should appear like an executive. TRUE
9. Analyzing the demographics of the audience is the only thing one needs in doing audience analysis. FALSE
10. An interview is purposeful exchange of information for a predetermined purpose in an unstructured situation. FALSE

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Mr. Mwelenc

CL106
WRITING
SEMINAR SHEET

Mnaulema Barbra 0763 553575

Q.1; Read the following extract and answer the questions that follow it.

> "In tropical Africa, for example, as Roser (1972:33) points out, 1.6 million people lived in urban areas and 98.4 million people in rural areas in 1920, an urban proportion of only 1.6 per cent. However, by the end of the present century, 105.6 million people will be living in urban areas and 419 million in rural areas. This implies an urban proportion of 20 per cent". (Dwyer 1975:243)

From: Dwyer, D.J. 1975: *People and Housing in the Third World*, Longman, London.

(a) Complete the following table using the information in the extract above.

Year	Urban Population in Millions	Rural Population in Millions	Urban Percentage
1920	1.6	98.4	
2000			

(b) Using the table, make a statement about the proportion of the total population of tropical Africa which lived in urban areas in 1920.

In 1920 .....

(c) Make a statement about the proportion of the total population of tropical Africa which is expected to live in urban areas by the end of the century.

It is estimated that by the end of the century .....

(d) Join together the two statements you have written in (b) and (c) above and add an acknowledgement of the source. (Remember you have used Dwyer's reference to Roser, not Roser's work itself).

.....

(e) Decide which book will appear in the bibliography, the one by Dwyer or the one by Roser?

.....

Q.2: In academic writing we do not always quote the sources directly. We often express other people's ideas in our own words. Read the direct quotation below and try to express it in your own words.

Geiger and Geiger (1973:210) comment that .....

Q.3: In addition to distinguishing between facts and opinions we should also distinguish between well known facts and less well known facts. Read the following text and answer the questions that follow it.

Singapore is an island off the coast of Malaysia, which was once a British colony. It is a city-state with a totally urban population. Although it has an area of only 581 sq. km., the population totaled 2.33 million in 1979.

(a) Is it necessary to give a reference for the following information about Singapore?

-it is an island	YES / NO
-it is off the coast of Malaysia	YES / NO
-it was once a British colony	YES / NO
-it is a City-State	YES / NO
-it has a totally urban population	YES / NO
-it had a population of 2.33 million in 1979	YES / NO

(b) Give reasons for choosing YES or NO for each of the above statements.

.....

Q. 4: The following statements express opinions, not facts. In an essay they would require supporting evidence. Decide whether you agree or disagree with the statements and show this by using YES (agree) or NO (disagree).

(a) English is a better language than Kiswahili for academic study. YES/NO

(b) It is impossible to teach secondary school pupils in English alone; all teachers have to use some Kiswahili in the classroom. YES/NO

Make a list of the sort of evidence you would have to find to support these statements.

.....

Q.5: For each of the following key instruction words provide the required action

(a) Evaluate — To determine the value, quality, importance what is ...
(b) Justify — To Prove the reality
(c) Discuss — To make argument or Disargue
(d) Review — To give a summary
(e) Trace — Find or discover by investigation Series of facts

Q.6: Understanding the requirements of the essay question is an important step towards producing the right answer. Read the following essay question and identify the key instruction words by underlining them; and the special conditions by bracketing them.

What is understood by Adult Education in Tanzania? Document the background to the Adult Education movement in Tanzania, and evaluate the major developments that have taken place since 1969.

Q.7: Read again the question in Q.6 above and write an outline that you will use to answer it.

— ✗ ✓

.....

Q.8: Propose a suitable introduction to the essay answering the question in Q.6 above.

.....

Propose a suitable Condition over the ...

12. A bibliography must include _____
(A) all cited authors in an essay.
(B) all materials read for the essay.
(C) all the references consulted.
(D) authors, publishers, and page numbers.

13. An author differs from an editor in that while the latter has worked on other people's articles, the former has _____
(A) published a book
(B) written his/her own book
(C) collected papers from others
(D) his/her book has an ISBN number

SECTION D: NOTE- MAKING TECHNIQUES

14. A symbol; "@" in note-making means _____
(A) layout (B) brevity (C) "at" (D) sum

15. If you are using other people's words as if they were yours, in academics you are _____ them.
(A) plagiarizing (B) acknowledging (C) copying (D) stealing

16. If a professor says "There were two court systems in Tanzania; the subordinate courts and the local courts". How many points are you going to write down?
(A) 1 (B) 2 (C) 3 (D) no point yet

SECTION D: VOCABULARY

Choose one word from the alternatives given whose meaning is closest to the underlined words or phrases:

17. This is a government ruled by a handful people.
(A) aristocracy (B) autonomy (C) bureaucracy (D) oligarchy (E) kakistocracy

18. . HIV/AIDS is nowadays wide spread.
(A) endemic (B) epidemic (C) pandemic (D) sporadic (E) regular

19. Your handwriting is so bad that I cannot read it.
(A) unreadable (B) illegible (C) inedible (D) legible (E) eligible

20. I owe Juma some money. This means that:
(A) Juma must repay me.
(B) I must pay back Juma.
(C) Juma borrowed some money from me,
(D) Juma is indebted.

THE END

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RESPONSE: No thanks. I've already had enough.

OFFER:.....

RESPONSE: No ,thanks. My uncle has already lent me some.

OFFER:.....

RESPONSE: Yes, please. It's very delicious.

OFFER:.....

RESPONSE:Oh,no thanks. I've seen it several times.

OFFER:.....

RESPONSE: No,thanks. I'm warm enough.

OFFER:.....

RESPONSE: Yes,please. It's very heavy.

OFFER:.....

RESPONSE: Thanks. I'd love to. That sounds great.

OFFER:.....

RESPONSE: Thanks, but I've already got one of my own.

Student Reg No: 2026-04-03286 Seminar Group (1-12):

Which of the following is the best way of rewriting note No. 3?

A. ibid., p. 22.
B. Blubber, loc. cit.
C. op. cit., p. 22.
D. Blubber, op. cit., p. 22.
E. loc. cit.

Which of the following is the best way of rewriting note No. 4?

A. ibid.
B. Bobs, P. and Wills. D. *Political Education*, p. 20.
C. P. Bobs et al. (1990), p. 20.
D. Bobs and Wills, op. cit., p. 20.
E. P. Bobs and D. Wills (1990), *Political Education*, p. 20.

Which of the following is the best way of rewriting note No. 5?

A. ibid.
B. ibid., p. 22.
C. Bobs and Wills, ibid., p. 22
D. op. cit.
E. Bobs and Wills, op. cit., p. 22.

Which of the following is the best way of rewriting note No. 7?

A. ibid.
B. ibid., p. 62
C. Magawa ibid., p. 62
D. Magawa loc. cit.
E. loc. cit.

Which of the following is the best way of rewriting note No. 9?

A. Blubber, loc. cit.
B. Blubber, op. cit.
C. loc. cit.
D. op. cit.
E. Blubber, ibid.

Which of the following is the best way of rewriting note No. 10?

A. C. Alden, op. cit.
B. C. Alden, loc. cit.
C. Alden, loc. cit.
D. Alden, ibid.
E. loc. cit.

1. Which of the following is the best way of rewriting note No. 11?

A. op. cit., p. 20.
B. loc. cit.
C. Bobs and Wills, loc. cit., p. 20
D. Bobs and Wills, loc. cit.
E. Bobs and Wills, op. cit., p. 20.

1. Which of the following is the best way of rewriting note No. 12?

A. B. Midiron, op. cit.
B. Midiron, loc. cit.
C. Midiron, op. cit., p. 41
D. Midiron, ibid.
E. Midiron, op. cit., p. 14.

2. What is an *indirect* quotation?

A. A quotation that was quoted by someone else.
B. A quotation that does not acknowledge the author.
C. A quotation that corrects any error in the original text.
D. A quotation in the form of a paraphrase of the original text.
E. A quotation in which equation marks are omitted.

33. The major difference between footnotes and endnotes is

A. the type of quotations that each involves.
B. the numbering system each uses.
C. the number of entries that each can have.
D. the details that each can have.
E. the position where each has to appear.

Answers for Questions 24–33. ⊗ *You are not allowed to change any answer once you write it in this box* ⊗

Question	24	25	26	27	28	29	30	31	32	33
Answer	A	A	B	A	A	B	A	E	A	E

Student Reg. No.: W06-01-15556 Seminar Group (1-12): 1

[10 marks]

e the following references *(on the space provided thereafter)* so that they appear as a list of well sed references.

Hudson's book was written in 2000 with the title *Essential Introductory Linguistics*; it was blished in London by Blackwell.

r the first time, *Kamusi ya Kiswahili Sanifu* was published by *Taasisi ya Uchunguzi wa Kiswahili* in 81. This dictionary was published by Oxford University Press in Nairobi.

ference was made to a chapter by E. Baker, namely *Problems in public administration*, that appears pages 22–32 in the book *Administration Theories and Practice*. The book was edited by M. Jones in 0 and published in London by a famous publisher called London University Press.

Hudson, G. (2000). Essential Introductory Linguistic, Blackwell; London.

TASISI ...

UKI (1981). Kamusi ya Kiswahili Sanifu, Vol. 1. Oxford University press; Nairobi.

Jones, M. (1990). Administration Theories and Practice. problems in "public administration" (P. 22-23). London University press, ~~LONDON~~ London.

4

10

1974/22

6-TTD2.03.-07.01

10

Dr. Kadeghe, M.Y
FLL

CL 106
SEMINARS

FUNCTIONAL ENGLISH
ACTIVITY: 1

What would you say in the following situations?

1. You are taking an assignment to your tutor's office for marking. What do you say to him?
2. You have just finished eating a delicious meal at your aunt's home. What do you say to her in appreciation?
3. "Would you like some more meat, please?", a server asks you? Reply negatively.
4. You are at the table eating and would like the salt container passed to you from the other end. What do you say?
5. Your guest misses a step as he goes the stairways and falls down. What do you say to him?
6. Jane is taking her registration form round for lecturers' signatures. What should she say to the CL 106 lecturer?
7. You have accidentally stepped on another person's foot causing him some pain. What do you say to him/her?
8. Peter looks too tired. Advise him.
9. Some people are watching TV but you would like to change the channel. What do you say to them?
10. You are working in a team and would like to smoke. Seek others' approval.
11. Your lecturer is carrying a basket full of books and you would like to help him. What do you say to him?
12. Mary is late for a meeting for half an hour. What does she say to the chairperson?
13. You have run short of money and would wish to borrow some from your friend. What do you say to him?

ACTIVITY: 2

Respond to the following:-

(i) How do you do?
(ii) Happy new year.
(iii) Thank you for the meal.
(iv) Please meet Anne.
(v) You look smart today.
(vi) Have another beer.

3/4

1. An
2. a
3. An
4. The
5. ~~An~~ a
6. The
7. The
8. The

Q7. In the following paragraph the main verbs are missing, and the spaces are numbered. The words to use in each space are given below. Write the missing main verbs in their correct form.

A Computer (1) can only do _____ do what it (2) is Told _____ to do. It slavishly (3) follows _____ every instruction, without any discrimination. It (4) does not say _____ to itself: That (5) does not seem _____ sensible." It just (6) obeys _____. So instructions (7) must be carefully designed _____ to make sure that the computer (8) would not be asked _____ to do anything illogical. Therefore, when a computer (9) issues _____ a bill for 00/-, the machine (10) has not done _____ anything stupid. It (11) just obeys _____ a stupid instruction. The illogicality (12) has been caused _____ by the human operator who has _____ (13) failed _____ to forsee the situation. The art of computer programming (14) is _____ therefore a skilled one. Every possible circumstance (15) had been considered _____ by the programmer, and an appropriate sit of instructions (16) had been worked out _____

1. Can + only + do
2. Be + tell
3. Follow
4. Do + not + say
5. Do + not + seem
6. Obey
7. Must + be + carefully + design
8. Will + not + be + ask
9. Issue
10. Have + not + do
11. ~~Be + be + cause~~ Be + Just + Obey
12. ~~Have + just + obey~~ Have + be + caused
13. Have + fail
14. be
15. Must + be + consider
16. Must + be + work out

8/8

9

1. can only do
2. is told
3. follows
4. does not say
5. does not seem
6. obeys
7. must be carefully designed
8. would not be asked
9. issues
10. has not done
11. ~~Just obeys~~ will Just obey.
12. has been caused
13. has failed
14. is
15. had been considered
16. had been worked out.

Q8. Complete the sentences below by adding extra information in brackets. Replace repeated words with suitable pronouns.

When Europeans reached America, They recognized the potential of it.

(Europeans recognized the potential of America)

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DARUSO

CL 106

13

18/27.5

TEST I

CL 106 SEMESTER 2

Group: Two (2) **Reg. No.** 2011 - 04 - 00402

Time: 1 hour

Answer all the Questions. Write your answers in the spaces provided.

Q1. Provide the missing items of the offer below:

A: Offer: would you like some more food ?

0.5 Response: Yes, please. It's very delicious.

B: Offer: Would you like a second blanket?

Response: No, please it's warm enough.

Q2. The following noun phrases are mixed up. Rewrite them carefully.

A: pressure/a/atmospheric/high

A high atmospheric pressure

1

B: three/classes/major/social

Three Major Social Classes.

4

Q3. Complete the definitions below by choosing an item from the bracketed words.

A: An amplifier is a device which increases the strength of an electric current.

1

B: A preface is an introduction to a book.

(behavior, device, introduction, metal pin)

Q4. Complete the following sentences by writing verbs in brackets in their appropriate forms.

A: Production depends on (obtain) obtaining a supply of raw materials.

0.5

B: A firm naturally wishes (reduce) to reduce its transport costs.

Q5. In each of the sentences below, the subject is shown in brackets. Identify the noun head for each subject and **underline** it.

A: (Substantial price increases) lead to a fall in demand.

1

B. (A modern laboratory microscope) contains several lens elements.

Q6. The paragraph below has blanks. Write 'a', 'an' or 'the' if necessary.

An 1 electric light bulb contains 2 a filament through which an 3 electric current is passed. The 4 filament is attached to 5 a glass mount, and its ends are welded to 6 the leads. In order to prevent oxidation of 7 The filament by exposure to air, it is enclosed in The 8 glass tube.

YOMBO!

ii) Choose the sentence with correct form of reported speech and write its number in the table provided. (0.25 each =2.5 marks)

i) "I am Suzy," she told us.

a) She told us that she was Suzy.
b) She told us that she is Suzy.
c) She told us , "I'm Suzy".

ii) "Read the passage carefully," the teacher told us.

a) The teacher told us that the passage must be read very carefully.
b) The teacher told us that to read the passage carefully.
c) The teacher told us to read the passage carefully.

iii) " He had eaten the food before I came," she said

a) She told that he had the food before she came.
b) She said that he had the food before she came.
c) She said that he had had eaten the food before she came.

iv) "Juma, are you happy today?" She asked him.

a) She asked him whether he was happy yesterday.
b) She asked him whether he was happy the today.
c) She asked him whether Juma was happy yesterday.

v) " Come here! The invigilator ordered.

a) The invigilator ordered him to go there.
b) The invigilator orders him to come here.
c) The invigilator said he should go there.

i.	ii.	iii.	iv.	v.
b	C	C	A	A

7 a) Change them into negatives. b) Change t' em into interrogatives (0.5 each = 2.5marks).

1. Metal expands when heated.

a) Metal does not expand when heated

b) Does metal expand when heated?

2. The first CL106 lecture begins at 8.00a.m on Mondays.

a) The first CL106 lecture does not begin at 8.00a.m on Mondays

b) Does first CL106 lecture begin at 8.00a.m on Mondays?

13

(e) Prof. Yahya –Saida O. (1990): When International Languages Clash. In C.M Rubagumya(Ed) Language in Education in Africa.. Multilingual Matters LTD, Clevedon.

(ii) What do the following expressions mean?
@0.5 marks =1mark)

(a) op cit.

Refers the repetition of the author and the other two or more authors.

(b) American citation

is the type of citation why the author is repeated by the same ideas.

SECTION D: GRAMMAR

i) Each of the sentences in the given passage has only one correct form of the verb in bracket. Write out the correct alternative in the table provided. (@0.25 = 2.5marks)

Mwangi decided that if he tried hard enough, he ([1] should/could) persuade Wanjiku's family to accept him. However, many members of Waniku's family argued that she ([2] would/should) not marry Mwangi: an older and richer man ([3] could/would) be more suitable.

Mwangi was determined that Wanjiku ([4]should/could) be his wife, and in the end he was successful. But his family warned him that she ([5]would/should) make a difficult wife, at least to start with, for she was only daughter and had been spoilt. Be her family.

So it was that he found she ([6]would.should) not do everything that was required of a wife. At first she complained that she ([7] should/could) not dig, so Mwangi patiently but firmly showed her what to do, so. Then she said that ([8] could /should) work so hard , but Mwangi told her she was wrong: she([9]would/should) work as hard as he did.

One day he found her sleeping on the farm, and he was very angry. He said that he([10] would/should) divorce her unless she began to pull her weight in the household. Wanjiku knew that she ([11] should/would) not have been so lazy, and promised that she would turn over a new leaf.

	2	3	4	5	6	7	8	9	10	11
[illegible]	would	could	could	would	would	could	could	would	would	would

5. EMERGE A FEMALE WORKER BEE.

b) Referencing

i) 'its' in line 1 refers to: Honey bee.

ii) 'she' in line 2 refers to : Queen

iii) 'They' in line 3 refers to: Eggs

iv) 'Were filled' in line4 refers to: Sperms eggs

v) 'she' in the last sentence refers to: A new ~~worker~~ female bee.

SECTION C: READING COMPREHENSION 17.5

Read the text that follows and answer questions 4-10. (@ 1mark)

Reading is an interactive process. It is a two way process. As a reader you are not passive but active. This means you have to work at constructing the meaning from the marks on paper which you use as necessary. You construct the meaning using your knowledge of the language, your subject and the word, continuously predicting and assessing. You need to be active all the time when you are reading. It is useful, therefore, before you start reading to try to actively remember what you already know about the subject and as you are reading to formulate questions based on information you have. Title, subject titles and section headings can help you formulate questions to keep you interacting. Finally, you have to distinguish the main ideas from supporting details and extract salient points to summarize the text. You can keep record of your reading by taking notes while reading.

4. Reading is an interactive process because
   - A. The author is a friend to the reader.
   - B. The reader is actually communicating with the writer..
   - C. The author writes to be assessed.
   - D. Reading like writing is a way to communicate. (B)
   - E. Both the reader and the writer have a purpose.
5. Constructing meaning from the marks on paper simply means:
   - A. Interpreting the writers' message in the text.
   - B. Using language appropriately.

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C. Reading with a purpose.
D. Guessing what the writer means.
E. Making predictions.

6. Why does the writer say "You need to be active all the time"?
   A. You need to think as you read.
   B. You have to ask yourself whether the text meets your our goals.
   C. You have to get the meaning of each new word in the text.
   D. You have to think about the subject at hand all the time.
   E. Your eyes are in motion all the time.

7. What is best way of making the reader interacting with the text?
   A. The pictures on the cover page.
   B. Asking questions about the writers' experience on the subject.
   C. Formulating questions on whether one should continue reading the book or not.
   D. Using the title, subject titles and section headings to formulate questions.
   E. Keeping on talking to a friend while reading in the library.

8. What does '*It*' *in* the second sentence refer to? It refers to Reading

9. What function does '*but*' *in the third sentence refer to?* It refers to a conjunction which helps in joining words.

10. '*Finally, you have to distinguish the main ideas from supporting details*'---
    Mention one other thing a reader must do.
    The reader has to extract salient points to summarize the text.

Question 10. On each line of the words below, one word is printed on the left hand side of the vertical dividing line, and the same word is repeated on the right hand side. Scan for the repeated word and underline it. The first one is done for you.(@ 0.5)

1. Newspaper/ journal, periodical, magazine, newspaper, review, bulletin.
2. Geology/ geometry, psychology, physics, logic, geography, geology.
3. Anarchism/ socialism, conservatism, Marxism
4. Plunder/ carpenter, stonemason, plunder, glazer, welder, miller.
5. Sheikh/ king, shah, emperor, prince, czar, sheikh.
6. Astronomy/ astrology, astrophysics, cosmology, astronomy, astronomer, meteorologist.
7. Linen/ cotton, linen, muslin, denim, chiffon, satin.

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8. Sapphire/ diamond, ruby, sapphire, emerald jade topaz.
9. Cobra/ cobra, adder, mamba, boa, python, viper.
10. Indian/ Iranian, Icelandic, Iraqi, Irish, Italian, Indian.

Question 11. Change the following description into *directions and statement of result*. The first one is done for you. (@0.5 marks)

Water is poured into the displacement vessel A until it overflows through the pipe into the measuring jar B. The level of the water surface in the jar is read and then the solid is lowered into the vessel until it is completely covered by water. Water is displaced and flows down the pipe into the measuring jar, and the level of water surface in the jar is read again. The volume of water displaced is equal to the volume of the body.

a) DIRECTIONS/ instructions

Pour water into the displacement vessel A until it overflows into the measuring jar B. Read the level of the water surface in the measuring jar. Lower the solid down the vessel until it is covered by water.

b) STATEMENT OF RESULT

Water is displaced and flows down the pipe into the Measuring jar.

c) DIRECTION/ Instructions.

Read the level of water surface in the jar again.

3.5

d) STATEMENT OF RESULTS

The volume of water displaced equals the volume of the body.

The volume of water displaced is equal to the volume of the body.

END

UNIVERSITY OF DAR ES SALAAM
COLLEGE OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES AND LINGUISTICS

CL 106 WRITING SEMINAR SHEET

1. Every essay question has at least one key instruction word which tells us what is to be done. Study the following key instruction words and show the required action.

   (a) criticize – find fault.
   (b) enumerate – Mention / Establish number.
   (c) interpret – Give brief information / Explain Meaning of.
   (d) trace – find out or discover
   (e) relate – Be Connected with.
   (f) illustrate – Make Sth Clear.
   (g) describe – Give an account of
   (h) state – Express Something definetely
   (i) review – Give a Summery
   (j) evaluate –

2. Read the following essay questions and identify the key instruction words by **underlining** and the special conditions by **(bracketing)**.

   (a) Compare the characteristics of a sole trader, a partnership, and a limited company, illustrating your answer with an example of each type of business.

   (b) The migration of youth from rural to urban in Tanzania is a predestined pattern which cannot be checked. Discuss.

   (c) What is planning? Discuss and explain how planning of adult education in Tanzania is done. Show in your discussion, by using practical examples, how planning of adult education could be improved.

   (d) Define and comment on irrigation farming in Tanzania.

   (e) With the aid of a diagram, describe how business education is administered in Tanzania. What are the weaknesses of the structure and how can the administration of business education be improved?

key word
Special Condition
Migration
Reason for Migration – Push factor (Lacking) rural to urb
Reason for Migration – Pull (Available)
– Conclusion.

3. Read question 2(b) above again and try to work out an outline that you would use in preparing the answer to the question. Your outline should have a minimum of FOUR main points.

4. Typical of student essays is the problem of repetition. This exhibits itself at two levels: word level and idea level. Explain what is involved at each level, and show where circumlocution comes in and how to overcome it.

5. List four things that should feature in a good introduction.

6. What is a thesis statement? How should it be developed? Study again question 2(b) above and work out a thesis statement that you would use in writing your essay answering that question.

7. A paragraph is a central part of the essay. A good paragraph has got to be unified, complete and coherent. Discuss the three qualities of a good paragraph, explaining exactly what is involved in each of them.

8. Distinguish between a deductive paragraph and an inductive paragraph. Explain the relationship between the type of the paragraph (inductive or deductive) and the topic sentence.

9. Study the following paragraphs and show their differences in terms of the type (inductive or deductive); and the position of the topic sentence. Discuss the strength and weakness of each.

(a) *From Italian we get such words as balcony, cavalry, miniature, opera and umbrella. Spanish has given us mosquito, ranch cigar and vanilla. Dutch has provided us brandy, golf, measles and wagon. From Arabic we have borrowed alcohol, chemistry, magazine, zenith and zero. And Persian has loaned us chess, checkers, lemon, paradise and spinach. It is clear that English is a language that borrows freely from many sources.*

Adopted from: Shumbusho (1997:7).

(b) *In today's market the package is no longer just a container. A poorly designed package tells the customer that the maker of the product does not care. Like an impatient salesman just before closing time, he is saying "take it or leave it". But a well designed package is proof that a manufacturer cares about the customer and the product, and that he is willing to make an extra effort to please.*

Adopted from Shumbusho (1997:7).

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TOPICS: (1) Paragraph Development
(2) Examination Essays

Lecturer – Dr. Kadeghe Michael

LECTURE 9 (9th week – 19th - 23rd MARCH 2007)

SEMINAR 1: Paragraph Development

Exercise 1.

(i) List seven rules governing paragraph development.

(ii) The following paragraph violates academic-writing rules; identify the seven problems.

> For example, Socrates spent most of his life and time in creative thinking, on one hand, and philosophical discussion and instructing people in rational thinking and logical arguments. Socrates is one of the renowned philosophers between c 470 – 399 BC. Therefore Socrates was an idealist who believed in reducibility of the universe and all k/dge in it to *ideas* rather than *materials*. Secondly Socrates believed in a method of guiding men to knowledge through the clear thought and argument, and to him much of the subject matter worth thinking and and arguing clearly about was ethics and politics in where people live. What I wanted to talk about in this essay is how Socrates refuses to believe in idealistic world.

EXERCISE 2

You can write an introduction of an essay by:

(i) Showing the organisation of the essay
(ii) Tracing the background
(iii) Defining a key term

Using the question below, write an effective introductory paragraph using the three strategies mentioned above; read out your introductions in the seminar session.

> Question:
> **Assess the implementation of Education for Self Reliance in Tanzania.**

3. An essays must have a conclusion. Using three different techniques, write down three conclusions from the above question.

SECTION C: COMMUNICATION THEORY (Total 11 marks)

Q. 6 In the third column of the table below, write 'F' for false and 'T' for True against each of the statements in column two (@ 0.5 mark)

i.	Body language includes things like pitch of the voice and intelligence.	T
ii.	Human capacity to listen is far less than the capacity to speak.	F
iii.	Physical noise is a barrier to communication but it is not the only barrier.	T
iv.	Communication is goal oriented	T
v.	Communication is said to be successful only if it succeeds to achieve the speaker's purpose.	T
vi.	Verbal and non-verbal communication work in complementary and supplementary relationship.	T
vii.	Attire includes things like personality and confidence.	F
viii.	In every communication the speaker or writer must have a purpose	T
ix.	Your audience's culture, the venue (setting), size of the audience, time of the day, mannerism and the nature of the topic will affect your public presentation.	T

3.5

Q. 7 a) Fill in the spaces provided with a list of elements of communication. (@ 0.5 mark)

(i) Goal (ii) Sender/encoder (iii) Message (iv) Channel

(v) Receiver/decoder (vi) Feedback (vii) Setting (viii) Noise

4

b) If you were to be a manager of an office, list down five channels/media of communication that you would employ to ensure efficiency in organizing, directing, controlling and coordinating the day to day activities and to maintain external relationships. (@ 0.5 mark)

1. Oral media, Talking with workers through the face language telephon
2. Written media such as the use of emails in the office
3. Audio ~~or~~ Visual media for example use of Computers.
4. Audio-Visual media such as the use of televisions
5. Non-Verbal media of communication

2.5

Q.3 CONTEXTUAL REFERENCE

In the table below, the underlined words/phrases in column A are taken from the text in Q1. The number of the sentence where each one appears is indicated in bracket. In column B write what the underlined word/phrase refers to. *The first one (i) has been done for you as an example.* *(@ 1 mark)*

	A (Word/Phrase)	B (Meaning)
i.	*It* (5)	A nuclear family
ii.	*It* (2)	THE FAMILY
iii.	Such a domestic group is known as a nuclear family (3)	A FAMILY
iv.	A contract of this kind is not a necessary condition for a nuclear family to exist. (4)	RELATIONSHIP (MARRIAGE)
v.	Such a definition is a generalization which may not always hold true in particular instances (7)	NUCLEAR FAMILY
vi.	*Such a situation* may be the result of social convention. *(10)*	A CONDITION
vii.	In the case of polygamy, *it* will include one husband and more than one wife. (19)	A NUCLEAR FAMILY
viii.	In polyandrous societies, *it* will be extended by addition of one or more husbands. (20)	A NUCLEAR FAMILY
ix.	In *some*, people like servants live with the family as members of the household. (22)	IN OTHER SOCIETIES

5

SECTION B: NOTE-TAKING (Total 10 marks)

Q.4 Read the text in Q1 again and write down the statement which expresses the most central idea in each paragraph. *(@ 1 mark)*

Paragraph 1: A nuclear family does not always established through marriage. Sometimes it involves concubinage.

Paragraph 2: A nuclear family is not always complete sometimes it becomes incomplete due mark absent because of various reasons such as social convention and economic necessity

Paragraph 3: A nuclear family practises both monogamy polygamy and poliandry

Paragraph 4: In both monogamous and poligamous societies families may be extended by the additional of affinal and consanguineal relatives.

Q. 5 The following statements are not logically organized; arrange them in the right order to make a summary of the reading text in question 1. In the table provided, write the letters of the sentences in the order they should appear. *(@ 1.5 marks)*

A. A nuclear family is not always complete.
B. In such societies, therefore, both consanguineal and affinal relatives may become members of the family.
C. Again, in some societies the family will be extended to include kin relatives and relatives by marriage.
D. In the case of a polyandrous society, on the other hand, the nuclear family is extended by the addition of one or more husband.

Sentences	1	2	3	4
Order in Letters of sentences	A	D	C	B

3

Q5

Sentences	1	2	3	4
Order in letters of sentences	A	D	B	C

3

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b) Decide whether the following statements are true or false according to the text in question 1. Then in the bracketed spaces provided on the right, write 'T' for true and 'F' for False *(0.5 mark)*

Paragraph 1

1. A nuclear family is a domestic group. (T)
2. A nuclear family is always established by marriage. (F)

Paragraph 2

1. Nuclear families are sometimes incomplete for one reason or another. (T)
2. Sometimes a man leaves his family to find work away from home. (T)
3. Foreign workers in France are absent from their families because of social convention (F)
4. Ashanti husbands do not live with their wives (T)

Paragraph 3

1. There are two wives in polygamous homes. (T)
2. Nuclear families are monogamous (F)
3. In a polyandrous society a woman may have one or more husbands (T)
4. In a polygamous society a man may be married to more than one wife. (T)

4

Q. 2 DEFINITIONS OF WORDS/PHRASES. (Total 4 marks)

Column II of table 1 below provides the meanings for items in column I but they are jumbled up. Using table 2, match the items from column I of table 1 (numbered 1 – 9) with the letters of the appropriate meanings from column II of table 1. *The first one has been done for you as an example.* *(@ 0.5mark)*

Table 1

I	II
1. A nuclear family	A. The relationship of a man and a woman living together outside marriage.
2. Monogamy	B. A nuclear family in which one spouse is absent from the household.
3. Polygamy	C. The marriage of one man to more than one wife.
4. polyandry	D. a group consisting of a man and a woman with their offspring sharing a common residence
5. Consanguineal relatives	E. People who are related by marriage.
6. Affinal relatives	F. The marriage of one woman to more than one husband.
7. A spouse	G. The marriage of one man to one woman.
8. Concubinage	H. People who are related by birth.
9. An incomplete nuclear family	I. A partner in marriage.

Table 2

1	2	3	4	5	6	7	8	9
D	G	C	F	H	E	I	A	B

4

#

-5

CL 106 TEST TWO 2012 –SEMESTER 2

NAME CHILATO MAGRETH Reg. No. 2010-04-03955 GROUP II

14/20

TIME ALLOWED: 45 Minutes

SECTION A: READING FOR COMPREHENSION (Total 19 marks).

Q.1 Read the text and answer the questions below it.

Most social anthropologists recognize the family as a basic social unit. [2]In its most elementary form it may be defined as a group consisting of a man and a woman and their children living together in one home. [3]**Such a domestic group** is known as one family. [4]It is usually established by means of a formal contract of marriage, but **a contract of this kind** is not a necessary condition for a nuclear family to exist. [5]It can also be said to exist when a couple and their off-springs share a common residence, whether the couple is married or not. [6]That is to say, a family may exist even when the relationship between the man and the woman is one of concubinage rather than one of marriage.

[7]Although we can, in general, define the nuclear family as a couple and their children living within the same residential boundary, we must recognize that **such a definition** is in fact a generalization which may not hold true in particular instances. [8]Sometimes a nuclear family is incomplete in that one spouse is absent from the household. [9]When a family is incomplete it is usually the man rather than the woman who is away from home. [10]**Such a situation** may be a result of social convention. [11]For example, among the Ashanti tribe living in Ghana, spouses continue to reside with their own kin after marriage and do not live together as husband and wife. [12]On the other hand, a nuclear family may be incomplete by reasons of economic necessity. [13]Sometimes for example, a man has to leave his family to work in another part of the country or in a different country altogether. [14]This is the case with many workers in South Africa and with foreign workers in France and Germany.

[15]The nuclear family may be extended by the addition of other people living within the same residential boundary. [16] So far we have been assuming that the family is always based on monogamous marriage; that is to say that it has only one man and one woman living together as husband and wife. [17] But monogamy is only one form of marriage. [18]In societies where polygamy is practised the family will, of course, include more than two spouses. [19]In the case of polygamy, it will include one husband and more than one wife and in the case of polyandry it will include one wife and more than one husband. [20] In a polygamous society, therefore, the nuclear family will be extended by the addition of one or more wives and in polyandrous societies it will be extended by the addition of one or more husbands

[21] In both monogamous and polygamous societies, families may also be extended by the addition of related or non-related people. In some, for example, people like servants and workmen live with the family as members of the household. [23] Again, one often finds that families are extended by the addition of consanguineal relatives, or kin, of one or more of the marriage partners, like brothers, sisters, fathers, and grandfathers and so on. [24] Affinal relatives like brothers in-law; sisters-in-law and so on may also become part of the nuclear family. (*Origin: Allen & Widdowson (1978))*

a.) Which among the five given alternatives would you pick to be the appropriate title for the passage above? Write the roman number of your choice in the space provided. (2 marks)

i) Kinship and the family. ii) A nuclear family. iii) The family

iv) Polygamous and monogamous societies v). Living together

(iii)

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5

b) Decide whether the following statements are true or false according to the passage in question 1. Then in the bracketed spaces provided on the right, write 'T' for true and 'F' for False (0.5 marks)

Paragraph 1

1. A nuclear family is always established by marriage. F (T)
2. A nuclear family is a domestic group. (T)

Paragraph 2

1. Ashanti husbands do not live with their wives. (T)
2. Foreign workers in France are absent from their families because of social convention (F)
3. Sometimes a man leaves his family to find work away from home. (T)
4. Nuclear families are sometimes incomplete for one reason or another. (T)

Paragraph 3

2.5

1. Nuclear families are monogamous (T F)
2. There are two wives in polygamous homes. (F T)
3. In a polygamous society a man may be married to more than one wife. (T)
4. In a polyandrous society a woman may have one or more husbands. (F T)

Q.2 CONTEXTUAL REFERENCE

In the table below, the underlined words/phrases in column A are taken from the text in Q1. The number of the sentence where each one appears is indicated in bracket. In column B write what the underlined word/phrase refers to. *The first one (i) has been done for you as an example.* *(@ 1 mark)*

	A (Word/Phrase)	B (Meaning)
i.	*It* (5)	A nuclear family
ii.	*It* (2)	family
iii.	Such a domestic group is known as a nuclear family (3)	group consisting of a man and a woman and their children. Man, woman and their children
iv.	A contract of this kind is not a necessary condition for a nuclear family to exist. (4)	formal Contract of marriage
v.	Such a definition is a generalization which may not always hold true in particular instances (7)	nuclear family
vi.	*Such a situation* may be the result of social convention. *(10)*	family incomplete
vii.	In the case of polygamy, *it* will include one husband and more than one wife.(19)	~~polygamy~~ family
viii.	In polyandrous societies, *it* will be extended by addition of one or more husbands. (20)	~~polygamous society~~ nuclear family Nuclear family
ix.	In *some*, people like servants live with the family as members of the household. (22)	Monogamous and polygamous ~~societies~~ families

5.5

8

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