

UNIVERSITY OF CAPE COAST  
COLLEGE OF EDUCATION STUDIES  
SCHOOL OF EDUCATIONAL DEVELOPMENT AND OUTREACH  
INSTITUTE OF EDUCATION

COLLEGES OF EDUCATION  
FOUR-YEAR BACHELOR OF EDUCATION (B.ED)  
FIRST YEAR, END-OF-SECOND SEMESTER EXAMINATION, OCTOBER, 2020

OCTOBER 21, 2020      ENGLISH LANGUAGE STUDIES I      2:00 PM – 4:00 PM

This paper consists of three sections: A, B and C. Answer ONE question from Section A and ALL the questions in Sections B and C.

SECTION A  
COMPOSITION  
(25 MARKS)

Answer ONE question from this section. Your essay should be about 300 words long.

1. A friend of yours intends to visit you in your college. Give him the direction that will enable him/her locate you at the college.
2. Write an essay on the topic: "The World will never be the same after the COVID-19" pandemic.

SECTION B  
COMPREHENSION  
(15 MARKS)

3. Read the passage below and answer ALL the questions which follow.

Later on, I went through an ordeal much more frightening than Konden Diara. This time, a really dangerous ordeal whose nature is far removed from that of any game: circumcision.

I was then in my final scholarship year. I too, was at last among the big boys, whom we had so **detested** when we were in the infants' class because they used to extort food and money from us and used to beat us; here we were taking their place, and the hardships we had endured at their hands were now happily abolished.

But it was not enough simply to be in the big boys' class: we had to be 'big' in every sense of the word, and that meant we had to become men. But I was still a child: I was considered not to have reached the age of **discretion** yet! Among my companions, most of who were circumcised, I was a little younger than them, or was it that my repeated visits to Tindican had

delayed my initiation? I do not remember. Whatever the reason, I had now reached the age at which I, too, must abandon my childhood and my innocence and become a man.

It was not without misgivings that I approached this transition from boyhood to manhood; the thought of it really caused me great distress, as it did those who were to share the **ordeal**. Of course, the ceremony itself, the visible part of it at least, was familiar to us, for each year we would watch the candidates for circumcision dancing in the town's main square. But the important, the essential part of the ceremony remained a secret, and we only had a very vague notion of how it was carried out though we knew that the operation itself was a painful one.

The public ceremony differs completely from the secret one. The public ceremony is one of rejoicing. It is the occasion of a great festival, a very noisy festival in which the whole town participates and which lasts several days. And it is almost as if by din of noise and activity and dancing and merry-making, people were trying to make us forget about the coming ordeal and its very real physical pain.

But, however great the **anxiety**, however certain the pain, no one would have dreamt of running away from the ordeal no more than one would have dreamt of running away from the ordeal of the lions and I, for my own part, never entertained such thoughts. I wanted to be born, to be born again. I knew perfectly well that I was going to be hurt, but I wanted to be a man. It seemed to me that nothing could be too painful if, by **enduring** it, I was to come to a man's estate. My companions felt the same like myself. They were prepared to pay for it with their blood. Our elders before us had paid for it, thus; those after us would pay for it in their turn.

Why should we be spared? Life itself would spring from the shedding of our blood.

Camara Laye: *The African Child*.

- a. How did the community try to reduce the anxiety of the boys about the ceremony?
- b. Suggest one reason why the narrator wanted to go through the ceremony.
- c. According to the narrator, what will "life itself spring from"?
- d. What happens at the secret part of the ceremony?
- e. Describe the feeling of the narrator towards the ceremony.
- f. What was the difference between the public ceremony and the secret one?
- g. In one word, what was the ceremony?
- h. "... was it that my repeated visits to Tindican had delayed my initiation?"  
What figure of speech is this?
- i. Replace the following words with appropriate synonyms.
  - i. detested
  - ii. discretion
  - iii. ordeal
  - iv. anxiety
  - v. enduring

**SECTION C  
GRAMMAR  
(20 MARKS)**

Answer ALL the questions from this section.

4. i. What is the difference between a null and an empty morpheme? (2 marks)  
ii. Give an example of each type of morpheme stated in 4i. (2 marks)  
iii. "Kwame made a promise to help the poor." Which type of phrase has been underlined? (1 mark)

5. Identify the **Syntactic Functions** of the underlined words/phrases in the following sentences.  
i. My elder brother, the acting head of the firm, has given a statement to the police.  
ii. John bought Ama a beautiful leather bag on her birthday.  
iii. His chief reason for quitting the job was the attitude of his boss.  
iv. The drunk driver drove carelessly in the town.  
v. Mr. Mensah is a wonderful teacher. (1 mark x 5)

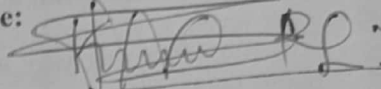
6. Read the passage below carefully and answer the questions which follow.

First of all, it saves time. I don't have to spend time picking out my clothes every morning. Wearing a uniform also saves money. It's cheaper to purchase a new uniform than to go out and buy lots of school clothes. In addition, I don't have the pressure of keeping up with the latest styles. I don't like going to church on Sundays. Most importantly, wearing a school uniform gives me a sense that I belong. I really think that it adds to the feeling of school spirit and community. There are many reasons why I like wearing a uniform to school.

- i. Write **two** supporting sentences. (2 marks)  
ii. Identify **an** irrelevant sentence in the passage. (1 mark)  
iii. What is the topic sentence? (1 mark)  
iv. What is the concluding sentence? (1 mark)

7. a. How can paragraph cohesion be achieved? (2 marks)  
b. What is the difference between the following sentences:  
i. The farmer, who won the award, has died.  
and  
ii. The farmer who won the award has died. (2 marks)  
c. What is anaphoric reference? (1 mark)

JULY 2021  
EBS 135  
ENGLISH LANGUAGE STUDIES I  
2 HOURS

Candidate's Index Number: JACE / JHS / 20 / 0210
Signature: 

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FOUR-YEAR BACHELOR OF EDUCATION (B.ED)  
FIRST YEAR, END-OF-SECOND SEMESTER EXAMINATION, JULY 2021

JULY 28, 2021

ENGLISH LANGUAGE STUDIES I

2:00 PM – 4:00 PM

This paper consists of two sections, A and B. Answer ALL the questions in BOTH Sections.

SECTION A  
(15 MARKS)

1. Read the passage carefully and answer the questions which follow.

Speaking broadly, there are three types of leaders. There are those who lead from the front, those who lead from the rear, and those who lead from afar. Leaders who position themselves right in the front are rare. They do not only give orders and directive, but also assume responsibilities themselves. They tax themselves as much as possible, if not much more than they tax others. They think, plan and make decisions for the common good. They set examples and thus ensure that they are as disciplined as they want others to be. Thus, you will not hear them merely demanding that others must be punctual, they are actually among, the first to be at work. Perhaps no other historical figure exhibited this leadership characteristic better than Richard the Lionheart, the English King who always led his army personally into battles, always maintaining his position.

Staying squarely there, fighting like any other common soldier, he set standards and thus commanded respect. His men had no choice but to exert themselves to the utmost. No wonder, he won virtually all his battles even when he set his forces against much larger armies in seemingly impregnable castles. Almost all the kings of his time fought battles personally, but none other than he, stayed in the front.

Then there are leaders who lead from the rear. These leaders give orders and follow up to ensure their execution. But they insulate themselves from the centre of activity. Because of their style of leadership: giving orders but not personally setting standards, they are feared rather than respected. They achieve results but often at the expense of the love of their followers. They are slave drivers who never share the rigours of the work involved.

Finally, there are those who vacate their leadership posts, almost entirely. They are absentee leaders who direct by remote control, if they try to direct at all. They leave instructions about punctuality, neatness, steadfastness, hard work and so on, but they do not practise any of these.

Their deputies, thus have to use their initiative to decide how best to achieve results. In such a situation, failure is not uncommon.

One may then ask why a leader would choose to be absent from his post. The fact is there are many leaders who want the position just for the honour but are not prepared to exert themselves. They are only interested in reaping the fruits of leadership. They enjoy the title, the financial and non-monetary rewards, and being worshipped by others; but they shy away from the arduous task of thinking, planning and deciding for others' welfare. Sadly there are many more such leaders than we often realise.

- a. What does the writer mean by leading from the front?
- b. Why are those who lead from the front most likely to succeed?
- c. What do those who lead from the front have in common with those who lead from behind?
- d. Who does the work of the absentee leader?
- e. According to the writer, which of the three types of leaders dominate in the world?
- f. "Almost all the kings of his time fought battles personally, but none other than he, stayed in the front." What does this statement suggest?
- g. "they shy away from the arduous task of thinking, planning and deciding for others' welfare..." Which type of leaders are referred to in this statement?
- h. Explain the following words/phrases as used in the passage.
  - i. rear
  - ii. rare
  - iii. exhibited
  - iv. exert
  - v. insulate

## SECTION B (45 MARKS)

2. Identify the word class (eg. noun, verb, etc.) of each of the underlined words as used in the passage below. (10 marks)

Three months after the Ga South Municipal Assembly promised to start work<sup>i</sup> on the six-kilometre Bortianor-Redtop Road from Ajasco Sea View to West Hills in the Greater Accra Region, there has been no show so far on the road. The distance is the shortest<sup>ii</sup> route motorists use to connect to the West Hills Mall and its environs<sup>iii</sup> from Kokrobite, Oshiyie and Bortianor but has remained impassable for a few years.

The onset<sup>iv</sup> of the rains has further worsened the state of the road, widening<sup>v</sup> and deepening the gullies<sup>vi</sup> on both sides of it, exposing bigger rocks from the ground in the process as a result of erosion. Currently, it has become particularly difficult for two vehicles from opposite directions to use it at the same time as drivers meander<sup>vii</sup> their way through a narrow path. Some taxis refuse to ply the stretch, especially<sup>viii</sup> when it rains, complaining about<sup>ix</sup> the constant breakdown<sup>x</sup> of their vehicles on that road.

3. Re-write the following passage correcting ALL punctuation errors. (10 marks)

The Suhum Circuit court in the Eastern region has sentenced a student of Apatiso Senior High school to two years imprisonment for threatening to kill a male teacher of the school. The convict, aged 21, pleaded guilty to a charge of threatening to kill his teacher. The teacher, Kwadwo Adei, reported that he met the student in town about a few weeks ago and questioned him about his absence from school.

The convicted student, nicknamed "Joe Swani", after his engagement with the teacher, shot a video showing him brandishing a machete and threatening to slash the throat of the teacher when he returned to school on Monday. Heerh, tell Adei (the teacher) that Monday, I'll come to school. "I learnt he's looking for me. Why have I steal (sic) anything or what?" "You have seen the machete, I'll slash his throat like how they slash the idols," he said.

4. a. Arrange the adjectives in the following sentences correctly. (1 mark x 5)

i. The ..... scientist designed the new washing machine.

- A. brilliant Ghanaian young
- B. Ghanaian brilliant young
- C. young Ghanaian brilliant
- D. brilliant young Ghanaian

ii. I was presented with a .....

- A. fearful-looking big black cat.
- B. big fearful-looking black cat.
- C. black fearful-looking big cat.
- D. big black fearful-looking cat.

iii. We took a ride on .....

- A. a blue, old British bus.
- B. a British, old, blue bus.
- C. an old, blue British bus.
- D. an old British blue bus.

iv. I like that ..... antique boat in the museum

- A. really big red old
- B. really big old red
- C. old, red, really big
- D. red, really big old

v. We went for a two-week cruise on a ..... ocean liner.

- A. incredible brand-new, huge Italian
- B. incredible, huge, brand-new Italian
- C. Italian incredible, brand-new, huge
- D. brand-new, incredible Italian huge

- b. Identify the structure of the sentences below (simple, compound etc.) (1 mark x 5)

i. This new laptop computer, which I bought yesterday, has already crashed twice; however, I have no idea why.

ii. This new laptop computer has already crashed twice.

- iii. This new laptop computer, which I bought yesterday, has already crashed twice.
- iv. This new laptop computer has already crashed twice, and I have no idea why.
- v. After getting home from work, my brother and I went to the mall last night, while my sister stayed home and studied.

5.

a. How are the following words formed in English? Eg. conversion, compounding, etc. (1 mark x 5)

- i. Telly *clip.*
- ii. Brunch *Blend*
- iii. blackboard *comp*
- iv. improper *aff.*
- v. smog *Blend*

b. Identify the number of morphemes in the following words. (1 mark x 5)

- i. Problematic 2
- ii. Blew 2
- iii. Auditorium 2
- iv. Synthetic 1
- v. tantalize 2

c. Identify the type of phrase underlined in the sentences below. (1 mark x 5)

- i. The man was running very fast. *Adje*
- ii. She wears an extremely long black hair. *✓*
- iii. Ama hid the book at the back of the house. *prep.*
- iv. She played the organ to entertain the group. *Adverbial*
- v. They may have been seen in the dark. *Adverb.*

AUGUST 2022  
EBS 135  
ENGLISH LANGUAGE STUDIES I  
2 HOURS

Candidate's Index Number
Signature:

UNIVERSITY OF CAPE COAST  
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COLLEGES OF EDUCATION  
FOUR-YEAR BACHELOR OF EDUCATION (B.ED)  
FIRST YEAR, END-OF-SECOND SEMESTER EXAMINATION, AUG/SEPT 2022

AUGUST 24, 2022

ENGLISH LANGUAGE STUDIES 1

2:00 PM – 4:00 PM

This paper consists of two sections, A and B. Answer ALL the questions in both Sections.

SECTION A  
(15 MARKS)

Answer ALL the questions in this Section.

Read the passage below and answer the questions which follow.

When your child was a newborn, your primary role was that of a caregiver. You were at your child's beck and call. All he had to do was **whimper** and you came running, anxious to cater for his every need. Of course, such a response was proper and necessary. A new-born or infant needs a parent's constant attention.

After many months of that treatment, however, it is only natural that a child will act as if he were the master of the house and his parents the servants who are there to do his **bidding**. Then, usually by two years of age, the child becomes aware of a harsh reality: His little "autocracy" has crumbled. His parents no longer follow his orders; they expect him to follow theirs. This is a rude awakening for children! Some respond by throwing tantrums. Others test their parents' authority by refusing to obey.

At that critical time, a parent needs to assume a new role – that of an authority figure who gives clear direction as to what is expected of the child. But what if the child **ignores** or rejects that direction?

Your child will not accept your role as a leader unless he sees you taking the lead. So, in a balanced way, you need to assert your authority. In recent decades, some so called experts have made the word "authority" sound harsh. One even calls parental authority "**unethical**" and "immoral". But



the alternative - permissiveness – can leave children feeling confused, indulged and entitled. It does little to prepare them for responsible adulthood.

One dictionary defines discipline as “training which produces obedience or self-control often in the form of rules and punishments if these are broken.” Of course, discipline should never be unreasonable or abusive. On the other hand, it should not be vague or inconsequential, leaving the child with no incentive to change.

Some parents merely ask for their child’s obedience. (“I would like you to clean your room – OK?”) Perhaps they feel that this shows good manners. That tactic, however, can put the parent in a submissive role and leave the child free to weigh the pros and cons of the request and then decide whether to **comply**. Rather than abdicate your authority, give clear direction in the form of statements.

- a. What does a new-born or infant need? (1 mark)
- b. What reality does the child become aware of by age two? (1 mark)
- c. How does the child notice this reality? (1 mark)
- d. State **two** things which the child does in reaction to this reality. (2 marks)
- e. What should a parent do in order that the child will accept his role as a leader? (1 mark)
- f. What alternative can leave children confused? (1 mark)
- g. Who have made the word “authority” sound harsh?
- h. “But what if the child **ignores** or rejects that direction?” What type of figure of speech has been used? (1 mark)
- i. “*That tactic*”, however, .... What is referred to as “*that tactic*”? (1 mark)
- j. Which tactic according to the writer can put the parent in a submissive role? (1 mark)
- k. Explain the following words as used in the passage. (5 marks)
  - i. whimper
  - ii. bidding
  - iii. ignores
  - iv. unethical
  - v. comply

**SECTION B  
(45 MARKS)**

Answer ALL the questions from this Section.

2. Identify the word class (eg, noun, verb, etc.) of each of the underlined words as used in the passage below. (10 marks)

<sup>i</sup> Investigations are underway to help <sup>ii</sup> unearth what led to Ghana's <sup>iii</sup> disqualification from the men's 4 x 100 <sup>iv</sup> relay finals at the Commonwealth Games in Birmingham. The Chef de Mission of Team Ghana, has vowed to take the necessary <sup>v</sup> action to help avert Ghana's disqualification in future games.

Team Ghana, as a reminder, made it to the finals of the men's 4 x 100 metres after finishing third in the seme-finals with an <sup>vi</sup> impressive time of 39.05s. But Ghana's hope of at least winning a medal in the finals was dashed <sup>vii</sup> afterwards as the team was disqualified for committing a <sup>viii</sup> huge blunder.

Team Ghana, reportedly, made <sup>ix</sup> last-minute changes in its quartet for the race without <sup>x</sup> alerting games officials as required by law.

3. Rewrite the following passage correcting ALL punctuation errors. (10 marks)

But we hadn't seen nothing yet. Without any kind of preamble she began giving His Excellency and his subjects a lecture on the need for the country to maintain its present levels of foreign debt servicing which is currently running at slightly more than fifty one percent of total national export earnings. Why.

Have been reading editorials in the national Gazette lately. I asked utterly dumbfounded.

4. a. The order of adjectives in the following sentences may or may not be correct. Re-write the sentences by rearranging those which are not correct. (5 marks)

- i. Kwame wished Akosua a happy belated birthday.
- ii. I was presented with a big fearful-looking black cat.
- iii. The couple kept their wedding pictures in a red leather old album.
- iv. The rich man has married a young Chinese beautiful woman.
- v. The bride wore a beautiful white wedding dress

- b. State the number of morphemes in the following words. (5 marks)

- i. tarantula
- ii. parliamentarians
- iii. synagogue
- iv. examinations
- v. pandemonium

c. Identify the type of phrase underlined in each of the following the sentences. (5 marks)

- i. Walking for an hour everyday is good for one's health.
- ii. The members of the community organized the demonstration to draw the attention of the authorities to their needs.
- iii. Mr. Kofi Kekebi, the headmaster of Duaho Senior High School, has retired.
- iv. The next staff meeting has been scheduled for next Thursday.
- v. Effe was wearing a beautiful blue dress when I met her.

5. a. Indicate how the following words are formed in English. (Eg. conversion, compounding, etc.) (3 marks)

- i. toothbrush
- ii. development
- iii. inexplicit

b. i. What is blending in word formation? (1 mark)

ii. Give an example of a blended word. (1 mark)

6. Identify the functions (subject, object, etc.) of the underlined words or phrases in the following sentences. (5 marks)

- i. Akosua bought Kwame a beautiful shirt on his birthday.
- ii. Akosua bought Kwame a beautiful shirt on his birthday.
- iii. I helped the students understand the topic in an easy way.
- iv. The chief who danced in public has been destooled by his subjects.
- v. The students have been singing all night.