Question 1

a) Name the WORD CLASS of each of the BOLDED WORDS in the following text:

MODERN RASTAFARIAN BELIEFS

From the 1930s until the mid 1970s most Rastafarians accepted the traditional Rastafari beliefs. But in 1973 Joseph Owens published a more modern approach to Rastafari beliefs. In 1991 Michael N. Jagessar revised Owens's ideas, devising his own systematic approach to Rastafari theology and providing an insight into the changes in the group's beliefs.

The key ideas in contemporary Rastafari are: The humanity of God and the divinity of man. This refers to the importance of Haile Selassie who is perceived by Rastafarians as a living God. Likewise, it emphasises the concept of God revealing himself to his followers through his humanity.

God is found within every man. Rastafarians believe that God makes himself known through humanity. According to Jagessar "there must be one man in whom he exists most eminently and completely, and that is the supreme man, Rastafari, Selassie I."
b) *Name THE PHRASES and HEAD WORDS of each of the BOLDED EXPRESSIONS in the following text:*

These notes are a miscellany of grammatical rules and explanations, comments on style and suggestions on usage I put together for my classes. Nothing here is carved in stone, and many comments are matters of personal preference. Feel free to psychoanalyse me by examining my particular hangups and bêtes noires. Anyone who can resist turning my own preferences into dogma is welcome to use this HTML edition. Feedback is almost always welcome.

I should be clear up front: I am not a linguist, nor a scholar of the history of the language. If you are curious about who I am, you can look at my CV and decide whether I am worth listening to. Linguists are so wary of prespective grammars, which set out standards of “correct” and “incorrect” usage — grammars that usually insist correctness reigned in the good old days, whereas we have been on the road to hell ever since. Professional linguists are adamant that the language is not declining, and that many usages censured by self-styled grammarians are in fact perfectly reasonable, whether on historical grounds, logical grounds, or both.  

(20)
a) Write a sentence for each of the following sentence structures provided below:
   i) S V O C A
   ii) V A
   iii) SV C

b) Analyse the following sentences below into sentence/clause elements.
   i) Most students must have intensively read.
   ii) During the exams, one should read the instructions.
   iii) Answering all the questions is crucial for passing.

(c) Read the passage below and choose the correct form of the verb in the brackets to make it agree with its subject (concord). Do not re-write the sentences.

1. Neither Thato nor Rethabile (is/are) responsible for the mess in the kitchen.
2. The number of willing volunteers (was/were) small.
3. The team (play/plays) well.
4. There (has/have) been no rain for three weeks.
5. Here (is/are) the books you lent me.
6. The news (was/were) received with great relief.
7. Mathematics (is/are) a challenging subject for many students.
8. The ship with all the passengers (was/were) lost.
9. The United States of America (is/are) a former English colony.
10. The buyer and the seller (was/were) there on time.

[30]
a) Analyse the following passage into clauses, stating the kind/type and the functions of the subordinate clauses. Present your answer in a TABLE FORM.

That education should be critical of all cultural work is often the first point that springs to mind. Criticism is certainly essential, but for a number of reasons we have often done it so badly that there has been real damage. It is wholly wrong if education is associated with criticism. Criticism should rather develop as an aspect of different world practices.


Question 4

a) From the passage below, identify 4 simple sentences, 2 compound sentences, 2 complex sentences.

Lesotho has now made a significant progress with regards to access in education, especially at the primary level. In spite of this progress there is still a challenge in reaping the fruits of such “literacy”. Essentially, the majority of people wish to make it past secondary into tertiary education where there is a common belief that once an individual graduates from tertiary he or she can earn a decent living. For some people that dream is cut short since they cannot secure funding to study at tertiary institution. In Lesotho the two leading sources of revenue are government subvention and tuition fees. The relatively limited sources have negatively impacted the quality of education offered at the higher education institutions (HEIs). Thus, in the case of the National University of Lesotho, many professors and highly qualified lecturers left the university due to very poor remuneration and poor facilities.
Tlali and Hapazari maintain that it is crucial to provide adequate funding for the higher education sector to ensure that HEIs achieve their traditional mandates which can be summarised as teaching and learning, research and scholarship as well as community engagement and consultancy. The higher education sector in Lesotho has generally gone through two phases. The first phase is the period prior 2009/10 when almost all students who were admitted into higher education institutions were sponsored by the government through the National Manpower Development Secretariat (NMDS) irrespective of the area of study at NUL and other institutions of higher education. In the second phase which started in 2009/10, the NMDS introduced a quota system. According to Norman LaRocque, one of the most common incentives is the one in which government makes contracts with the private sector for finance. The contracts can be bundled with the private sector or they can include a performance element. The proponents of this model argue that it allows organisations to focus on core business.

(12)


b) Use the following pairs of sentences to form simple sentences:

i) University executives have known this for some time.
   It is not sustainable.

ii) The student protests terminated this.
    They have brought an end to this complacency.

iii) He announced his recommendation on the fee increase last week.
     He was careful to list efforts in higher education and training.

iv) M4.5 billion was re-prioritised to the National Student Financial Aid Scheme by the government this year.
    All have agreed on that.

[20]