**2. B Read this passage and answer the questions 2.6 to 2.10**

Any way you look at it, English spelling is a mess. A system which puts up

with pairs like fine and sign, no and know, smile and aisle, through and cough

is a system that falls considerably short of perfection. It has been suggested that

a reasonable spelling for the word fish would be ‘ghoti’: gh as in rough, o as in

women, ti as in nation. This example exaggerates the difficulties, but certainly 5

the difficulties are serious.

They are not only serious but unavoidable. The one thing demanded for anyone

who pretends to be educated is that he should be able to spell. Your arithmetic

can be lousy, your knowledge of history and economics can be zero, you can be

totally ignorant of the difference between a molecule and an amoeba, and still

you can get along. But if you can’t spell, you’re in trouble every time you pick up

pencil. Of all writing errors, none stand out like mistakes in spelling. Misplace

your apostrophe or mix up your pronouns, and chances are that few people will

notice; hut spell separate ‘separate’ and people call you illiterate.

Perhaps the trouble is that English spelling is not quite had enough. If it were

a little worse, nobody could manage it and we would either reform it or all be 15

bad spellers together. As it is, enough people can learn to spell English to make

things hard for those who can’t. What makes good spellers good and poor spellers

is hard to day. Differences in visual memory no doubt exist and they influence the

way we spell. Experience plays a part; people who read and write a good deal are

likely to be better spellers than those who don’t. Whatever tile reasons, tile range

of spelling ability in any group of people is likely to be very wide.

Poor spellers can be divided into two groups: those who try to improve and 20

those do not. The latter are reacting in a normal way. They are up against a

problem that they see no obvious way of solving, and so they find good excuses.

They tell themselves, reasonably enough, that spelling after all isn’t everything.

Surely a person can be a poor speller and still be wise, lovable, and keenly

intelligent. Pretty soon they begin not only to confess their inability to spell but 25

rather to boast of it, trying to suggest that any clod can learn to spell but that only

tile superior sort, like them can do the things really worth doing. To comfort

oneself this way is all very well, but it is no real solution. You can go on and

on about how unimportant spelling is and explain till you’re breathless how you

excel in more important matters. Still if you spell separate ‘separate’, people who

spell it ‘separate’ will think you’re jerk, and don’t think they won’t.

(From *Understanding English* by Paul Roberts)

* 1. BY the expression “English spelling is not quite bad enough”, the writer means that English spelling

1. Is a complete mess
2. Makes people bad spellers together
3. Should be reformed before it gets worse
4. Is not important to learn but is difficult to perfect
   1. “Differences in visual memory no doubt exist” (line 16). Visual memory here means the ability to
5. See things very clearly
6. See what is on our memory
7. Remember what we have seen
8. Spell very well
   1. The reason why some poor spellers don’t try to improve their spelling is that:
9. They are reacting in a very normal way
10. They see no obvious way of doing it
11. They are capable of being wise, lovable and keenly intelligent
12. They excel in more important matters
    1. The expression “any clod can learn to spell” (line 25) could best be replaced by:
13. Any fool can learn to spell
14. Anybody can learn to spell
15. No body wise needs bother about spellings
16. No body superior needs bother about spellings
    1. We can conclude from this passage that:
17. Although spelling is important, we should not go on and on about good and poor spellers
18. However difficult spelling is, it is important that we spell correctly
19. Since spelling is so difficult, we do not all need to spell correctly
20. If spelling were not important we would have fewer illiterates

**2. B *Read the following passage carefully and answer the questions that follow.***

It is a curious sidelight on human nature that, according to his position in life, an extravagant man is admired or despised. A successful businessman does nothing to increase his popularity by being careful with money. He is expected to make an exaggerated display of his success, to have a smart car, a large sum of money and an expensive wife, and to be lavish with hospitality. If he is not so, he is considered mean and his reputation in business may even suffer in consequence. The puzzle remains that if he had not been careful with his money in the first place, he would never have achieved his present weakth.

Among the lower income groups, a different set of values exists. The young man who makes his wife a present of a new dress when he hasn’t paid his electricity bill is condemned as extravagant. Carefulness with money to the point of meanness is applauded as a virtue. Nothing in his life is considered more worthy than paying his bills on time.

The ideal wife for such a man separates her housekeeping money into joyless little piles on the table – so much for rent, for food, for the children’s shoes, no borrowing from one to support the other; she is able to face the milk – man with calmness every week, satisfied with her careful management of resources, never knows the guilt of buying something she can’t really afford.

As for myself, I fall into neither of these categories. If I have money to spare, I can be as extravagant as the next man, but when, as is usually the case, I am hard up, then I am the meanest man imaginable.

**Adapted from:** ‘*Practice Tests for Proficiency ‘by* Margret Archer and Enid Nolan-Woods.

*Answer the following to questions by putting a ring round the letter of the correct answer. (01 mark)*

2.6 According to the writer, a successful business-man

A. is considered popular if he appears to do nothing B. is expected to be luxurious C. must be careful so as to remain popular D. ought to be extravagant before attaining success.

2.7 We learn from the passage that

A. all miserly people are wealthy B. wealthy people are always successful C. carefulness with money leads to failure D. carefulness with money may lead to success.

2.8 It would appear that lower paid workers should

A. not keep their creditors waiting B. be careful not to be miserly C. be careful to have honest wives D. not have to pay their bills on the dot.

2.9 According to the writer, the wife who saves money

A. still feels troubled by guilt B. wishes life were less enjoyable C. is satisfied to be so thrifty D. wishes she could sometimes be wasteful

2.10 From the passage we get the impression that the writer

A. is incapable of saving anything B. doesn’t often have any money to waste C. is never inclined to be extravagant D. would like to be thought extravagant

(1

**2B *Read the passage below and answer the questions that follow.***

But I could not bring myself to say the same for drill. How I hated having to get up at five-thirsty in the and turn out on the courtyard for a routine march! I used to arrive feeling, and no doubt looking, half asleep. But this didn’t last long. Soon we were shaken to attention by loud roars from a massive figure which much have weighed all the six hundred kilogrammes-our drill master. I could never keep in step, a thing which used to annoy the man beyond measure, and my legs were constantly being jolted into position by the shocks and tremors of his thunderous voice. The only light relief of his hour of torture was to watch him giving orders as we stood at ease. His stomach was so large that every time he bellowed, it moved up and down with the vibrations. This tickled me so much that I had a hard job to prevent myself laughing aloud. It was my housemaster who probably had the most to contend with as far as I was concerned, and it was not surprising that he labelled me ‘an impossible chap’. To such a keen disciplinarian, I must have been a hard person to bear. It was not so much that I was unwilling to abide by the rules and regulations, in fact I tried desperately hard to do so, but throughout my life, I have always found it most difficult to detach myself to order from anything in which I have become engrossed. A most annoying restriction was the roll-call each Sunday evening which was followed by a service in the Chapel. It was essential that every student should be present for roll-call or have a pretty good reason for absenting him/herself. In Aggrey house, our housemaster was just about as strict as it was possible to be and the words with which he criticized us were like whiplashes. It was because of my fear of having to come up face to face with him and endure these cutting marks that I would move heaven and earth in order not to be late for roll-call. But once it didn’t work out. I had borrowed somebody’s bicycle to go to Accra and was on my way back at breakneck speed, when a small girl rushed out into the road infront of me. I braked and swerved and threw myself off the machine. The child had fallen in a heap in the road and was screaming with fright, but I had luckily avoided hurting her. However, I couldn’t leave her in the road screaming, so I took her to her mother and left my last two shillings with her, a peace offering. I found that I was badly bruised and my knee was grazed and bleeding, but remembering the all-important roll-call, I hobbled to my bicycle, remounted with some difficulty and rode on as fast as my raw and aching limbs would allow me. Immediately chapel was over, the housemaster lost no time in making his way to my dormitory. I told him I felt ill and tried my best to look it, but he was not easy to convince.

[Adapted from: *Ghana; The Autobiography of Kwane Nkrumah by –* Nelson Baker]

*Answer questions 2.6 – 2.10 by selecting the best alternative. Show the letter of your choice by putting a ring around your best choice.*

* 1. What is the author’s reaction to the drill master’s personality?

1. Laughter
2. Terror
3. Respect
4. Attention
   1. The impression we get of the housemaster’s character is that he is
5. Insulting but lenient
6. Stubborn and unsympathetic
7. Strict but sympathetic
8. Strict and tough
   1. Having knocked down the girl, the author gave money to her mother
9. To pay for medical costs
10. To show he was sorry
11. As a bride
12. To buy the girl a gift
    1. The cause of this accident as mentioned in the passage was:
13. The writer who was riding the bicycle too fast
14. The girl who crossed the road intentionally
15. The girl’s mother who was not around to prevent the accident
16. The bicycle that was too old
    1. The author’s intention in this passage is to describe
17. How much he enjoyed himself during his school days
18. The teachers and routines in his school
19. The reasons for roll-call at the school
20. How he hot involved in a bicycle accident

**Read the following passage carefully, and answer the questions that follow:**

Air pollution can become water pollution as we have seen with acid rain. Other sources of water pollution can pollute our streams, rivers and lakes directly. Many towns still pour their sewage straight into rivers with little treatment beforehand. This can kill the river’s life by removing all the oxygen from the water. Without oxygen, none of the fish in the river can live.

Factories often cause water pollution by pouring poisonous wastes into streams and rivers. Sometimes these wastes turn river into a smelly, poisonous drain in which nothing can live. Farming can also cause water pollution. The chemicals used by farmers to protect crops against pests, weeds and diseases sometimes get into rivers and kill fish. Some of these chemicals can be stored on the bodies of small animals and passed on to the creatures which eat them, even to humans. Although these chemicals are carefully controlled, this still sometimes happens. The fertilizers which the farmer uses to make crops grow sometimes cause pollution when the rain washes them into rivers. They make the water plants grow too quickly so that they choke the river and die. When they rot, they take all the oxygen out of the water, so that that fish cannot live in it.

Land pollution covers many things which can happen to the land, in towns and the country, because of our activities. Rubbish pits, dumped poisonous chemicals, broken cars, thrown-away bottles and dropped sweet papers are all types of land pollution. Some types of land pollution are just unpleasant to look at. Others can be dangerous to people and to animals. Farm animals injure themselves on old tins and bottles. Young children are sometimes hurt while playing in broken-down cars. Small animals crawl into bottles and die because they cannot get out. Poisoned soil can make animals and people very ill.

Land pollution is something that we can all help to prevent, by not dumping rubbish carelessly and also by telling other people not to do so.

*Adapted from: Worlds-Apart; an anthology complied by, Chas White, Christine Shepherd et al.*

***Answer questions 2.6 to 2.10 by selecting the best alternative. Show the letter of your choice by putting a ring around your best choice (02 marks*)**

**2.6.** Air pollution can become water pollution when

A. sewage is poured into river without prior treatment.

B. factories pour poisonous wastes into streams and rivers.

C. acid rain falls.

D. oxygen is removed from water.

**2.7.** Oxygen is removed from the water by

1. Pouring poisonous wastes into streams and rivers.
2. Turning the river into poisonous drain.
3. Pouring sewage into river without prior or enough treatment.
4. Polluting the streams, rivers and lakes directly.

**2.8.** Farming causes pollution when

1. Crops rot in the gardens.
2. Chemicals used by farmers get into water sources and act as poison.
3. When chemicals are stored in the bodies of small animals.
4. When water plants grow too quickly and choke the river.

**2.9.** Land pollution can be prevented by

1. Leaving rubbish in the streets.
2. Taking sick people and animals for treatment
3. Throwing away broken bottles.
4. Disposing of rubbish properly and advising other people to do so.

**2.10.** Land pollution is dangerous because

1. It is harmful to the people, animals and the environment.
2. It is unpleasant to look at.
3. Small animals crawl into bottles left around and breed there.
4. Young children play in broken cars and make noise.

***Read the following passage carefully and answer the questions that follow.***

**THE BEGINNING OF CHEMISTRY**

Chemistry is that art of science concerned with how things are made and how things sometimes change. Chemistry studies the structure of matter. When we use the word ‘matter’ in Chemistry, we mean the material of which something is made. In the history of man, there have been different ideas about matter.

Ancient civilization had knowledge of Chemistry. They knew there were different metals, especially Lead, Tin and Copper. Also, they knew how to extract these metals from the ore in which they were buried. They also knew how to combine metals in order to make an alloy. These ancient people – chiefly the Egyptians, Phoenicians, Greeks and Romans understood such things as how to make glass, soap and different kinds of wine. So they had chemical knowledge, even if it was only practical.

Until about four hundred years ago, in Europe at least, the science of Chemistry was closely connected with a false science of alchemy. The two chief aims of the alchemists were to change base metals such as lead into gold and to try, to find a way to make human beings live longer. Although alchemy was connected with such things as witchcraft, it led in time to the science of Chemistry as we know it today.

Ancient peoples believed that alchemy was a special kind of knowledge given only to priests and medicine men. It was a godlike knowledge. But while such people studied alchemy, they often discovered medicines and other substances which were useful in many ways. For example, round about 1500 A.D, Paracelsus taught his followers that medical knowledge should be allied to chemical knowledge, and Paracelsus was an alchemist. Later, many of his students turned away from the false search for the secrets of alchemy. In way, knowledge of Chemistry increased.

**Source:** Byram R.S: *Guided Summary and Note Making.*

Answer questions **2.6** to **2.10** by selecting the best alternative. Show the letter of your choice by putting a ring around your best choice. (01 mark each)

**2.6** Matter could best be defined as

A. metals.

B. the ore which is buried underground.

C. combining metals together.

D. what something is composed of.

2.7 What shows that the ancient people had chemical knowledge?  
A. They knew about alchemy.

B. They knew different metals, how to extract them and making things like glass, soap and wine.

C. They used base metals to make human beings live longer.

D. They knew witchcraft.

2.8 How did the knowledge of Chemistry increase?

A. By student turning away from false search for the secrets of alchemy.

B. Paracelsus taught his followers that medical knowledge was to be allied with

Chemical knowledge.

C. Medicines and other substances were useful in many ways. D. People never lived longer as the alchemist wanted.

2.9 A possible meaning of an alloy is

A. the structure of matter.

B. a combination of metals.

C. the manufacture of things like soap and wine.

D. the use of chemical knowledge.

2.10 In what way are priests connected to alchemy?

A. Alchemy was believed to be a special kind of knowledge given to them.

B. It healed people.

C. It helped in wine production.

D. It helped in elimination of witchcraft.

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***Read the following passage and answer the questions that follow.***

They worked with determination. They labored the whole day, except for a short break to stretch their backs and have a drink of water or some light beer in the polished brown calabashes. Chilufya was overjoyed to see their enthusiasm for work. “Tremendous! Tremendous!” he said.

To enable them to do their work more quickly, they later thought of a new scheme to enlist the support of their neighbours. They brewed large quantities of beer. On the day the beer was ready, they invited about thirty guests from the neighboring villages. First they had to help on the land. From the morning till afternoon they worked the land, and in the evening they did justice to the beer. So that while they hoed and sang, they knew the reward was bubbling in the pots.

This communal work with other villagers was organized two or three times. Soon the land was ready for the seed.

Chilufya decided to write to his old friends on Van Zyl’s farm. He wasn’t sure that they were still working for Van Zyl. Nevertheless he wrote to them telling them what he was doing. He wrote a glowing account of the enthusiasm of his people for the new methods of farming. He said that had he known this, he wouldn’t have waited for Van Zyl to dismiss him from the farm. He said that there was prosperity in the rural areas waiting for the enterprising people. He told them that all indications were that he was going to have a successful crop. He told them his chief came to pay him a visit on his farm and that he even invited him to visit his court. He told them how overwhelmed he had been when his villagers decided to give him a co-operative farm in recognition of the ‘little’ he had done for them.

He wrote a similar letter to Mulumendo Mulengo in Lusaka. He told him about his experiences at home and urged him to return to his village. ‘Please, come and help your people,’ he ended his letter.

In due course Mateyo Chilufya saw the results of the villagers’ collective labour. He could not believe that his developing farm was all due to his initiative and industry – advanced in age though he was. He stood on the edge of his farm, looking at the young maize crop that fluttered in a morning breeze. He saw the leaves of the young crop sparkling with the morning dew; tender crop that he could call his own. It gave him a sense of belonging. If gave him a sense of achievement. It was purposeful; it was meaningful. He began to understand fully what Van Zyl meant when he used to say “my farm”. Chilufya now had his farm too. There he stood on the edge of his farm, admitting the tender crop.

***Answer questions 2.6 to 2.10 by selecting the best of the four possible answers. Put a ring around your best choice.***

2.6 We can conclude that the relationship between Chilufya and the villagers was

A. aggressive B. cordial C. strained D. pretentious

2.7 Chilufya left Van Zyl’s farm because he A. wanted to go home. B. had started his own farm. C. he was dismissed. D. his people had called him home.

2.8 **“Soon the land was ready for the seed.”** This means that the land was ready for

A. weeding. B. sowing. C. harvesting. D. seedlings.

2.9 **“… and in the evening, they did justice to the beer.”**  This means that the people ………………….. beer in the evening.

A. dark B. judged C. bought D. sold

2.10 Chilufya was able to get a successful crop because he was

A. young B. enterprising. C. a foreigner

D. a chief

***Read the following passage carefully.***

We went down and found the dead bullock in the coffee plantation, as Nichols had told me; it had hardly been touched by the lions. Their spoor was deep and clear in the soft ground, two big lions had been here in the night. It was easy to follow through the plantation and up to Ali’s house, but by the time we came there it had rained so heavily that it was difficult to see anything and in the grass and the bush at the edge of the wood we lost the track.

‘What do you think, Moses?’ I asked him. “Will they come hack to night?” Moses had great experience with lions. He said they would come back early in the night to finish the meat, and what we ought to give them time to settle down on it, and go down to the field ourselves at nine o’clock. We would have to use an electric torch from his safari outfit, to shoot by, and he gave me the choice of the roles, but I would rather let him shoot while I hold the torch for him.

In order that we might find our way up to the dead ox in the dark, we cut up strips of paper and fastened them in the rows of coffee-trees between which we meant to walk, marking our way in the manner Hansel and Gretel with their little white stones. It would take us straight to the kill, and at the end of it, twenty yards from the carcass, we tied a large piece of paper to the tree, for here we could stop, sweep the light on a shoot. Late in the afternoon, when we took out the torch to try it, we found that the batteries had been running down and that the light it gave was only faint. There was no time to go into Nairobi with it now; so that we should have to make the best of it as it was.

It was the day before Moses’s birthday, and while we dined, he was in a melancholic mood, reflecting that he had not had enough out of life till now. But something, I consoled him, might still happen to him before his birthday morning. I told Allan to get out a bottle of wine to be ready for us when we should come back, I kept on thinking of the lions, where would they be now, at this moment? Were they crossing the river, slowly, silently, the one in front of the other, the gentle cold flow of the river turning their chests and flanks?

At nine O’clock we went out. It rained a little, but there was a moon; from time to time she put out her dim white face high up in the sky, behind layers and layers of thin clouds, and was then dimly mirrored in the white-flowering coffee fields. We passed the school at a distance; it was all lighted up.

At this sight, a great wave of triumph and of pride in my people swept through me. I thought of King Solomon, who says: **‘The slothful man saith, There is a lion in the way; a lion in the street,’** Here were two lions just outside their door, but m school-children were not slothful and had not let the lions keep them from school.

We found our marked two rows of coffee-trees, paused a moment and proceeded up between them, one in front of the other. We had moccasins on, and walked silently. I began to shake and tremble with excitement. I dared not come too near to Moses for fear that he might feel it and send me back, but I dared not keep too far away from him either, for he might need my torch light any moment.

The lions, we found afterwards, had been on the kill. When they heard, or smelt us, they had walked off it a little way into the coffee-field to let us pass. Probably because they thought that we were passing too slowly, one of them gave a very low hoarse growl, infront and to the right of us. It was so low that we were not even sure that we had heard it. Moses stopped a second; without turning he asked me: “Did you hear?” “Yes,” I said

*Answer questions 2.6 to 2.10 by selecting the best alternative. Show the letter of your choice by putting a ring*  *around your best choice.*

2.6 The writer knew that the lions had been to the coffee plantation where the dead bullock lay because:

A. it was partly eaten. B. Nichols had already given her the details of the incident. C. their track was clearly imprinted on the soil ground. D. it’s the lions habit to kill an animal, disappear from the scene and visit the kill later.

2.7 Which of the following statements is true about the plan to shoot the lions?

A. The lions would he shot at nine o’clock in the morning.

B. The lions would he shot using a torch.

C. The torch would he held by Moses. D. The lions would be shot by Moses.

2.8 Moses felt sad that afternoon because he

A. had a melancholy disposition. B. was away from home on the eve of his birthday. C. was not satisfied with what he had achieved in life. D. faced a dangerous ordeal that evening.

2.9 In paragraph seven, why does the writer feel a great wave of triumph and pride in her people sweep through her? Because

A. her people had a beautiful moon-lit country. B. her people had a well-lit school. C. despite the lions in her neighbourhood, the children had still gone to school. D. despite what the slothful man said, they still want to hurt the lions.

2.10 How did Moses and the writer know where the lions were? They

A. smell the lions. B. saw the lions shaking and trembling. C. heard the lions growl. D. found the lions on the kill.

*Read the following passage and answer the questions that follow.*

It was a nightmare for a senior one student newly admitted to one of the famous schools in the country. Anxious to study in a boarding secondary school, things suddenly turned bad for the fifteen year – old boy.

On the very first day he reported to school, he wished he had not been admitted to the school of his first choice. As he got into bed, a group of six big boys surrounded him asked him to hand over every edible thing in his suitcase. Before he could explain that there were only roasted groundnuts in his suitcase, the lights were switched off.

“Will you please give us everything you’ve brought,” they demanded, slapping him on the right check.

For another young man in another school in Western Uganda, the experience was even worse. Shortly after midnight on the first night at the school, he lost all the Shs. 50, 000 he had carried for his pocket money to fellow students. Worse still, they made him dance until the wee hours of the morning. His woes ended after he had sung all the songs he learnt in primary school.

Both students were victims of bullying, a practice common in most schools in Uganda and which most school administrators don’t seem to care about!

Widely practiced in boarding schools, bullying is often used by students to “initiate” fellow students into the school “culture”. Others do it for fun while others feel obliged to bully their juniors especially those who are new in the school. It has almost become an accepted practice for Senior Five students in most schools. It is an old practice in many schools and little has been done to combat it. Bullying is a source of pride for some students but often results in disastrous consequences. Victims are subjected to psychological and physical torture which in some cases leads to death.

One boy in Bundibugyo was at one time punched and stoned to death by a group of eight pupils; six girls and two boys. All of them were ten – year olds. A senior lecturer in the department of Sociology at Makerere attributed bullying to collective action which students take on as a result of peer influence. They feel bullying is one way of gaining recognition in a group and those who do not bully are called cowards.

Other academicians think that bullying often results from stress because of the unfavourable conditions in some schools. This stress leads to loss of temper which is normally cooled off by engaging in bullying activities. Although the cases quoted above are imaginary, students should be encouraged to report the bullies to the authorities. Severe punishments like expulsion or suspension should be imposed on the culprits. As for administrators who condone such behavior, the Ministry of Education and Sports should deal with them firmly. Only then, will bullying die out in schools.

(Adapted from: *The New Vision, April 5, 1999.*)

Answer questions 2.6 to 2.10 by selecting the best of the four possible answers. Put a ring around your best choice.

2.6 The lights were switched off probably

1. In order for the boy to give his things to the bullies quietly
2. By accident as the boys struggled
3. So that the boy would not see the boys bullying him and report them
4. So that the boy could be tortured to death

2.7 The second boy sang up to the wee hours of the morning means he sang A. all morning long B. till very late in the morning C. up to dawn D. up to midnight

2.8 According to the passage: A. Senior One and Senior Five forward to the bullying in S5. B. Bullying can involve teasing and beating of the victims. C. Bullying is great fun for the juniors D. Students are forced to bully others by the school authorities

2.9 From the passage, which of the following statements is NOT true about bullying:

A. students are robbed of their money B. Old students take advantage of new ones C. six girls and two boys killed a boy D. The school authorities recommended it for initiating new students

2.10 A suitable title for this passage would be

A. The joys of bullying in school B. The advantages of bullying in schools C. The evils of bullying in schools D. The origins of bullying in schools.

*Read the following passage carefully*

**School Bullies**

I still remember – my hands and my finger – tips still remember! – What used to lie in store for us on our return to school from the holidays. The guava trees in the school yard would be in full leaf again, and the old leaves would be strewn around in scattered heaps. In places there were even more than just heaps of them: it would be a muddy sea of leaves

“Get all that swept up!” the headmaster would tell us. “I want the whole place cleaned up, at once!” At once! There was enough work there, damned hard work too, to last us for over a week. Especially since the only tools with which we were provided were our hands, our fingers, our nails.

“Now see that its done properly, and be quick about it,” the headmaster would say to the older pupils, “or you’ll have to answer for it” So at an order from the older boys, we would all line up like peasants about to reap or glean a field, and we would set to work like members of a chain gang. If the work was not going as quickly as the headmaster expected, the big boys, instead of giving us a helping hand, used to find it simpler to whip us with branches pulled from the trees.

In order to avoid these blows, we used to bribe our tyrants with the succulent cakes of Indian corn, the ‘couscous’ made of meat or fish which we used to bring for our midday meal. And if we happened to have any money on us, the coins changed hands at once. If we did not do this, if we were afraid of going home with an empty stomach or an empty purse, the blows would be redoubled. They were administered with such furious generosity and with such diabolical gusto that even a deaf mute would have gathered that we were being flogged not so much to spur us on to work, but rather to lash us into a state of submissiveness in which we would be only too glad to give up our food and money.

Occasionally, one of us, would have the courage to complain to the headmaster. He would of course be angry, but the punishment he inflicted on the older boys was always negligible. And the fact was that however much we complained, our situation did not improve in the slightest. Perhaps we should have let our parents know what was going on, but somehow we never dreamed of doing so, I do not know whether it was loyalty or pride that kept us silent, but I can see now that we were foolish to keep quiet.

(Adapted from: *The African Child,* by Camare Laye.)

*Answer questions 2.6 to 2.10 by selecting the best alternative. Show the letter of your choice by putting a ring around your choice.*

* 1. When the boys returned to school from holidays, the compound was

1. Scattered in heaps
2. A muddy sea of leaves
3. Ready to reap or glean
4. A chain gang
   1. If the work did not go as quickly as expected, the big boys DSADA
5. Whipped the small ones
6. Helped the small ones
7. Fought each other
8. Fought with the Headmaster
   1. Succulent as used in the passage means
9. Juicy and tasting good
10. Beautiful and tasting good
11. Dry but sweet
12. Big and sweet
    1. The punishment inflicted on the bigger boys was
13. The same as what they had done
14. Harsh, considering what they had done
15. Not as harsh as what they had done
16. Generous due to what they had done.
    1. The smaller boys did not report to their parents because
17. The headmaster handled it
18. They were loyal and proud
19. They had food and money
20. It is not clear
21. *Read the following passage and answer the questions after it.*

*Put a ring round the correct answer you have chosen.*

Waking to the sound of her alarm clock that morning, the feeling struck her that the activities that awaited her might be there to be ignored. Sitting up in a bed, she saw her course file and realized that she had a test that morning. It had completely slipped her mind. Scanning her notes, as is looking at a newspaper written in an unfamiliar language, she wondered how much she could take in during that short bus ride ahead of her. After a few minutes of desperate but hopeless revision, the hard tones of her father’s voice cane from down below. “It is almost time you were off, Sarah!

There is tea here if you like some.”

Reluctantly, she rushed to the bathroom to wash and then quickly put on her hated school uniform. Determined not to miss her bus, on coming downstairs she headed straight for the door ignoring her father’s hurried offer of a lift. As she arrived, the double – decker bus crawled awkwardly towards the bus – stop; she had timed it to perfection, reaching it just thirty seconds before the bus. She watched as an old lady in a dirty raincoat, and three other children from her school climbed on, but to her amazement, once the rest of the queue in front of her had disappeared onto it, she found herself making a signal to the driver to say that she was staying where she was. The big red vehicle pulled away with her still on the pavement. Within seconds, she had reached the end of the street, and was walking up another that led to the edge of the village and the hill beyond. The sky was clear, and she hardly felt the cool autumn breeze as she strode along wondering about her destination. There was almost no – one about and she whistled a tune to herself as she thought about her class – mates doing their test. She anxiously considered the excuses she would he allowed to take it again later; but once the village was behind her, and she found herself strolling along the country lane that encircled the hill, all those worries left her. She thought suddenly about a nearby footpath that led to the foot of the hill. She had been along it several years before with her father, and she made up her mind to take it.

On reaching the hill itself, she felt the urge to reach the top. It was not particularly steep, and could be climbed in any season without difficulty. The sun shone more and more brightly, and she was suddenly thankful for having forgotten her thick coat when she had left home earlier. From the long grass at the top of the hill she sat and stared at the valley below. She could see the road snaking from her village to the town where she should have been heading for. The thought suddenly came over her that the view would he beautiful in the cold months for December when there is snow. She suddenly hoped that the coming winter month would bring this chance were the weather to make it possible, she promised herself’ to return and catch that sight at the first opportunity, whatever her obligation might be on that day.

[*Source: Adapted from Bob Stillwell*]

* 1. What was the girl’s first reaction on waking up?

1. To start revising for her examination
2. To wander about her day’s activities
3. To remember that she had a test at school
4. To have her tea
   1. What was her first response to the problem of the test?
5. Not to bother much with her notes
6. To calmly read through her notes
7. To revise quickly and effectively
8. She was anxious to improve her chances
   1. When she left her house
9. Be thought she was going to miss the bus
10. Her father tried to hold her up
11. She did not intend to catch the bus
12. She hoped he would catch the bus
    1. Once she had reached the hill
13. She did not think any more about her test
14. She began to regret not bringing her coat
15. The weather became colder
16. She remembered climbing it with her father
    1. Sarah promised herself that she would climb the hill again
17. As soon as winter arrived
18. If the snow did not make it too dangerous
19. When it snowed whatever she is supposed to be doing
20. If the weather was the same as the previous year.

*Read the following passage and answer the questions that follow.*

The weather was still very grey when they set out to climb the peak. The halted that evening at the upper limit of the fir wood. The next day the way was still lay over desolute mountain-sides, vast scree slopes, ridges of crumbling rocks, and moraines. They made several reconnaissances, and on account of mist had trouble in deciding which route to the summit they should take. Eventually they fixed on a col between the north or highest peak and a smaller rock mountain, and on this col they pitched their third camp.

From it they could see their route would be up a vast snow- face till they reached a broad shoulder of mountain, whence a sharply defined ridge led to the summit. All seemed plain sailing; but in the night a fierce blizzard arose, and their spirits fell. In the afternoon however, the weather cleared and Palis and Warren packed up their light tent and with some provisions, set out up the mountain and that evening anchored their tent on ice – platform. The next morning, 10th August, they made for the top. Instead of the ice they found snow. The day was brilliant, and they were full of hope. But they had made a short halt and brewed some tea, clouds began to gather rapidly. Feature after feature became bottled out a chilly wind began to blow. The ice – axes sizzled ominously. Their hair stood on end and crackled in harmony. Violent peals of thunder shook the mountain, and it was clear that a nasty storm was brewing. But there were lulls, and in lulls they pressed on bit by bit. At 2.30 the storm seemed to be abate. Then some rocks appeared out of the mist. They made a final and were on the summit. Leo Pargial, 22, 210 feet had been conquered.

Alas, flour this peak, as from the other, there was no view. All was hidden cloud. And they could not wait for the clouds to disperse. They had to hurry down. White wooly mist shrouded them all the way, and a violent storm of wind and hail made no impression on it. By six they were back in their tent on the western col. During the night the storm came on again, and the next morning, the whole mountain was covered with new snow. It was evident that they had, at great risk, climbed the mountain on the last feasible day.

Source: *Everest – The Challenge;* by Francis Younghusband.

*Answer questions 2.6 to 2.10 by selecting the best possible answers. Put a ring around your best choice.*

* 1. When the mountaineers set out to climb the peak, the weather was

1. Very stormy with fierce winds blowing
2. Calm although the sky was overcast
3. Ideal for making an assault on the peak
4. Misty and visibility was poor
   1. ‘They made several reconnaisances’. This means they made several

A. exploratory trips

B. attempts to reach the summit

C. halts to discuss the various routes to the summit

D. weather forecasts

* 1. The expression **all seemed plain** **sailing** means

1. It looked as if they would not meet any difficulties
2. It seemed that the weather would be good
3. They were in high spirits
4. The visibility was poor
   1. The purpose of the sentence **“Their hair stood on end an crackled in harmony”** is to convey to us
5. How could they must have been feeling
6. How strongly the chilly wind was blowing
7. The intensity of the electrical disturbance
8. How alarmed they were at being in a thunderstorm
   1. Feasible in the expression, **“the last feasible day”** could be most accurately replaced by
9. Available
10. Suitable
11. Fine
12. Practicable

*Read this passage and answer the questions that follow.*

I did most of the domestic work because my sister and brother were still too small. My uncles were considered too big. I woke up at 4.30 in the morning to make fire in a brazier formed out of an old lavatory bucket. I washed, made breakfast coffee for the family and tea for Grandmother as she did not take coffee.

After morning coffee, which we often had with mealie – meal porridge from the previous night’s left-overs, we went to school. Back from school I had to clear the house as Aunt Dora and Grandmother did the white people’s washing all day. Fire had to be made, meat had to be bought from an Indian butchery in the Asiatic Reserve. We were so many in the family that I had to cook porridge twice in the same big pot. We hardly ever bought more than a pound of mutton in weight. Weekdays supper was very simple: just porridge and meat. When there was no money we fried tomatoes. We never ate vegetables except on Sundays. We never had butter except when we had a visitor. Same with custard. And then I don’t remember ever seeing a pound of butter. We bought a tickey’s three pence worth – when we did. On such days we, the children, made a queue to have Grandmother smear a thin layer of butter on one slice only of the bread.

At breakfast bread was cut up. The grown-ups were given theirs first in saucers. Then I rationed the remainder in slices and bits of slices. Our youngest uncle, not older than I, picked his first, which was the greatest quantity. Then I followed, and my brother and then my sister. We ate supper out of the same plate, we children; and meat was divided up into varying sizes arid the ritual was repeated. We never sat at table. Only s visitor was treated to such modern ideas.

On Monday mornings, at about four o’clock. I started off for the suburbs to fetch washing Aunt Dora. Thursday and Friday afternoons I had to take back the washing. If I was lucky enough I borrowed a bicycle from a tenant of ours. If I couldn’t get the bicycle for the morning or afternoon I carried the bundles on my head and walked – about seven miles for a single journey.

When I came back I went to school. I could never do my homework until ten o’clock at night when I had washed up and everybody else had gone to bed. We all slept in the same room which had boxes of clothing and a kitchen dresser. My aunt and her husband slept in the room which had a table and chairs.

Because we were so many in the family, there was only one bedstead – a narrow double bed occupied by Grandmother and Aunt Dora’s children. The wooden floor of the room we slept in had large holes. There was always a sharp young draught coming in from underneath the floor. Coupled with this, our heads were play ground for mice, which also attacked food and clothing.

(Slightly adapted from “*Down Second Avenue*” by Ezekiel Mphahlele)

*Answer questions 2.6 – 2.10 by selecting the best of the four choices provided for each question. Show the letter of your choice by putting a circle around it.*

* 1. The ritual mentioned in paragraph 3 was

1. The order in which people got their food
2. The cutting up of the bread into varying sizes
3. The dividing up of the meal into varying sizes
4. Letting the younger uncle take his food first
   1. They never sat on table because
5. This was reserved for the grown-ups
6. This was kept for special occasions only
7. There were too many of them to fit round the table
8. It was reserved for visitors
   1. The writer did his homework after 10 o’clock at night because
9. This was when he finished the washing up and had nothing else to do
10. He had finished his domestic duties and everyone was out of the way
11. There was not enough room until everyone had gone to bed
12. There was too much noise until everyone had gone to bed
    1. The writer seems to suggest that he would have been more comfortable at night
13. If the holes in the floor had been blocked up
14. If the mice had been kept out
15. Without the draught and the mice
16. In a proper bed

* 1. According to the passage, the writer

1. Grumbles about his domestic duties
2. Boasts about his domestic duties
3. Enjoyed his domestic duties
4. Accepted his domestic duties

*Read the following passage and answer the questions that follow. Put a ring round the correct answer.*

Science has made a great difference to our lives. New products, new materials, new knowledge, have changed our attitude to the world and everything that is in it, including ourselves. Who can these days look at the moon on a clear night without remembering that men have been there and back? Can anyone these days hear the word “Hiroshima” without remembering the destruction of the atomic bomb? Not everything that science has brought has been for the good of mankind; but it has greatly enriched our lives, given us freedom from hunger, greater leisure, and a deeper awareness of the wonder and complexity of life.

As science has become a more and more important element in our live, religion has become less and less so. We live in a time when **many call themselves atheist or agnostic** when the religious basis of morals is everywhere under attack; and the number of active Christians or devout Moslems seems to be in the minority in society. The question to ask is: Has the rise in science caused the decline in faith? One is hesitant to say “Yes”.

Science and faith are not trying to do the same thing. Perhaps we can illustrate this. You may go into the kitchen and, seeing steam coming from the kettle, ask, “Why is the kettle boiling?” Your brother who has just done a course in physics replies, “It is because vapor pressure of water is equal to atmospheric pressure.” You might get quite another answer from your mother. “Because I want a cup of tea!”

Source: *Science, The Past and Present* By Sherwood Taylor.

2.6 An alternative title for this passage is:

A. The contribution of science and religion

B. How science has changed our lives

C. The decline of religion

D. How science opposes religion

2.7 “Many call themselves atheist or agnostic” means many people are

A. ungodly

B. attacked because of religion

C. not believers in a god

D. more interested in religion than science

2.8 According to the author, science has

A. brought a lot of happiness to man

B. given us the new word ‘Hiroshima’

C. been partially useful to man

D. barely benefited mankind

2.9 The decline in faith

A. is not related to advancement in science

B. is not entirely the result of advancement in science

C. can be illustrated scientifically

D. has been caused by the number of devout Christians and Moslems.

2.10 The kettle and steam illustration suggests that

A. scientists are cleverer than religious people

B. science and faith are difficult to understand

C. faith asks better questions than science

D. faith and science do different things.

*Read the following passage and answer the questions that follow:*

It was not until the beginning of the twentieth century that it was recognized that certain substances were essential in the diet to prevent, or cure, some diseases. These substances are now known as vitamins, and they are vital for growth, good health, and maintenance of the normal functions of the body. The Hungarian biochemist. Szentayorgyi, who first isolated vitamin C (ascorbic acid), defined the vitamin as a substance which makes you ill if you don’t eat it.

A well balanced diet should provide all the vitamins we normally require. Those of us who are fortunate enough to be able to buy sufficient food should not suffer from vitamin deficiency. However, for various reasons, some people do not maintain a balanced diet. People often lose their appetite because of illness. People living alone may not bother to eat proper meals, and people on diet may not eat sufficient quantities of necessary foods. Elderly people are at risk because they may be unable to shop and cook. Moreover, modern methods of preserving, freezing, and long term storage of food, together with overcooking, can destroy many of the vitamins. Food served in restaurants and canteens has often lost much of its vitamin content because it has been kept hot, or even prepared the day before.

So you may have problems if you get it.

*Source:* Judy Garton – springer: *A complete course for the new Cambridge First Certificate.*

*Answer questions 2.6 – 2.10 by selecting the best of the four possible answers. Put a ring around your best choice.*

2.6 Vitamins are necessary to

A. make one ill

B. keep the body in a healthy condition

C. encourage vitamin deficiency

D. make a balanced diet

2.7 Loss of appetite may be due to

A. lack of vitamins

B. not maintaining a balanced diet

C. not eating sufficient quantities of necessary foods

D. illness

2.8 The following are ways of destroying vitamins except

A. modern methods of destroying vitamins except

B. freezing

C. keeping and eating food fresh

D. long term storage

2.9 Food served in restaurants may lose its vitamin because of

A. being kept under hot temperatures or prepared overnight

B. having been stored too long

C. not being fresh

D. being eaten regularly

2.10 Elderly people may suffer ill health particularly because they

A. may be unable to buy their food and prepare their meals

B. do not know about balanced diets

C. often eat in restaurants

D. always keep essential vitamins out of their diet

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

They made their way easily between stunted trees, rockpile, and thin clumps of bush. At one point they saw small herd of eland, moving along summit of a group of little hills. Longolle explained to Hamisi, in a whisper, that those elands were feeding and enjoying the shade up there, and had chosen the place deliberately, because they were wary creatures. The elands always felt safe and comfortable if they could look out across an open space or over a high view.

After pausing for a moment, they were ready to move again, when Kebo gave an abrupt urgent hiss. Hamisi noticed how Michael and Longelle just glanced to check their rifles before they all crouched down, hidden by some rocks and a blackened, flat-topped tree.

Kebo’s fantastic eyesight and bush sense had spotted something up ahead. The others seemed to find it at once, now they were alerted, but Hamisi could see nothing unusual at all. Then Kebo put his mouth next to the boy’s ear and in the faintest of whispers told him where to look. Thrilled but a little scared, Hamisi peered through a cleft straight in front of him. He nearly gasped aloud.

A huge male leopard was lying flat on a high rock screened from the eland both the height and by an overhanging branch. The leopard watched unblinkingly as a big antelope approached him, drew closer, and haulted underneath the same rock. In those conditions the eland would get no help at all from the fickle pulls of breeze.

This eland was a very large and heavy, steel-grey animal, in prime condition. As an immediate reaction to attack, the bull eland leapt into the air and then spurred on by terror, and the pain of this clawing, biting cat-hurled himself down the hill side.

No longer caring about making any noise. Michael and Hamisi and the rest of the party rushed to the edge to see.

Together, the leopard and eland the bounced and slithered down, two maddened beasts, crashing through the bush, bruised and gashed by rocks and tree.

Each time the leopard, who was mad with rage and lust to kill, evaded the eland’s full weight. Gradually, the huge cat changed his killing grip and finally reached the throat. This was the end. From a screen of bush at the bottom of the hillside came faint sounds of struggle then silence. The eland was dead.

(Adapted from: “Hamisi’ Second Safari” by Anthony Cullen, East African Publishing House 1974)

*Now answer questions 2.6 to 2.10 by selection the best of the four choices given for each question. Show the letter of your choice by* ***putting a circle around it.***

* 1. According to the passage, why had the elands chosen the summit of a group of little hills?

1. They wanted to be comfortable and safe from predators
2. So as to be on top of the world
3. Elands wanted to see other elands
4. It had always been their sleeping around
   1. Why do you think ‘Kebo could only whisper’ to Hamisi?
5. Hamisi has a problem with his ears
6. Kebo did not want to frighten the elands which were about to be attacked
7. Hamisi told Kebo not to shout
8. Hamisi was still a young boy
   1. What reason is given in the passage for the leopard’s choice of position to hunt?
9. A rock is strong enough for the leopard to stay on
10. The leopard would be screened from the eland by the height and an overhanging tree branch.
11. It had always hunted from the same spot
12. No reason is given
13. Which of the following alternatives can best replace the phrase ‘in prime collection’? *2. B* *Read the following passage and then answer the questions that follow.*

Some of the ways of the British students did appear to me distinctly odd, as no doubt mine did to them. I found, for example, their refusal to admit the necessity for a daily bath, even in higher summer, a little disconcerting. I had been brought up to believe that cleanliness is next to godliness and also lies next to the skin. Whenever I would hear students in Britain referring to that curious institution of theirs, the ‘bath-night’, as though it were a special and very welcome weekly recurrence. I would think of the little stream: during the dry season it would shrink to a mere trickle, and at the height of the rains it would swell to a boiling, pounding cataract which could sweep grown-up men away. But every day, rainy season or dry, it would be the scene of busy laundry and toilet activity for a large number of people. What better and more sensible time to wash your clothes than when you yourself are having your bath? The water was soft and cool, and the rocks, hard and smooth, were perfect for beating clothes against. There was only one unwritten law about this admirable practice – no mixed bathing: and a good beating and cursing for any peeping Tom. And throughout history, conquered peoples have taught their consequences good habits the British in Africa also bathe assiduously whatever the weather.

I found that in contrast to the casual attitude of many British students towards personal cleanliness, the concern of the British generally over the tidiness of their homes, streets, gardens and parks was limitless. Here I believed they could teach us much. Everywhere you went, you sensed a tradition of providing a place for everything and making sure that the place was used as intended. Surface water, sewage, waste paper, old rags bottles and bones, even smoke, everything must be properly disposed of. The proper conservation and controlled use of all national resources, if necessary in a relatively wealthy country such as this. I thought, must be a thousand times more so for us.

I could not help noticing, too, the individualism of the Britisher, and the looseness of his family ties and obligations, as compared with ours. We were brought up to have an intense pride in our family, and an intense loyalty to it; and to feel that the pride and loyalty must extend to the most distant relative known to us. The word ‘family’ means more to an African than it does to a European; and many of us smile quietly when we hear British people talking about family life in their country. How little of it there really is! I remember how no one either in Lokko or in Sagresa, old or young, took any important decision without first discussing the pros and cons with every available relative. A wedding, christening, funeral or initiation ceremony not attended by every member of the family who was not overseas would be unthinkable.

In times of adversity, there were literally scores and scores of relatives to console one; in times of prosperity a similar number turned up to share both your joy and your material wealth. A man who merely disliked you cursed you; a man who hated you cursed your family. It was all really an elaborate and most effective system of social security; and through it the very great extremes of wealth and poverty which have brought suffering and injustice into the social life of so many European countries (and revolution and bloodshed to some) have thus far been avoided in Africa. We had a joke amongst ourselves in the hostel in Newcastle that the Englishman treats his dog as he should his nephew, and his nephew as merely another man’s son.

(From: *“The African’* by William Conton)

*Answer the questions 2.6 to 2.10 by selecting the best of the four choices given for each question. Show the letter of your choice by putting a circle around it.*

* 1. Which of the following statements is true?

1. British students bathed as often as the author.
2. British students treated the ‘bath-night’ as if it were a welcome weekly reoccurrence
3. British students believed it unnecessary to bath more often in summer.
4. British students had the same habits as the author
   1. The word ‘temperamental’ in paragraph one means:
5. That one was never certain how it would behave.
6. That it did not flow very often
7. That it was angry
8. That one could tell the time by it
   1. The average Britisher is more individualistic:
9. Because he has more obligations to meet
10. Because his family ties are not as strong
11. Because he is disloyal to his family
12. Because he is never a part of a large family
    1. “A man who hated you cursed your family” because
13. This was the worst thing he could say to you
14. Such a remark would never cause bloodshed
15. The family is a very central element to an individual’s existence
16. It was safer to do this
    1. The concluding sentence of the passage “We had a joke amongst ourselves in the hostel in Newcastle that the Englishman treats his dog as he should his nephew, and his nephew as merely another man’s son. “This implies
17. That an Englishman treats his nephews in the same way as he treats animals
18. That an Englishman treats animals better than he treats relatives
19. That an Englishman treats other children better than he treats his own sons.
20. Than an Englishman treats his nephew better than he treats his sons.
21. *Read the following passage and answer the questions on it.*

Tired out and scratched to pieces. David was glad when it began to grow light. He was no longer used to travelling at night-time and decided that as soon as he got far away he would travel during the day instead. Travelling by night was too exhausting in a terrain where at every step you might run into something or trip over it – plants, tree roots, an unexpected slope or a hole in the ground. He had noticed, too, that as long as people were not able to take a good look at him, they paid him little enough attention – he was just a boy passing by. There must be lots of boys in the world. The many things he must have failed to notice in the town continued to fret him. There might have been boys there, too, but he had been so busy learning about what was in the shops, listening to what people talked about reading the notices that he had not been aware of. He could read anything now, as long as it was in print and that was a great advantage.

He waited till it was light enough to see whether there were houses nearby and then found a good clump of bushes to sleep in.

When he woke he had a shock. It was daylight, and as he sat up he found himself looking straight out to sea! He looked anxiously at his compass. Perhaps it had broken? But the needle moved as it should. For a moment he thought he had lost his way in the dark and wondered round in a circle till he was back again in the neighbourhood of the town. Then another thought occurred to him: perhaps the coast – line curved right round and had crossed a strip of land with the sea on both sides of it. Yes, that was it.

(Adapted from: *The Listener,* by Stark OUP. 1951 pg 48)

Now answer questions 2.6 to 2.10 by selecting the best of the four choices given for each question. Show the letter of your choice by putting a ring around it.

* 1. David was scratched to pieces because

1. He did not know the way
2. He could not see where he was going
3. It was exhausting where he was going
4. He was travelling at night over rough ground
   1. He decided to travel by day
5. Because it was less exhausting
6. If people no longer stared at him
7. As people did not stare at him if he passed them quickly
8. For he wanted to see the countryside
   1. While he was in the town
9. He had learned to read notices
10. He had been trying to learn as much as possible
11. He had seen a lot of boys like himself
12. He had fretted about the things
    1. When he woke he had a shock because
13. It was later than he expected
14. The sea had apparently moved
15. He had broken his compass
16. He had thought he was nowhere near the sea
    1. Finally he discovered
17. That lie was on a narrow strip 01 I and.
18. That he was mistaken
19. That he had been right all the time
20. That lie was on an island
21. Many insec Read the following passage carefully and answer all the questions that follow.

Many insects are known to play an essential part in transmitting diseases. Mosquitoes transmit malaria and yellow fever, tsetse flies carry sleeping sickness, and fleas harbor bubonic plague. Animals which carry organisms which can cause disease in other animals or plants are called vectors.

Malaria is caused by a microscopic, single-celled parasite which enters and eventually destroys a large number of red blood cells. The parasites are transmitted from man to man be female mosquitoes of the genius Anopheles. They pierce the skin with their sharp mouth parts and feed on blood which they suck from the skin capillaries. If the blood so taken contains the malarial parasites, these undergo a complicated series of changes within the mosquito, including extensive reproduction and eventually accumulate in large numbers in the salivary glands. If this mosquito now bites a healthy person, saliva containing hundreds of parasites is injected into his blood stream and he may develop malaria.

If mosquitoes could be prevented from biting people, the disease could not be transmitted. Thus methods of controlling the disease, apart from drugs which kill the malarial parasite in the blood, concentrate largely on eliminating the mosquito. The species of mosquito which normally rest in dwellings can be attacked by sprays containing DDT or BHC. The spray remains effective on the walls of dwellings for several months and will kill any insects which settle on the sprayed surface. It is known that, although the adult mosquito spends its life on land, the larvae and pupae live in water. The female mosquito lays her eggs in the static water of lakes, ponds, ditches or even water collected in puddles, drinking troughs or tin cans. The eggs soon hatch to larvae which breathe air at the surface through a tracheal tube and feed on microscopic algae in water. The larva eventually pupates and although the pupa does not feed, it still breathes air. Finally, the pupal skin splits open, the imago emerges and flies away. Knowledge of this cycle leads to methods of mosquito eradication directed at the larval and pupal stages. By draining swamps and turning sluggish rivers into swifter streams, the breeding grounds of the mosquito are destroyed.

In towns and villages, water must not be allowed to collect in any container, e.g tanks, pots or tins, accessible to the mosquito. Spraying stagnant water with oil and insecticides suffocates or poisons the larvae and pupae. Such spraying must include not only lakes and ponds but any accumulation of fresh water which mosquitoes can reach. E.g drains, gutters and the receptacles mentioned above.

As a result of a World-wide programme of malaria eradication, sponsored by the World Health Organizations, malaria has been virtually eliminated by the methods outlines above in fourteen countries and eradication is well advanced in another twenty-four. In fifty-four more countries, eradication is beginning or is planned.

(From *Introduction to Biology* BY Mackean.)

Question:

A answer the following questions 2B

* 1. ts are known to play an essential part in transmitting disease. The underlined word

means

1. Injecting disease
2. Passing on disease
3. Curing disease
4. Harbouring disease
   1. There are many ways of preventing malaria, two of which are ……………………. And …………………………….
   2. Spraying must include ……………………………and ……………………………..and also …………………………..
   3. The breeding ground of the mosquito can be destroyed by ……………………………
   4. The pupa does not feed but ………………………………

Read the following passage and then answer the questions that follow.

Keep wild animals as pets, whether on an expedition or in your own home, can be a tedious, irritating and frustrating business, but it can also give you a great deal of pleasure. Many people have asked me why I like animals, and I have always found it a difficult question to answer. You might just as well ask me why I like eating. But, apart from the obvious interest and pleasure that animals give me, there is another aspect as well. I think that their chief charm lies in the fact that they have all the basic qualities of a human being but with none of the hypocrisy which is now apparently such an essential in the world of man. With an animal you do know more or less where you are; if it does not like you it tells you in no uncertain manner; if it likes you, again it leaves you in no doubt. But an animal who likes you is sometimes a mixed blessing. Recently I had a pied crow from West Africa who, after six months’ deliberation, during which time he ignored me, suddenly decided that I was the only person in the world for him. If I went near the cage he would crouch on the floor trembling in ecstasy, or bring me an offering (a bit of newspaper or a feather) and hold it out for me to take, all the while talking hoarsely to himself in a series of hiccoughing cries. This was all right, but as soon as I let hint out of the cage he would fly on to my head and perch there, first diffing his claws firmly into my scalp, then decorating the back of my jacket with a nice moist dropping and finally proceeding to give me a series of love pecks on the head. As his beak was three inches long and extremely sharp, this was, to say the least, painful.

Of course, you have to know where to draw the line with animals. You can let pot-keeping develop into eccentricity if you are not careful. I drew American flying-squirrel, a creature which I had always wanted to possess myself, and which I was sure she would like. The animal duly arrived, and we were both captivated by it. As it seemed extremely nervous, we thought it would be a good idea to keep it in our bedroom for a week or two, so that we could talk to it at night when it came out and let it grow used to us. This plan would have worked quite well but for one thing. The squirrel cunningly gnawed its way out of the cage and took up residence behind the wardrobe. At first this did not seem too bad. We could sit in bed at night and watch it doing acrobatics on the wardrobe, scuttling up and down the dressing table, carrying off the nuts and apple we had left there for it. Then came New Year’s Eve when we had been invited to a party for which I had to don my dinner – jacket. All was well until I opened a drawer in my dressing-table, when I discovered the answer to the question that puzzled us for some time: where did the flying-squirrel store all the nuts, apple, bread and other bits of food? My brand-new cummerbund, which I had never worn, looked like a piece of delicate Madiera lacework. The bits that had been chewed out of it had economically saved and used to build little nests, one on the front of each of my dress shirts. In these nests had been collected seventy-two hazel nuts, five walnuts, fourteen pieces of bred, six mealworms, fifty-two bits of apple and twenty grapes. The grapes and the apple had, of course disintegrated somewhat with the passage of time and had left most interesting Picasso design in juice across the front of my shirts…

I had to go to the party in a suit. The squirrel is now in Paignton Zoo. The other day my wife said that she thought a baby otter would make a delightful pet, but I changed the subject hurriedly.

(From *Encounters with Animals* by Gerald Durrel.)

Now answer the questions 2.6 to 2.10 by selecting the best of the four choices given for each question. Show the letter of your choice by putting a ring around it.

* 1. The chief charm of animals is that,

1. They are like humans, but always show their true feelings.
2. They are like humans, but do not show their true dislikes
3. They help you to know where you are
4. They are so different from humans
   1. “………..an animal who likes you is sometimes a mixed blessing”, means that
5. There is a great variety of good things which comes from friendship of an animal
6. Having an animal for a friend has advantages and disadvantages
7. You do not necessarily like an animal which likes you
8. You usually end up disliking an animal which likes you
   1. The author ‘drew the line last Christmas’ means he
9. Set a trap for a flying-squirrel
10. Decided not to keep certain types of pets in the house
11. Flew to North America to get a special kind of squirrel
12. Acquired an animal he had wanted for a long time.
    1. The squirrel was kept in their bedroom
13. Because the wardrobe was the best place to keep it
14. So that it could get its food easily
15. Because the squirrel had destroyed its cage
16. So that it could get used to its new owners
    1. The squirrel ‘is now in Paigton Zoo’ because
17. The author wanted to go to the party
18. There weren’t any more fruits in the house
19. The author no longer thinks it is suitable for a house pet.
20. The author wanted a baby otter instead
21. Read the following passage carefully and answer all the questions that follow.

Before setting off from Nsambya Police Barracks. Nyero had told me to be

very careful when crossing streets. But how could one take care? In battles,

you can protect yourself against your enemies, using a shield and spears.

How could one protect oneself against these numerous wheeled killers? If

you did not want to die, you must not cross any street.

Nyero was a Kampala child-born and raised there. Perhaps he even knew

some of the motorists and cyclists. Perhaps some of them knew his father,

Corporal Okello, perhaps a few of them knew his mother. He slipped across

the street, and it was as if vehicles had slowed down for him to pass, and he

was on the other side in no time. I saw him raising his hand in greeting to

one of the drivers. He stood there under a lamp post, waiting for me to cross

the street and join him. Some fire began to burn inside me. A bus rumbled

past, shaking the ground where I stood like an earthquake, and for how would

I find my way back to Nsambya Police Barracks through the stupid milling

crowds? And I must stop looking frightened, because Nyero would narrate it

to the women at home, and where would I go to escape their cruel laughter?

Each time I made to cross the street, vehicles would come towards me

with an intention to kill! I felt confused and helpless like a woman whose hut

was engulfed in flames. I waited until the flow of vehicles had momentarily

become a trickle, then I shot myself across the street; the kind of running you

might see when a hunter is chasing a wounded edible rat. An old bus came

at me as if I had killed its driver’s twin brother! I braked in the middle of the

street and jumped back like a waterbuck breaking through the net: I crashed

into a giant of an Asian who was standing on the pavement. The white man

fell on his back, and the buttons of his trousers broke, and his head-gear

flew some distance away. My loin – cloth came apart and the tree thousand

scattered and I immediately bent down to gather them…

The policemen swooped down on me like waiting vultures after seeing the

animal had dropped dead. One held my left hand, greatly interfering with

my efforts to wear my loin – cloth. They said foolish things in some crazy

language, and Nyero appeared to be translating to me what they were saying

but I could not hear a word. A large crowd so stupid, so childish?

There were men dressed in respectable – looking suits, carrying small leather

boxes in their hands. They stood there looking at me as if they had nothing

else better to do than to stand there making so much noise in broad daylight!

There was an old man straining his skinny neck to catch a glimpse of a young

man from the village. When our eyes met, he emitted a shrill cry! A white

woman stood there trembling all over, she was so excited and really enjoying

the policeman’s interference with my dressing up. I could not hear anything

not only because of the noises produced by that silly crowd; there was also a

drum pounding in my head.

The white man stood there spitting blood. He held is trousers with his left

hand, and brushed the blood from his busy face with the back of his right

hand. His moustache was full of blood and he looked like a lion shot dead

before it had licked the blood of its kill from around its mouth.

I finally heard Nyero say that we were supposed to go the police station.

(From *White Teeth,* by Okot p’Bitek with minor changes)

Questions:

Now answer questions 2.6 to 2.10 by selecting the best of the four choices given. Show the letter of your choice by putting a ring around it.

* 1. “if you did not want to die, you must not cross any street” means

1. If you don’t cross the street you will never die
2. You should cross the street when you want to die
3. Crossing the street is extremely dangerous and can cause your death
4. You should not come anywhere near any street.
   1. “It was as if vehicles had slowed down for him to pass” implies that Nyero seemed to be:
5. Well known and respected
6. Familiar with crossing streets
7. The son of a policeman
8. A fast runner
   1. The story teller knocked the Asian down because he:
9. Was confused by too much noise
10. Feared being knocked down by a bus
11. Was being chased by a wounded edible rat
12. Wanted to reach his friend quickly
    1. The writer thought the woman was trembling with excitement because:
13. The policeman has interfered with the story teller’s dressing up
14. The old man had emitted a shrill cry
15. The buttons on the trousers of the Asian had fallen off
16. The story teller had knocked down an Asian
    1. The most possible reason why the story teller is taken to the police station is that:
17. He had stolen the Asian’s money
18. He was seen knocking the Asian and picking money that was suspected to be Asian’s.
19. His loin-cloth came apart and scattered on the ground
20. He was disorderly
21. In a working condition
22. In a high condition
23. In a good and youthful condition
24. In a primary condition
    1. How did the leopard manage to overpower the eland?
25. By changing the grip from the front to the back
26. By going for the eland’s neck
27. By holding the eland’s muscles firmly
28. By jumping above the eland

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