

2010

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

SIAFU

The safari ants or siafu, to give them Swahili name, are terrible things. They live in holes in ground, round which they clear a patch of every living and growing thing. Periodically, they start moving. I do not know why. Sometimes they make for water; sometimes they just seem Atoo tired of one place and move on to another. They are very active during the rains and at these seasons, one crosses their lines of march continually. They move in a thick stream, as thick as a rope, and soon they wear a path for themselves in soft earth. At night they frequently rest in these runways, clinging to each other in masses like swarming bees do, but they also travel at night and one can never be sure what they cannot do.

Most of them are small insects about size of a grain of rice, but here and there is a great 'warrior ant' nearly an inch long, armed with nasty pinchers. All of them bite and what they start, they finish. They kill everything that cannot get out of their path. Wood ash, lime or paraffin is the only defence I have found against them. When I put up my head, my fears were confirmed. They were all over me, in my hair, pyjamas and sweater, and when I moved, every ant that could find a piece of flesh to bite, caught hold of it.

Yelling the alarm, I jumped up and rushed out of the tent, stripping off my clothes as I ran. Walter followed, they had not visited him in large numbers, but he had plenty to keep him occupied for a time. We stood naked in the chilly air, picking ants from our shivering bodies. They were not difficult to find. Each one had his bite, before he was torn loose. We continued jumping and cursing for several minutes until the last ant had done his worst and died fighting. We then got a lamp and inspected the tent. By the light of the paraffin lamp, we could see a stream of *siafu* crossing the floor of the tent.

We left the tent to the ants and pulled our blankets out into the open. It took over an hour to remove all of the pests from the wool and all this time we were naked in the cold air. Satisfied at last, we moved out of the camp, lit a fire and tired to get back to sleep.

Adapted from: *Wandering in Wild Africa* by C.F. Stoni Man.

Questions:

1A. In not more than 60 words, describe the characteristics of the safari ants.

(10 marks)

SUMMARY
ROUGH COPY

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1B. In not more than 70 words, explain how the writer and his colleague fought with the ants.

(10 marks)

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1A

SUMMARY
FAIR COPY

1B

FAIR COPY

2A.

Marks for Q.1	
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Read this passage very carefully and then answer the questions that follow.

My father always gave his share of the fish to me to guard while he went to help another group. At first, I sat there, patiently and proudly guarding the growing pile of fish. But then a group of my friends came by, laughing and playing. They called me and I left my post to play with them for a few minutes, but always with frequent glances at my pile of fish, and with one eye on the figure of my father. If anyone came very near my fish, or if my father turned in my direction, I hurried back to my post. But the morning was long and hot, and I was only five years old. I became tired, hungry and thirsty. Food-sellers went to and fro among the fishermen, with trays of tempting cakes, fruit and sweets upon their heads. I looked longingly at the food, but I had no money to buy things with. Then, one day, I made a discovery which was to lead me into such a **tangled** web of deception that I was in the end to extract myself from. I discovered that the food-sellers would accept fish in payment for their wares.

I began by exchanging the smallest fish in my charge for an orange, or a piece of sugar-cane. Then, with a larger fish, I bought cakes and sweets and shared them with my friends. At last, the day came when, in a reckless burst of good-will, or bid for popularity, I exchanged my whole pile of fish for food, and distributed it among all the children who came crowding around me.

During the next half-hour, while for my father, I was in agony. At last, I saw him coming. "Where are my fish?" he asked once. "I sent them to grandmother."

My father was **content** with this answer. He took my hand and we walked to my grandmother's compound. There he spoke with his mother for a few minutes and then asked her, "Where are my fish?"

My grandmother assumed that he was speaking about that part of the catch that was always put aside for him as a son of the house. She fetched a tray of fish and gave them to me to carry. My father assumed that the fish which I had bartered away were among those which his mother gave me. He was quite satisfied. He took my hand and again and led me home. I could hardly believe my good **fortune**, I breathed easily again, and I began to think that I was rather clever.

The next Saturday, I did the same thing. I did the same thing. I bartered away all my father's fish, I told him that I had given them to my grandmother to be put with those which she had for us, and I was not found out. I did it again the following Saturday, and again and again. But my luck was too good to last.

Adapted from: “*The Narrow Path*” by Francis Selormey.

Answer question **2.1** to **2.5** on the question paper.

2.1 Why did the writer always keep an eye on the figure of the father?

(02 marks)

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2.2 What discovery did the writer make about the food sellers?

(02 marks)

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2.3 Why did the writer exchange the whole pile of fish for food?

(03 marks)

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2.4 Give the meaning of the following words as used in the passage.

(i) “...longingly...”

(01 mark)

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(ii) “...tangled...”

(01 mark)

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(iii) “...reckless...” (01 mark)

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(iv) “...content...” (01 mark)

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(v) “...fortune...” (01 mark)

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2.5 Do you think the writer’s lies were ever found out? Give reasons for your answer.
(03 marks)

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Marks for Q.2A	
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- 2B.** *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.

Marks for Q.2B	
Total marks for Q.2	

3A. Re-write each item in **3.1** to **3.10** according to the instructions. Do not change the meaning of the original sentence. (01 mark each)

- 3.1 The government won't pay my school fees.
(Re-write beginning: **I wish.....**)

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- 3.2 You can use my car but you must drive carefully.
(Re-write using: **'as long as'**)

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- 3.3 Don't go against the group's resolutions.
(Begin: **You are warned**)

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- 3.4 Maize plants grow close together. For this reason it it's better to weed them early. (Join into one sentence without using **and**)

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- 3.5 It is possible for me to catch an earlier train.
(Use **..... possibility**)

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3.6 “Mary, can you lend me your pen?” Asked John.
 (Begin: **John.....**)

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3.7 If his aunt had not tutored him, Peter would have failed his examinations.
 (Begin: **But for**)

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3.8 She cannot do any better than that. (Re-write using “**best**”)

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3.9 It was rather shameful that Mugisha cheated his friend.
 (Re-write to end with “**shameful**”)

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3.10 Catherine went for a dance that night. She hardly expected to find her father in
 the dancing hall.
 (Re-write as one sentence using: “ **Little**”)

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Marks for Q.3A	
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3B. Complete the sentences **3.11** to **3.20** with the most suitable answer among the given alternatives. Put a ring  around your best choice. (01 mark each)

- 3.11 Jean found the exercise difficult than she expected.
A. the more
B. far more
C. so far
D. too far
- 3.12 In well-organized societies, every man and woman for the good of the community.
A. works
B. work
C. is working
D. was working
- 3.13 It's time the match
A. ended.
B. ends.
C. had to end.
D. is to end.
- 3.14 Peter said that the meeting for today has been.....
A. given off.
B. made off.
C. called off.
D. turned off.
- 3.15 The student who the workers to strike was expelled.
A. tantalized
B. invited

- C. called
- D. incited

3.16 The infamous taxi drivers are staging another demonstration in town today. This means that they are

- A. not well known.
- B. well known.
- C. well known for their bad acts.
- D. not well known for their bad acts.

3.17 The mother spoke to her daughter than one might have expected.

- A. quiet
- B. more quietly
- C. so quietly
- D. quietly

3.18 Change the following sentence into **indirect** speech. "Did you visit Rwanda while you were studying in Africa?" Mr. Jones asked his brother.

- A. Mr. Jones asked his brother that did you visit Rwanda while you were studying in Africa?
- B. Mr. Jones asked his brother that did he visit Rwanda while he was studying in Africa.
- C. Mr. Jones asked his brother whether he had visited Rwanda while he was studying in Africa.
- D. Mr. Jones asked his brother that had he visited Rwanda while he was studying in Africa.

3.20 The children were told to be with property.

- A. careful
- B. serious
- C. quick
- D. difficult

Marks for Q.3B	
Total marks for Q.3	