

1. *Read the following passage and answer the question that follows:*

The gorilla is something of a paradox in the African scene. One thinks one knows him well. For a hundred years or more he has been killed, captured, and everywhere, and he has always exerted a strong fascination upon scientists and romantics alike. He is stereotyped monster of the horror films and the average books, and an obvious (though not perhaps strictly scientific) link with our ancestral past.

Yet the fact is that we know very little about gorillas. No really satisfactory photograph has ever been taken of one in a wild state; no zoologist, however brave, has been able to keep the animal under close and constant observation in the dark jungles in which it lives. Carl Akeley, the American naturalist, led two expeditions to Uganda in the 1920's and now lies buried there among the animals he loved so well; but even he was unable to discover how long the gorilla lives, or how or why it dies, nor was he able to define the exact social pattern of the family groups, or indicate the final extent of their intelligence. All this and many other things remain almost as much a mystery as they were when the French explorer Du Chaillu first described the animal to the civilized world a century ago. The Abominable Snowman who haunts the imagination of climbers in the Himalayas is hardly more elusive.

The little that is known about gorillas certainly makes you want to know more. Sir Julian Huxley has recorded that thrice in the London Zoo he saw an eighteen-month old specimen trace the outline of its own shadow with a finger. 'No similar artistic initiative,' he writes, 'has been recorded for any other anthropoid though we all know how now that young chimpanzees will paint "pictures" if provided with the necessary materials.' Huxley speaks too of a traveler seeing a male gorilla help a female up a steep rock-step, and gallantry of that kind is certainly not normal among animals. It is this 'human-ness' of the gorilla that is so attractive. According to some observers he courts and makes love in the same way as humans do. Once the family is established, it clings together. It feeds in a group in the thick bamboo jungles on the mountainside in the day time, each animal making a tidy pile of its food-wild celery, bamboo shoots, and other leaves-and squatting down to eat it; and by night each member of the family its own bed by bending over and interlacing the family bamboo fronds so as to form a kind of oval-shaped nest which is as comfortable and springy as a mattress. The father tends to make his bed just a foot or two from the ground, the mother a little higher, and the children are safely lodged in the branches up above.

When he walks, the gorilla takes the main weight on his short legs and rests lightly on the knuckles of his hands at the end of his very long arms. When he stands upright – a full grown-up male rises to six feet, but with that immense chest he is far heavier than any normal man could ever be. One thousand kilogrammes is not uncommon. His strength is incredible – certainly great enough to take a man in his arms and wrench his head off.

Gorillas appear to talk to one another in high-pitched voice not unlike those of women, or by smacking their lips or striking their cheeks, and the female, if alarmed, will scream. The male is capable of making a frightening demonstration in the face of danger. He stays behind

Marks for Q.1	
---------------	--

2. A Read the passage below and answer the questions that follow:

The Burdens of Girlhood

The Burdens of Girlhood puts forward an agenda for a joyful childhood for girls all over the world. It is a call for fairness and **gender balance** early in life, rather than in womanhood, so that girls knowing that they are equal to their male counterparts. The author first challenges parents, who are responsible for the early socialization of children to look at and change those cultures that confine girls to a negative self – image, while flattering and reinforcing the self – worth and status of boys.

The author singles out preference, which is prevalent in her native India and also much of Africa, as one of the major reasons that female babies are seen as second best. Take for example, the parent who brings home a book, a pen or a pair of shoes for the son but nothing for the daughter. It creates a feeling in the boy that he is better, more deserving than the girl who feels rejected, unworthy and non-existent. **These are burdens that she will carry through into womanhood.**

The preference for boys prevails particularly in education where, when faced with a choice, parents would rather send their boy children to school for they are seen as future providers, whereas girls are seen as dependents in spite of the fact that women contribute as much, or more than men to both domestic and national economies today. In terms of nutrition, some cultures deny girls certain parts of chicken.

Other practices that are identified as lowering the status of girls in society include early marriages which deny girls chance, indeed the right to experience independent adulthood before becoming parents themselves. In many cultures, girls are married off at a young age so that they can easily adapt themselves to the ways of their husbands and their families.

Beyond the family level, Sohoni reminds policy makers that it is their duty to put in place policies that will advance the status of the girl in education, health, nutrition and culture, so that later in life, girls can be on an equal footing with their male counterparts in family life and employment opportunities.

In the author's words, "the status of girls can be raised with calculated, concerted, courageous and sustained actions of parents, cultures, religions, nations and multi-national bodies and this will make a difference in the present and future of girlhood globally." She recommends simple and practical ways of raising the status of girls in society, among them; the formation of specific policies and legal instruments to reduce gender disparities and eliminate the bases of discrimination among children.

(Source: *The Burden of Girlhood* by Neera Kuckreja Sohoni [pg 243]) The East African: April 5-11, 1999)

Answer questions 2.1 to 2.5 on the question paper.

2.1 Basing your answer on the passage, explain in one sentence what is meant by **gender balance**

.....

.....

2.2 **These are burdens that she will carry through into womanhood.** Explain what this statement is referring to, in not more than two sentences.

.....

.....

2.3 Mention two practices which tend to lower the status of women according to the passage.

.....

.....

2.4 Mention at least three things that government should do to uplift the status of women.

.....

.....

2.5 Sohoni clearly proposes a stage in life at which the struggles for elimination of gender disparities should start. Which one is it?

.....

.....

(10 marks)

Marks for Q.2A	
----------------	--

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-thirty 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 remarks 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 in front 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 Kwame 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.

- 2.6 What is the author's reaction to the drill master's personality?
- A. Laughter
 - B. Terror
 - C. Respect
 - D. Attention
- 2.7 The impression we get of the housemaster's character is that he is
- A. Insulting but lenient
 - B. Stubborn and unsympathetic
 - C. Strict but sympathetic
 - D. Strict and tough
- 2.8 Having knocked down the girl, the author gave money to her mother

- A. To pay for medical costs
- B. To show he was sorry
- C. As a bride
- D. To buy the girl a gift

2.9 The cause of this accident as mentioned in the passage was:

- A. The writer who was riding the bicycle too fast
- B. The girl who crossed the road intentionally
- C. The girl's mother who was not around to prevent the accident
- D. The bicycle that was too old

2.10 The author's intention in this passage is to describe

- A. How much he enjoyed himself during his school days
- B. The teachers and routines in his school
- C. The reasons for roll-call at the school
- D. How he got involved in a bicycle accident

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

3. A Rewrite the following sentences 3.1 – 3.10 according to the instructions given in brackets without changing the meaning.

3.1 They asked everyone to make a statement. (Begin: Everyone)

.....

.....

3.2 I couldn't work anymore because I was very tired. (Re-write ending with anymore.)

.....

.....

3.3 Mary's mother would not let her go to town. (Rewrite using: prevented)

.....

.....

3.4 "Where will they go for their holiday next month?" (Begin: He wanted to know)

.....

.....

3.5 We are going to Pakwach. My father was born in Pakwach. (Combine into one sentence)

.....

.....

3.6 Sam made a good job of it, even though he encountered many problems. (Rewrite using: Despite the fact)

.....

.....

3.7 Mary will return from Zambia in six months' time. John will finish his typing course in three months' time. (Join the sentence into one and begin: By the time Mary returns)

.....

.....

3.8 They didn't follow the directions on the map, so they got lost. (Begin: If)

.....

.....

3.9 What is the trouble? It can never be solved by fighting. (Join into one sentence, beginning: Whatever)

.....

.....

3.10 Samuel mended the broken chair with a piece of string. (Re-write ending with chair)

.....

.....

Marks for Q.3A	
----------------	--

3. B *Complete sentences 3.11 to 3.20 with the most suitable answer among the given alternatives by putting a ring around your best choice.*

- 3.11 With the opening up of so many FM stations, all types of news every part of the country very fast.
- A. Are reaching
 - B. Has reached
 - C. Reaches
 - D. Reach
- 3.12 Would you mind box for me?
- A. Carry
 - B. To carry
 - C. Carrying
 - D. About carrying
- 3.13 Wempa scarcely goes to school. The underlines word means
- A. Never
 - B. Sometimes
 - C. Frequently
 - D. Very rarely
- 3.14 It's surprising how much English he has
- A. Picked up
 - B. Dropped off
 - C. Pulled up
 - D. Taken on
- 3.15 You go to bed now, otherwise you will look very tired tomorrow.
- A. May not
 - B. Should not
 - C. Needn't
 - D. Had better
- 3.16 The new factory for processing beef will be built on a different
- A. Cite
 - B. Place
 - C. Venue
 - D. Site
- 3.17 I needn't have laughed,.....?

- A. Did I
- B. Didn't I
- C. Need I
- D. Needn't I

3.18 My father looked at us and asked,.....

- A. "Who has not eaten?"
- B. "Who has not eaten"?
- C. Who has not eaten
- D. Who has not eaten?

3.19 He still has to perform his Responsibilities.

- A. Old, small, social
- B. Small, old, social
- C. Social, old, small
- D. Old, social, small

3.20 Taking a soft piece of cloth, she began to the furniture in her house.

- A. Sweep
- B. Brush
- C. Scrub
- D. Dust

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