

STANDARD HIGH SCHOOL ZZANA

S.2 ENGLISH LANGUAGE

INSTRUCTIONS

- Answer all questions
- Neatness is a must

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

SPARE THE ROD AND SPOIL THE CHILD

The question of discipline bothers many parents today. Should one be very strict with one's children from quite early stages in their upbringing? Or should one give in to all their demands and be totally indulgent parents?

There are so many parents who regard the English proverb 'Spare the rod and spoil the child' as a necessary and sufficient guide to good parenthood. Such parents see 'discipline' and 'obedience' ends in themselves, and punishment is seen as playing an important part in achieving these goals. In their view, children who are not brought up in a strictly disciplined environment become spoilt. In contrast, there are other parents who go to the other extreme: they believe that too much discipline by discouraging him from thinking from himself, and in extreme cases by provoking outright rebellion.

Dr. Benjamin Spock, the famous American child psychologist, has argued that strictness or permissiveness is not the real issue. "Good – hearted parents who aren't afraid to be firm when it is necessary can get good results with either moderate strictness or moderate permissiveness." But, he warns, "a strictness that comes from harsh feelings or a permissiveness that is timid or vacillating can each lead to poor results". The real issue then, is the spirit in which the parent brings up the child, and that the child develops as a result.

Research into the childhood criminals and delinquents has shown that most of them suffered in childhood from lack of love more than lack of punishment. A child that is loved, and knows that it is loved, will feel secure and well adjusted, and will be able to take in its stride whatever approaches to childrearing the parents may adopt.

However, while parents will vary in their approaches to parenthood, there are, according to eminent pediatrician Dr. G.J Ebrahim, certain rules of thumb which every parent should try to follow. Dr. Ebrahim neither extreme strictness nor extreme indulgence. "It is best." He says, "To lay down rules and be firm about their observances. If the parents are lax on one day and strict on another, the child is confused and will not really understand discipline." Most experts agree. To help the child cultivate regular habits in its personal life, parents should lay down sensible rules about eating, washing dressing

and so on. Furthermore, from the age of about four or five, similar rules should be laid down regarding obedience, truthfulness and honesty, in order to train the child's character.

Of course, it goes without saying that such rules should first be patiently explained to the child. Not all children will immediately understand them. Even if they do, they may not quickly realize how important they are. So parents should be patient, and give their children plenty of time gradually to absorb the guidance that they offer them.

Naturally, there will be occasions when children will need correction. Correction does not automatically mean punishment. If a child has transgressed in some relatively small matter, the parents' displeasure will often be punishment enough. No children like to displease parents whom they love and respect.

If punishment has to be given, parents should ensure that 'the punishment fits the crime. Often a patient explanation, or a mild scolding, will be appropriate. Other punishment may be in the form of a loss of privilege or the deprivation of a treat. Parents should always ensure that the punishment is not unduly harsh, it should be proportionate to the offence committed – and should be related to that offence, rather than the mood of the parent at the time. Only as a last resort should the punishment be corporal.

Lastly, it is important that parents should always remember that the aim of punishment is to act as a corrective to the child. It is not meant to act as an outlet for the parents to give vent to their frustration or anger. This is very important: Dr. Ebrahim advises young parents to pause for a while before administering punishment, to give them time to consider whether the punishment will act as a true correction to the child, or whether or the contrary it may cause mental or physical harm.

Questions

1. What do you understand by the proverb 'spare the rod and spoil the child'?
.....
.....
2. What does 'punishment fitting the crime' mean?
.....
.....
3. Name the two things that Dr. Spock considers to be important in bringing up child.
(04 marks)
.....
.....
4. Mention the signs in adults of having suffered in their childhood.
.....
.....
5. Why should parents punish their children?

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-
6. According to paragraph I, what is the dilemma parents face?
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-
7. What according to the passage should be done to a child when he / she does something wrong?
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-
8. What are parents carefully warned against in the last paragraph? (04 marks)
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SECTION B

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

The small toy train climbs up on its narrow gauge from Umzimkulu valley into the Hills. It climbs up to Carisbrooke, and when it stops there, you may get out for a moment and look down on the great valley from which you have come. It is not likely to train will leave you; it would not much matter, for unless you are cripple, or very old, you could run after it and catch it for yourself.

If there is mist here, you will see nothing of the great valley. The mist will swirl about and below you, and the train and people make a small world of their own. Some people do not like it, and find it cold and gloomy. But others like it, and find in it mystery and fascination, and prelude to adventure, and an intimation of the unknown. The train passes through a world of fancy and you can look through the misty panes at green shadowy banks of grass and bracken. Here in their season grow the blue agapanthus, the wild watsonia, and the red-hot poker, and now and then it happens that one may glimpse an arum in dell. And always behind them the dim wall of the wattles, like ghosts in the mist.

It is interesting to wait for the train at Carisbrooke, while it climbs up out of the great valley. Those who know can tell you with each whistle where it is, at what road, what farm, and what river. But though Stephen Kumalo has been there a full hour before he need, he doesn't listen to these things. This is a long way to go, and lot of money to pay. And who knows how sick his sister may be, and what money that may cost? And if he has to bring her back, what will that cost too? And Johannesburg is a great city, with so many streets they say that a man may his days going up one and down another, and never the same one twice. One must catch buss too, but not as here, where the only bus that

comes is the right bus. For there, there is a multitude of buses, and only one bus in twenty may be, is the right bus, if you take the wrong bus, you may travel to quite some other place. And they say it is danger across the street, must yet one need cross it. For there the wife of Mpanza of Ndotsheni, who had gone there when Mpanza was dying, saw her son Michael killed in the street. Twelve years and moved by excitement he stepped out into danger, but she was hesitant and stayed at the curb. And under her eyes the great lorry crushed the life out of her son.

And the great fear too – the greatest fear since it was so seldom spoken. Where was their son? Why did he not write any more?

(From Cry, the Beloved Country by Allan Paton)

1. Is interesting to wait for the train because;
 - A. You can look down at the great valley
 - B. You will have time to see many interesting things
 - C. The train's whistle heralds its approach
 - D. People familiar with the train's whistle can trace for you as the train progresses up the valley.
2. Stephen "does not listen to these things" chiefly because;
 - A. He has been waiting for a long time and is bored
 - B. He is pre-occupied with worries about money, Johannesburg and his son
 - C. He is deep in thought
 - D. He is worried about being poor.
3. Johannesburg frightens Stephen Kumalo because of;
 - A. His son's disappearance
 - B. The huge size of its traffic
 - C. Its noise and strange bus service
 - D. Mpanza's death.
4. Kumalo visited Johannesburg because;
 - A. His son had been run over by a lorry
 - B. He wanted to comfort Mpanza's wife
 - C. His sister was ill
 - D. He wanted to help his sister and find his own son.
5. Stephen Kumalo;
 - A. Wanted to go to Johannesburg
 - B. Didn't want to go to Johannesburg
 - C. Had to go to Johannesburg, and was looking forward to the adventure
 - D. Fled he ought to go to Johannesburg though he didn't want to.

Rewrite the sentences below as instructed in brackets without changing the meaning.

1. He still watched pornographic films yet they provided educative talks on radio. (Begin: Although...)
.....
2. Our head teacher bought a new set of encyclopedia. We used them in our research project. (Join using.....which.....)
.....
3. Job left school at sixteen. He wanted to support his poor parents by working as a shamba boy. (Rewrite as one sentence using: so that)
.....
4. I would rather die than steal. (rewrite the sentence using: ('prefer'))
.....
5. Petrol catches fire much more easily than Kerosene so we should be very careful with it. (Begin: As..)
.....
6. He is a very bad student because he thinks only of himself. (use 'such'.....)
.....
7. What is the name of the girl? You said you would marry her before the year ends. (rephrase this sentence using 'that'.....)
.....
8. "My son", cried the old woman, "you have left me in great sorrow," (Begin: The old woman cried that.....)
.....
9. They were putting the furniture in the living room. (use the passive voice)
.....
10. I was being interviewed by them. (change to active voice)
.....

Circle the best alternative

1. These shoes are uncomfortable. I'm going to.....
(a) take off (b) take them off (c) take off them (d) take them on.
2. Students who joined S.2 this term did not take long to.....the environment.
(a) Cope with (b) cope up with (c) cope with up (d) cope.
3. His brilliant success is the.....of his hard work.
(a) Output (b) outcome (c) repercussion (d) intake.
4. Lisa was carrying a.....bag.
(a) Black small plastic (b) small and black (c) small black plastic (d) plastic small black.
5. The examination seems simple but it's tricky.....
(a) Isn't it? (b) does it? (c) doesn't it? (d) is it?
6. He was considered well qualified.....the post.
(a) for (b) to (c) from (d) by
7. At school he developed an.....habit of spitting into the kitchen sink.
(a) hygienic (b) offensive (c) uneducated (d) uncultivated.
8. They like swimming, andtheir brother.
(a) So does (b) so does he (c) even does (d) neither does.
9. The teacher told us to practice.....school anthem
(a) to sing (b) singing (c) to recite (d) sing.
10. The young girl gave the guest of honour a.....of flowers.
(a) Bouquet (b) banguet (c) bouquet (d) banquet.

END