

LIRA TOWN COLLEGE
END OF TERM I EXAMS 2011
S.3 ENGLISH LANGUAGE

TIME: 2 HOURS

Instruction: All questions are to be attempted.

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

African and Asian beetles are flourishing in Australia to the delight of the scientists who introduced them to the country. The beetles are performing three useful functions: freeing pastures from dung accumulation, fertilizing soil and controlling pests.

The idea of introducing beetles specialized in clearing dung was first put forward by Dr. G.F. Bornemissza of the Division of Entomology of the Australian Commonwealth Scientific and Industrial Research Organization (CSIRO) in a scientific paper in 1960. In 1967 CSIRO began releasing dung beetles, as the specialist insects are known, in northern Australia under a programme led by Dr. Bornemissza. He has pointed out that in most of the warmer countries dung beetles carry out the important task of clearing away the droppings of indigenous animals. They achieve this by burying the droppings in the ground while still fresh for use as food for themselves and their offspring.

In Australia indigenous beetles do the same with the pellet-like droppings of marsupials (such as kangaroos); but they cannot cope with the large wet dung pats of domestic animals introduced by European man. Cattle and their close relatives evolved in Asia and Africa, and with them evolved the beetles that can use their dung.

Cow pats often last for months and even years in Australia, so they cover considerable areas of ground, and prevent pasture growth. Australia's 30 million or more cattle each produce about ten pats a day so that many hundreds of thousands of hectares are lost to production annually.

In one experiment, Dr Bornemissza and a colleague showed that by burying the droppings of stock, dung beetles could considerably increase soil fertility. This is of great importance in Australia, where most soils lack fertility. Fresh dung contains nitrogen which is lost to the atmosphere when the dung dries on the surface of the ground.

Surface dung has other disadvantages, too: two major Australian pests breed in cattle dung, the bush fly and the buffalo fly. Dung beetles cannot always prevent these insects laying their eggs in the fresh dung, but if they bury the material before the flies have completed their development, then control will be effected.

In addition, dung also contains eggs of parasitic worms, and rapid burial of pats reduces the number of ineffective larvae reaching grass blades and hence the alimentary tract of grazing animal.

In April 1967 Dr Bornemissza and his group began releasing four species of dung beetles at selected sites mainly in tropical Australia. They had selected the species from African and Asian beetles previously introduced to Hawaii to control the horn fly, a close relative of the buffalo fly.

In the three ensuing summers they liberated about 275,000 beetles, and one species, *Onthophagus gazelle*, made spectacular progress. Within two years it had colonized 400 kilometres inland, closing the 80 kilometre gaps between the release sites in the process. During the first year it proved its ability to make long distance flights by crossing seven kilometers of water to colonize Magnetic Island near Townsville. A year later it reached Palm Island, a distance of 30 kilometres across the sea. Phase one of this programme, introducing the first dung beetles into tropical Australia, has now been completed, although other species will be tried for their suitability in the region in the future.

Phase two, introducing the beetles into the southern temperate half of the continent, began in November 1971, and since then more than 150 releases have been made. Twelve species have so far been released in the southern temperate areas of Australia. The country needs species for all its cattle-raising areas, and these cover such a wide range of climates, soils and pasture types that 100 or more different types of beetle may be required.

Questions:

Summary

1. (a) List as briefly as you can the three ways in which African and Asian dung beetles help Australian farmers.

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- (b) Write three short paragraphs describing how dung beetles perform each of the three functions you have listed. Do not use more than 130 words.

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Fair copy

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2A. *Read the following passage, and answer the questions following it.*

Ancient Greece was divided into a number of city states. Of these states, Athens and Sparta were the most important. They had a common religion, but in their form of government, their laws, their educational system, and their way of life, they differed greatly. The Spartans were mainly a military people, while the Athenians were essentially a people of artistic and literary interests.

In Sparta most attention was paid to the education and discipline of the citizens. In this state, the aim of education was to form soldiers capable of bearing the hardships and difficulties of a hard life. Education in Sparta was designed, planned and controlled by the state of the military needs of the state. For this reason, every Spartan had to be physically strong and brave.

In his earliest years the child was taught by his mother according to the instructions set down by the state. Spartan mothers were responsible for the physical development of their sons; they had to make them used to enduring the hardship of bad weather and to stand up to the test of hunger and thirst. At the age of seven, the Spartan boy was taken from his family, and from that moment the state maintained and educated him strictly according to its principles. The Spartan boy belonged to his country, and its government exposed him to a strict education aimed to produce a perfectly disciplined soldier. He was given the bare minimum of reading and writing to do, and no cultural education at all. He would learn by heart the works of those poets who wrote of victories in war and love for their country. The chief occupation up to the age of eighteen was gymnastics and hunting. For the next two years the young Spartan was instructed in the use of arms and in military matters mainly. By the age of twenty he was sufficiently trained as a soldier and could be called upon by the state for military action.

The purpose of education in Athens was very different. The Ancient Athenians did not restrict education to the military needs of the state, and they were more concerned with the development of the mind (intellect) than physical development. Broadly speaking, Athenian education was education for the culture.

In Athens, the responsibility of educating a child fell upon the family. At the age of six or seven the Athenian boy began his educational life. He was attached to a tutor who was with him at all times, and who bore much of the responsibility for the development of the boy's character.

The Athenian boy would attend school for teaching in language, music and gymnastics. The schools were neither owned nor controlled by the state. The language master would teach the boy reading, writing and arithmetic. He would read the great poets and learn their works by heart. He would also learn lessons in history, the sciences, poetry, singing, dancing and music. The main activities in the field of gymnastics were jumping, running, wrestling, throwing the discus and throwing the javelin.

The young Athenian continued his education until the age of eighteen, when he did two years of military training for the protection of his city. At the end of his time he became an Athenian citizen.

Athenian education was certainly more balanced and complete than that of Sparta. Spartan education has had little or no influence on later systems of education because it failed to recognize and respect the individual from the state.

Sparta and Athens did nothing about the education of women who had an important role in organizing family life. Both Spartan and Athenian systems of education were based upon the idea of a small group of well-educated people, while the rest of the population was made up of slaves or semi-slaves.

Questions:

1. What was the main aim of education in the state of Athens?
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2. Why was the Athenian boy's education thought to be more balanced?
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3. Who was mainly responsible for the development of the young Athenian boy's character?
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4. What would the government of Sparta do after the Spartan boy left his family?
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5. What would happen to the young Spartan between the 18th and 20th years of his life?

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

Ola acknowledged the orders of his instructor. Then he applied some power, checked his brakes, and taxied towards the marshalling point. Once again, luck was with him and everything went well as he took off and flew round the circuit. Under the watchful eye of his instructor. After his third landing he was ordered back, and he and his instructor returned to the crew-room. It had been such an uneventful period of flying so far that Ola felt sure there was more in store for him before the period was over. The instructor confirmed this as they stood by the window drinking coffee and watching the ground crew at work.

“Well, Williams, you handled the aircraft perfectly just now, and I think the time has come for you to go solo.”

Ola’s great moment had arrived at last! The instructor gave him his final instructions: “Take off, do three circuits and bumps, and land on your fourth. Good luck!”

“Thank you, sir!” gasped Ola. He adjusted the leg straps on his flying suit and collected his helmet and gloves. As he stepped out on to the grass, he suddenly felt very lonely. He was on his own and about to fly solo. It was both wonderful and frightening.

Adjai watched him approach with a mixed feeling of pride and envy. There were only the two of them out there by the Chipmunk, but they were on duty and the usual formality prevailed.

“Are you on your own at last, sir?” asked Adjai, knowing full well that he was. “Yes Rogers and everything you can do to help me get off the ground will be more than welcome.”

This of course was unnecessary because all members of the ground crew were extremely helpful at all times. There was no need to check the aircraft as he had only just done so. Ola climbed into the front seat, started the engine again and called the control tower for clearance:

“Echo Tango, taxi, first solo!”

He was too busy in the circuit to feel alone and he could imagine what his instructor would be saying if he were there! By now he was flying downwind at the correct speed and height: he carried out his pre-landing checks meticulously and waited to turn towards the airfield. When the airfield re-appeared from under

the trailing edge of the wing, he started his turn. At the right moment, Ola reduced power, selected half flap and set up his approach to the runway.

“Echo Tango finals for roller landing,” Ola called over his radio. The controller replied immediately:

“Echo Tango, clear to roll.”

Ola started his turn to line up with the runway; a little more power to adjust his rate of descent, and he straightened up.

“So far so good,” Ola thought as he steeled himself for the actual landing. He could feel the sweat under his mask as he concentrated on reducing his airspeed while maintaining a steady descent towards the runway.

He was over the runway threshold now as he eased back on the control column to round out for the landing. He leveled off above the ground, closed the throttle and after a few agonizing moments the aircraft sank to the ground. There was a slight bump and Ola realized suddenly that he had made it. It was a good landing but he was too busy keeping the aircraft straight to indulge in self congratulation.

When he had the aircraft under control he opened the throttle and took off again for the second circuit. This time he felt more relaxed. Nevertheless, once on “finals” he was busy as ever. Fortunately it was another reasonable landing and he took off for the third time, he breathed a sigh of relief. Very little could go wrong now. He had done it; he had mastered the art of flying, and had been able to make the plane do exactly as he wished in the air. Without thinking he broke into song and, much to his surprise, rather than hindering him he found that this made things appear easier as he glided in for the last time and bumped his way to a standstill at the end of the runway.

As he approached the dispersal area his instructor came out to meet him beaming with satisfaction at the solo performance of his pupil. Ola brought the aircraft to a halt and stopped the engine. As he climbed out of the cockpit and jumped down off the wing, his instructor grasped him by the hand and congratulated him.

1. Who was Ola flying with in paragraph 1?
 - A. Nobody: he was flying alone
 - B. He was flying with his instructor
 - C. He was flying with his instructor and Adjai
 - D. He was flying alone while his instructor watched from the ground.
2. As used in the passage, circuit probably means:
 - A. electrical wiring
 - B. a circle
 - C. the route arranged for training-aircraft to follow
 - D. the runway that trainee-pilots had to follow

3. As Adjai helped Ola to get ready he felt
 - A. proud
 - B. envious
 - C. formal, yet welcoming
 - D. proud and envious

4. “This of course was unnecessary.....” (Line 43). What was unnecessary?
 - A. the formality
 - B. Adjai Rogers’s help
 - C. Williams’s remark about Adjai’s help
 - D. Getting off the ground

6. Ola started to sing because
 - A. he was not thinking
 - B. this made things appear easier
 - C. he was so happy at his performance
 - D. he was so relieved it was all over.

3A. Rewrite each item (3.1 – 3.10 as instructed. Do not change the meaning.

- 3.1 The official wanted a bribe. He was arrested by the police.
[Combine these sentences using who]

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- 3.2 You are going to the cinema tonight,? Yes, I am.
(Add a question tag)

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- 3.3 Majorie said Donald had stolen her bag.
[Rewrite beginning: Majorie accused]

.....

- 3.4 “I am sorry I don’t know where the key is,” he said.
[Rewrite in reported speech beginning: He apologized.....]

.....

3.5 He is not honest. He is not truthful.
[Rewrite using: neithernor.....]
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.....

3.6 I will not marry. I prefer to remain in school and complete my studies.
[Rewrite using:rather.....than.....]
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.....

3.7 When she arrived at the meeting she couldn't find a seat.
[Rewrite ending:left.]
.....
.....

3.8 She won the tournament, so I congratulated her.
[Begin: I congratulated her]
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3.9 I sent my cousin a postal order. She was to use it to buy me a new dress.
[Join together using:so that]
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.....

3.10 If you don't keep still, I'll kill you.
[Rewrite using:or.....]
.....

3B. For items (3.11 – 3.20) put a ring around the letter of the correct answer.

3.11 The fluorides.....are exported to Japan.
A. which are extracted from ores
B. the which are extracted from the ores
C. which they are extracted from the ores
D. which are the extract from the ores

- 3.12 As Opio.....ten years, he will know what to do.
 A. is working here since
 B. is working here for
 C. has been working here for
 D. has been working here since
- 3.13 A terrible problem croppedthis morning in the maths lesson.
 A. over B. with C. up D. up with
- 3.14 The supervisor.....his application for employment because he was not satisfied with his testimonials.
 A. turned B. turned down
 C. turned off D. turned away
- 3.15 I prefer teacoffee
 A. to B. than C. against D. over
- 3.16 Tom.....in Scotland for ten years. Now he lives in London.
 A. lived B. has lived
 C. has been living D. was living
- 3.17 Hownow? Better than before?
 A. you are feeling B. do you feel
 C. are you feeling D. is feeling
- 3.18 We're good friends. We.....each other for along time.
 A. know B. have known C. have been knowing D. knew
- 3.19 The train.....arrive at 11:30 but it was an hour late.
 A. supposed to B. is supposed to
 C. was supposed to D. were supposed to
- 3.20 Call an ambulance. There's been.....
 A. accident B. an accident
 C. some accident D. few accident

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