

LIRA TOWN COLLEGE

S.4 MID TERM TEST ENGLISH LANGUAGE PAPER II

TIME: 2 HOURS

Instruction: *Attempt all questions and answers should be written in the space provided.*

Read the following passage carefully then answer the question below:

At no time in history are Universities being built with great urgency to serve the needs of rapidly growing communities than in this decade. The ancient Universities of Europe and Asia were built leisurely. A good number of these ancient Universities were private institutions or were founded by religious societies and aristocrats. In most instances, these institutions were the haven of the privileged minority. The survival of the nation did not appear in those days to depend upon the success of their Universities. It can be said, however, that universities were completely isolated from the affairs of the nations. Like the church in Europe, universities were always the centre of political intrigues. Their graduates become politicians and directed the affairs of the state in parliaments.

Nevertheless, the privileged rich who went to universities in the eighteenth and nineteenth centuries did not expect to earn their living from the knowledge they acquired at the universities. Learning at the universities was largely for learning's sake, an attitude to learning that continued to exist in many universities until recently. And any attempt to change this attitude heralded a sort of revolution within the universities. The formation of an engineering school at Cambridge not very long led to as much heated discussions as when the railway first brought there.

As protectorates, we inherited many biases. The pre-independence attitude to higher education in Nigeria for example, was largely British. This the only institutions of higher learning founded in Nigeria before 1960, started with faculties of Arts, Science and Medicine. The faculties of education and Economics came later. Agriculture made slow and poor start years after the foundation of university college, Ibadan. Independence brought changes in ideas, but the pressure to change came from outside University College. The criticisms of educational policies at Ibadan were not always constructive, but they carried a great weight in one respect. The critics demanded that our institutions of higher learning should be adapted to serve our local needs. The foundation of faculty of arts at Ibadan may be said to justify the needs for better educated civil servants. Is there any justification in admitting large classes to read classics simply because there is a myth that the British civil service was run successfully by a team of civil servants? In this connection it is of interest to note that the first institution of higher education founded in West Africa; e.g. Fourah Bay in Free Town, or High college, Yaba in Lagos; aimed primarily at producing professional men – the clergy, teachers and doctors. The arguments for classic or liberal education crept in only recently. Fortunately, one does not hear this argument as frequently as before Ibadan; whereas in Britain, universities were considered to be concerned mainly with the training of a small white-collar elite, but the present trend is to make higher education available for a great number and in more professional fields.

Today there is no doubting our minds that our universities should be great to serve our nationals needs. Our argnt problems lie in deciding how best to meet the needs of the nation. Moreover, the pressure on the universities is increasing. There is an ever-

increasing demand for a large output of professionally qualified graduates. If the universities no longer have any doubt about their duties they are nevertheless in greater danger of producing uneducated professional men. For if there is any single important justification for professional training in the universities, it is so that professional men should have broad education. It is not always easy for universities to provide both high-level professional training and broad general education.

(Adapted From University and Professionals – By T.Adesanya Ige Grillo)

In not more than 100 words explain why the British-oriented institutions of higher learning in African countries had to change their educational policies in the post-independence era.

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Read the following passage and answer the questions that follow.

One Saturday afternoon, after filling my last story for my paper, two friends and I decided to drive to Pretoria, the administrative capital of South Africa which lies some miles north of Johannesburg. We were visiting a German couple whom we knew.

We left Johannesburg at two and arrived in Pretoria shortly after three. We stayed until nine o'clock in the evening then decided it was time to drive back to Johannesburg. No African is allowed on the streets after eleven o'clock in South Africa. It is curfew hour. On our way out of the apartment, a white policeman and two black ones were lying in wait for us. Not knowing what the matter was, but being accustomed to the vagaries of South Africa police, we offered little protest. Then we were hustled onto a rum-shackled police station around the corner.

In the charge office, the air was foul with swearing and hatred as prisoners poured in. a burly policeman with a thick neck demanded to see out "passes". All Africans are required by law to carry documents baring witness that they do live and work somewhere, these also prove that they have paid the annual tax and show the monthly signature of the employer.

The police officer flipped through all the books, and finding nothing amiss, seemed a bit irritated.

Presently he grabbed a telephone a called up a local prosecutor whom he briefly informed that he had arrested some Johannesburg "Kaffirs" in a building where blacks are excluded. "What can I charge them with?" He casually inquired. This conversation continued for a while and our host kept nodding his head, then suddenly he slammed down the receiver and inquired dramatically.

"Alright where are your permits to enter the city or Pretoria?"

The whole thing was no longer funny. We tried as best as we could to explain that the law required Africans to obtain permits only if they intended to remain a way from home for more than three days. Our host became agitated and insisted we had been in Pretoria for more than three days.

All explanations proved futile and the indictment was written out.

At my trial I brought a staff colleague to testify that he had been with me in the newspapers office in the morning of the day on which we were arrested, and then I couldn't have been in Pretoria for more than three days. The commissioners listened patiently to the story and then found me guilty anyway, and fined me. The man who had driven me to Pretoria for more than three days and so my friend, was found not guilty.

In South Africa to be or not be in Pretoria is the sort of question that can drive a man to insanity, unless of course he has a sense of humour.

What intrigued me most about the incident was that in South Africa any overzealous policeman can arrest an African and take him down to the station house without the vaguest idea what charges to prefer against him. If he is diligent enough, he can later find something with which to charge him. There are a hundred and one laws in the country controlling the lives of the blacks, and at any particular time there is a fat chance that one of them is being broken.

Questions

1. What was the writer's job?
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2. Explain in your own words what is meant by curfew hour.
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3. How can you tell that the policemen were trying to victimize the writer and his friend after they arrived at the police station?
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4. Explain the following words as they are used in the passage:
 - (i) Vagaries
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 - (ii) Rum-shackle
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 - (iii) Futile
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5. "There are hundred and one laws in the country controlling the lives of the black people" In your words explain three of the oppressive rules mentioned in the passage.
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2. B Read the following passage and answer the questions that follow it;

Most animals blindly follow an instinct and a set of habits and react without mental effort to certain inhibition and desires. In the case of the beaver, these purely animal attributes are supplemented by the sagacity which so resembles the working of the human mind that it is quite generally believed, by those who know most about them that they are endowed

to a certain extent with reasoning powers. The fact that they build dams and houses and collect food is something quoted as evidence of this, but muskrats also erect cabins and store food in much the same manner. Yet where do you find any other creature but man, who can fell a tree in a desired direction, selecting only those which can conveniently be brought to the ground? For rarely do we find trees logged or hung up by full-grown beaver; the smaller ones are responsible for most of the logged trees. Instinct causes them to build the dams in the form of an arch, but by what means do they gain knowledge that causes them to the water pressure?

Some tame beavers objected strongly to the window in my winter camp, and were everlasting endeavouring to push up the articles of all kinds, evidently thinking it was an opening, which is their nature to close up. That was to be expected. But they overstepped the bounds of natural impulse and entered the realm of calculation. When they dragged firewood over the window and piled it under the window until they had reached its level, and on this improvised scaffold they eventually accomplished their purpose, completely covering up the window with piled-up bedding.

Whenever the door was open they tried every means of barricading the opening, but they found they could never get the aperture filled. One day I returned with a pail of water in each hand to find the door closed, having to set down my pails to open it. I went in, and my curiosity aroused, watched the performance. As soon as I was clear one of the bearers started to push on some sacking he had collected at the foot of the door and slowly but surely closed it.

This general system of working is similar in most cases, and the methods used are the same. However, in the bush no two places are alike, and it requires no little ingenuity on the part of a man to adopt himself to the varying circumstances, and is able to overcome all the difficulties arising, meeting his problems much in the same way as man would.

Questions:

1. Most animals;
 - A. do not reason
 - B. have limited power of reasoning
 - C. make no effort to reason
 - D. do not reach to inhibitions and desires
2. Beavers seem to possess powers of reasoning because;
 - A. their animal attributes are superior to those of other animals
 - B. they seem to think in the same way as we do
 - C. those who know them say that they can reason
 - D. they are very sagacious
3. It is the instinct of beavers;
 - A. to move any kind of object they find in their path
 - B. not to like winter
 - C. to try very hard to accomplish any task they set themselves
 - D. to protect themselves by stopping up any openings they find
4. To survive in the bush one needs;
 - A. considerable ingenuity
 - B. a little ingenuity

- C. some ingenuity
D. no ingenuity
5. What do you think the writer is trying to show in the passage?
A. the beavers are more adaptable than man
B. that beavers possess some power similar to reason
C. that beavers are not the most intelligent
3. *A Rewrite the following sentences according to the instructions given after each of them*
1. Taking off his clothes, he dived into the cool water. (Begin: Having)
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2. She gave Paul the money to buy a kit bag. (Use so that)
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3. He is plump. He runs very fast. (Rewrite as one sentence beginning: Despite...)
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4. He was absent from work for one day without permission. He wrote a rude letter to the manager. (Rewrite as one sentence beginning: Not only.....)
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5. Her money has been stolen. (Begin: She)
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6. How did you manage to get there? (Use succeed in place of manage)
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7. The teacher had rarely seen such a bright student. (Begin: Rarely)
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8. We had scarcely started to eat when a rat fell on the table. (Begin: Scarcely.....)
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9. The mother never questioned his embarrassing behavior. (Begin: Never.....)
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10. Mary had hardly sat down when he gave her the bad news. (Begin: Hardly.....)

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- 3. B Choose the best alternative by putting a ring round the letter of your choice.**
1. As the business was bad, they had to.....some of their staff.
A. put down B. lay off
C. take on D. lay down
 2. Mary applied for the post but she was
A. turned down B. slimmed down
C. kept under D. pushed back
 3. I'm so tired! I have beenwork this week.
A. bogged up B. sharled up
C. held down D. showed under
 4. If orders keep on coming in like this, I'll have to
A. give up B. add in C. gain on D. take on
 5. Once again poor Otim has been.....
A. stood by B. passed over
C. locked out D. struck off
 6. Look! There is aof stars.
A. troop B. fleet C. cluster D. pack
 7. I want my hair.....black.
A. die B. dye C. died D. dyed
 8. These are the very words I heard
A. speak B. spoke
C. spoken D. speaking
 9. It was just after the train had arrived that Obi was seen walking down the street soon the two o'clock train.
A. he must have come B. he must come
C. must he come D. he came
 10. It was late! We
A. must hurry B. have to hurry
C. had to hurry D. hurry

END