SUBJECT: ENGLISH
Mock Exam June 2001

TIME: 1 ¼ Hours

COPY #: 87

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SECTION ONE

CONSTRUCTION SHIFT

Items 1 – 3

Directions: Revise each of the following sentences according to the directions that follow it. Do not change the meaning of the original sentence. Look at the choices A to D for the word or phrase that must be included in your revised sentence and mark the corresponding space on your answer sheet.

1. People from crowded nations cannot get over the accessibility of Canada’s natural environment, in all its magnificence.

   Begin the sentence with:

   It is impossible for

   (A) to be over...
   (B) to get over...
   (C) to have got over...
   (D) to getting over...

2. If Charlie invites me, I will go to his party.

   Begin the sentence with:

   Had Charlie invited me

   (A) I would have been
   (B) I would go
   (C) I would have gone
   (D) I will have gone

3. ‘More is experienced in one day of the life of a learned man that is experienced in the whole lifetime of an ignorant man.’

   Begin the sentence with:

   A learned man

   (A) experiences more in one day
   (B) more experienced in one day
   (C) experienced more in one day
   (D) has more experienced in one day
4. Samuel Selvon has been .......... for his .......... the development of West Indian Literature.
   (A) welcomed ..... misinterpretation of
   (B) praised ..... contribution to
   (C) ignored ..... subscription to
   (D) abused ..... popularity in

5. Banking has become the most .......... industry as evidenced by the huge profits recorded last year.
   (A) popular
   (B) cautious
   (C) ambitious
   (D) thriving

6. ..........people would not frequently change their wardrobe to keep up with every new trend in fashion.
   (A) Fashionable
   (B) Adventurous
   (C) Conservative
   (D) Courteous

7. Choosing ice-cream rather than grape fruit, Denise showed her ..........sweet foods.
   (A) determination in
   (B) preference for
   (C) likeness to
   (D) aversion from

8. When parents display a ..... for one child, the others are likely to feel ......
   (A) concern ..... unsympathetic
   (B) dislike ..... indifferent
   (C) preference ..... jealous
   (D) fondness ..... alone
Items 9 – 13

ERROR RECOGNITION

Directions: On the answer sheet, mark the one space that best describes each sentence as follows:

(A) The sentence is too wordy, that is, repetitive or contains redundancies.
(B) The sentence contains Clichés or misused metaphors.
(C) The sentence is incorrect grammatically or faulty in diction.
(D) The sentence is acceptable as it stands.

9. If I were the captain of the Australian cricket team, I will attack the batsmen with my fast bowlers immediately after the luncheon interval.

10. Because of the many fruit trees which distinguished the yard, the little boys enjoyed playing in the yard of the uninhabited house where no one had lived for many years.

11. Seldom do people declare that they are not the products of their environment.

12. Sitting alone in his room by himself he repeated her name over and over again.

13. The platter was circular in shape and in color it resembled a harvest moon.
EQUIVALENT SENTENCES

Items 14 – 18

Directions: Each sentence in this section is followed by four sentences. Choose the one nearest in meaning to the original sentence. Be sure to read all four choices before you select your answer and mark your choice on your answer sheet.

14. When Mr. Peets was transferred on promotion from South Point to Maraval, Mrs. Adams succeeded him.

(A) Mrs. Adams worked at Maraval after Mr. Peets left on promotion.
(B) Mr. Peets was succeeded by Mrs. Adams when he was promoted to a post at Maraval.
(C) Both Mr. Peets and Mrs. Adams were transferred on promotion: Mr. Peets to Maraval and Mrs. Adams to South Point.
(D) In order to get promotion, Mr. Peets had to be transferred to Maraval to allow Mrs. Adams to work at South Point.

(C) His sister’s entry did not attract his attention because he was enjoying what he was doing.
(D) He was so preoccupied with what he was doing that he was unaware of his sister’s entry.

17. An interest in their nation’s development plans should be displayed by its young people.

(A) Young people should take an interest in plans for national development.
(B) National development is dependent upon the youth.
(C) Young people ought to be aware of plans for the purpose of national development.
(D) The nation will advance through plans proposed by its young people.

18. In spite of their size, whales are no longer an even match for man.

(A) Although they are large, whales can no longer adequately defend themselves against man.
(B) Whales are no longer even a match for man.
(C) Men are no longer a match for whales in spite of their size.
(D) Because of their size whales should be better able to hold their own against man.
SECTION TWO

READING COMPREHENSION

Items 19 – 32

Directions: Read the passage below and then answer the questions that follow.

American women outlive American men by roughly eight years, and while this disparity may partly be attributed to genes, it is also partly due to differences in lifestyles and behaviour. If men want to live longer, they’d better start behaving more like women. They must become in a word, wimps. (I do not imply that women are wimps, but that men who act like women are perceived by other men as wimps.)

One of the greatest differences in the mortality rates between the sexes shows up on the highways. As the difference in insurance premiums for men and women suggest, men on average are less careful drivers. At age 20, for example, roughly twice as many men as women are killed annually in car accidents. And the rate of motorcycle fatalities for men is roughly five times as high as for women. For all ages combined, the female death rate from guns is a tiny fraction—one-sixth of the male rate. Some of these differences may go back to childhood: boys play with toy guns and toy soldiers, while girls play house and with dolls.

Homicides and suicides are two other categories of death in which men excel. Men face a roughly five-fold greater chance of being murder victims than women. And men are far more likely to blow their own brains out. They are twice as successful as women in their suicide attempts.

In leisure activities, real men are attracted to violence and action – boxing, football, hockey, sky diving, and mountain climbing. Women – and wimps – go shopping or to art museums, read beauty and health magazines and attend church.

Men exercise more than women, but women eat better than men. The latest research indicates that nutrition may be important than exercise in attaining longevity. The problem for real men is that they hate vegetables.

Men are not supposed to quit or admit to pain. Many played football and basketball in high school, and complaining about pain or injury was a sure sign of weakness and femininity. On the other hand, women are not afraid to visit a doctor and check into a hospital at the first sign of illness. When men finally go to a doctor, the problem, whatever it is, is likely to be much more advanced. The average man, once in the hospital, stays four days longer than the average woman.

Finally, evidence now suggests that the kind of men who are willing to discuss their feelings with their wives suffer lower rates of heart disease and cancer. But a real man doesn’t reveal his fears to anyone, and he never cries.

Maybe he’d better start. For men face a terrible trade-off: they can remain real men and die early, or they can become wimps – and live as long as women.

19. It is reasonable to deduce from paragraph two (lines 6–12) that insurance premiums
   (A) are linked to accident rates
   (B) discriminate against women
   (C) tend to be higher for younger drivers
   (D) fail to control fatal accidents

20. In paragraph two (lines 6–12) the writer links the small number of female deaths by guns to the
   (A) non-violent nature of women
   (B) fact that there are fewer women than men in America
   (C) non-acceptance of guns in the society
   (D) different upbringing of girls and boys

21. According to paragraph three (lines 13–16) it is reasonable to conclude that approximately
   (A) one out of every five men who die has been murdered
   (B) one woman and five men are killed annually
   (C) five out of every six people who are murdered are men
   (D) five times more men than women commit suicide

22. The phrase closest in meaning to “longevity” (line 21) is
   (A) long life
   (B) good health
   (C) physical fitness
   (D) a balanced diet

23. The MAIN point made by the writer in paragraph six (lines 23–27) is that
   (A) men can bear pain better than women can
   (B) women are more likely to have medical check-ups than men are
   (C) women are less likely to suffer injury than men are
   (D) men tend to conceal their illnesses more than women do

24. By saying that women are not afraid to visit a doctor at first sign of illness (line 25), the writer is trying to
   (A) prove that women are the weaker sex
   (B) show how ‘real men’ endanger their lives
   (C) suggest that women suffer more ailments than men
   (D) show that women adopt a sensible approach to matters of health

25. According to the passage, ‘wimps’ are men who
   (A) live as long as women
   (B) enjoy peace and quiet
   (C) do not engage in violent sport
   (D) behave like women

26. The writer suggest that men who become ‘wimps’
   (A) learn to appreciate women more
   (B) give up all their violent activities
   (C) live as long as women do
   (D) behave more like the writer
27. Which of the following does the writer suggest as reasons why women live longer than men?

(I) Women exercise less
(II) Women show their emotions more
(III) Women spend more time in hospital
(IV) Women engage in less violent leisure activities.

(A) I and IV only
(B) II and IV only
(C) II, III and IV only
(D) I, II, III, IV

30. In paragraph four and five (lines 17 – 22), which of the following does the writer suggest most American men need to do to live longer?

(A) Go to church
(B) Stop driving
(C) Improve their diets
(D) Exercise more

31. The writer’s MAIN aim in this passage is to

(A) praise the women in American society
(B) show the disadvantages of being a ‘wimp’
(C) convince men to live more like women
(D) prove how violent men in America are

32. In paragraph two (lines 6 – 12) the writer links the greater number of male deaths by guns to the fact that

(A) men tend to be braver than women
(B) men own more guns than women do
(C) guns make men feel like ‘real men’
(D) men are more used to guns than women are
Directions: Read the extract below and then answer the questions that follow.

Blind people must cope with numerous disadvantages, of course, and one of them is their inability to learn at the same speed as those who can see. To educate themselves, the blind rely heavily on Braille and talking books, but in a world fast becoming computer literate, they’re only falling further behind. But perhaps not for long. An Australian inventor, Milan Hudecek, has developed what he says is a significant new computer for the blind. If the device proves and operational success, it could broaden the educational and employment vistas for those without sight.

The invention is a lap-top talking computer called the Eureka A4. Though it is not the first computer for the blind, Hudecek says it is the first portable computer for the blind and the first “built from scratch”. Other systems of this type, he asserts, are modified versions of regular computers.

The Eureka weighs only 1.6 kilograms, but it packs some punch: it has 64k of built-in random-access memory and a three-and-a-half inch disc drive with 792k of memory (or about 300 pages of text). The computer features a special keyboard with six keys and a space bar (combinations of which make up letters) along with eight separate function keys and five cursor keys. If the user gets confused, he can punch a “help” key and get an audible response.

The Eureka can operate as a word processor, calculator, alarm clock, diary, telephone and directory and four-voice music composer, to name a few of its 16 different functions. Data are released by a unique voice synthesizer – “the first application of speech generated purely by software,” says Hudecek – or through printouts in Braille or English. The system uses so-called “fully contracted Braille” – a type of shorthand for the blind – which can be converted by a microprocessor into standard English. A modem allows the user to communicate with other computers.

Hudecek built the computer in consultation with the Royal Victorian Institute for the Blind. David Blyth of the Royal Institute says: “I think it’s the best thing since Braille was invented (in 1824). It gives the blind not just literacy, but electronic literacy”.

Hudecek says Eureka will enable blind children to take regular classes; with minimal supervision, they’ll be able to take notes rapidly and produce written papers.

“Once they’ve mastered the functions,” he says, “there are endless opportunities to expand through programming. The blind can grow with the machine.”

("Bringing the Blind ‘On-line’")
Richard Ernsberger
NEWSWEEK, 19/8/87, Newsweek Inc.
All Rights Reserved, Reprinted by permission.)
33. In paragraph one (lines 1-7) the writer makes the point that blind people
(A) need exposure to disadvantages as practice for coping
(B) can expect to have to deal with many disadvantages
(C) must be forced to face disadvantages in learning
(D) are unreasonably exposed to numerous disadvantages

34. It is reasonable to conclude from paragraph one (lines 1-7) that blind people
(A) are generally less intelligent than people who can see
(B) cannot be made computer literate
(C) enjoy more limited opportunities than others
(D) display comparatively low learning abilities

35. The word which BEST conveys the impression created by “But perhaps not for long” (line 4) is
(A) doubt
(B) hope
(C) joy
(D) indecision

36. “Vistas” (line 6) in this context is an example of
(A) pun
(B) irony
(C) personification
(D) exaggeration

37. According to the passage, the talking computer
(A) is now a reality
(B) is merely an idea
(C) is a distant possibility
(D) is an impossibility

38. In line 10, “asserts” is used instead of “says” in order to
(A) make the reader aware of Hudecek’s remarks
(B) convince the reader of the effectiveness of Eureka A4
(C) show that the Eureka A4 is not a modified version of a regular computer
(D) show how strongly Hudecek holds his view

39. The writer’s inclusion of the phrase “to name a few” in line 18 is
(A) unnecessary, as he has already provided the list
(B) suggesting that he will go on to name many others
(C) intended to summarise the list of functions given
(D) useful in emphasising the point that the functions are many

40. The phrase “fully contracted Braille” (line 21) is put in inverted commas to tell us that the writer
(A) does not necessarily support the claim made by the inventors
(B) does not know the technical name for that particular form of Braille
(C) is at this point ridiculing the system and its inventor
(D) wishes to criticize the idea of a “fully contracted Braille”

41. The aim of paragraph four (lines 17-23) is primarily to
(A) publicly reward Hudecek’s achievements
(B) introduce readers to the inventor
(C) testify to the usefulness of the invention
(D) explain the background to this new machine
42. The idea conveyed by the concluding sentences (lines 29 – 30) of this article is similar to that of the

(A) last sentence of paragraph one (lines 5 – 7)
(B) second sentence of paragraph two (lines 8 – 10)
(C) last sentence of paragraph two (lines 10 – 11)
(D) second sentence of paragraph three (lines 14 – 16)

43. The type of language contained in this passage is

(A) mainly technical jargon
(B) imaginative and colourful
(C) generally factual and clear
(D) interesting because of its puns and metaphors

44. The MAIN purpose of the writer is to

(A) promote increased sales of a useful electronic invention
(B) highlight the achievement of a caring inventor
(C) publicise a potentially valuable new electronic device
(D) enhance the employment and educational opportunities of the blind
Directions: Read the poem below and then answer the question that follow.

**How She Resolved to Act**

‘I shall be careful to say nothing at all
About myself or what I know of him
Or the vaguest thought I have – no matter how dim,
Tonight if it so happen that he call.’

5 And not ten minutes later the doorbell rang
And into the hall he stepped as he always did
With a face and a bearing that quite poorly hid
His brain that burned and his heart that fairly sang
And his tongue that wanted to be rid of the truth.

10 As well as she could, for she was very loath
To signify how she felt, she kept very still,
But soon her heart cracked loud as a coffee mill
And her brain swung like a comet in the dark
And her tongue raced like a squirrel in the park.

45. The main intention of the poet is to show

   (A) how important it is to plan one’s behaviour with a boyfriend beforehand
   (B) the effect that strict parents have on the girl
   (C) that a resolve is a very firm statement of commitment
   (D) the disparity between the girl’s intentions and her actions

46. In the first stanza, the girl resolved to act in a manner that was

   (A) very shy
   (B) extremely silent
   (C) very guarded
   (D) highly formal

47. The significance of “And not ten minutes later...” in line 5 is to

   (A) indicate the exact time of the man’s arrival
   (B) emphasise how long it took the man to arrive
   (C) create suspense for the waiting girl
   (D) to show that the girl’s determination would soon be tested

48. The visitor, referred to as “he” (line 6), is shown as one who is

   (A) intent on visiting whether the girl liked or not
   (B) very dignified and well-dressed
   (C) anxious to reveal his true feelings for the girl
   (D) a talkative and aggressive suitor
49. The phrase "But soon her heart cracked loud..." (line 12) signifies that
(A) the girl’s heart was broken by her visitor
(B) the girl doubted her love
(C) the girl was about to break her resolution
(D) the girl suffered a heart attack

50. The image "like a squirrel in the park" (line 14) suggest how
(A) uncontrolled the girl’s expressions of her emotions were
(B) rash and improper the girl’s action were
(C) naturally talkative a person she was
(D) forceful and determined she was to express her emotions

51. The girl’s resolve was broken down by the
(A) subtlety of the man’s conversation
(B) unexpectedness of the man’s entry
(C) alluring manner in which the man sang
(D) magnetism of the man’s presence
Directions: Read the poem below and then answer the question that follow.

THE BREWING NIGHT
(Yusuf O. Kassam)

It was that memorable night when I heard it,
Yes, I heard it all.
That night sleep deserted me,
Mocked at me an tantalized me;
So I lay awake, sharp in all my senses.

It was long past midnight:
Time dragged on, the clock wouldn't chime;
The dog wouldn't bark, nor the baby cry;
It was a moonless wand windless night;
The whole universe seemed to stagnate
In dark, dreary, dead slumber.
What was amiss? I knew not.

The dead quietness and solitude
Seemed to be eternal, - but
Waves of babbling and muttering
Began to trickle through the street;
A distant roaring of heavy trucks filled the air;
Hurried footsteps echoed through the street,
What was amiss? I knew not.

I pulled my curtain to see,
And there I saw it all —
Heavy boots, thick uniforms and solid helmets,
Dimly discernible under the pale street lamp.
The atmosphere stood stiff and solid with
Brawny-faced and clenched-teeth determination.
Thus the cauldron had boiled that sleepless night.

The night had pulsed with passions high and wild;
The streets were stained with new portraits framed;
The wheel changed hands and new plans were filed.
The morning saw the country strangely dressed,
And everyone attended the rally
To hear the eloquence from a strange face,
And everyone quietly nodded and said, 'Yes'.

(From Poems from East Africa : Cook and Rubdari,
All efforts to trace the poet through the publishers have proved unsuccessful.
Any further appropriate arrangements for copyright will be welcomed.)

English A – June 2001
52. What MAIN event is described in this poem?

(A) The poet's troubled state of mind when he could not sleep one night
(B) A night in the country when there was a change of government
(C) The country at night during a time of war
(D) The night before the country gained independence

53. Which of the following BEST describes the contrast between Stanza 2 (lines 6 – 12) and Stanza 3 (lines 13 – 19)?

(A) In Stanza 2 there is an absence of sound while in Stanza 3 sounds are evident
(B) In Stanza 2 the poet is trying to sleep but in Stanza 3 he is fully awake.
(C) In Stanza 2 the soldiers were moving quietly while in Stanza 3 they wanted to make their presence known.
(D) In Stanza 2 the poet is confused about what is happening but in Stanza 3 what is taking place is clearer to him.

54. “Thus the cauldron had boiled that sleepless night” (line 26). This line indicates that

(A) the speaker was angered by the change of events
(B) it would be difficult to settle the problems of the country
(C) the state of affairs in the country had reached a climax that night
(D) some form of witchcraft was being practiced that night

55. It is apparent from the final stanza (lines 27 – 33) that the dominant response of the people the next morning was one of

(A) apparent confusion
(B) concealed resistance
(C) open jubilation
(D) quiet acceptance

56. The use of the particular adjectives “heavy”, “thick” and “solid” in Stanza 4 (lines 22) is to emphasize the

(A) decisiveness of the change which has taken place
(B) size of the soldiers
(C) strong resistance which the soldiers had to overcome
(D) strangeness of what the poet saw
Items 57 – 60

Directions: Read the passage below and then answer the questions that follow.

**Times Change**

Times change. Some years ago, if you asked an Antillian about graduation ceremonies, he knew you were referring to annual events at the University, when those who had been successful in passing their exams and earning a university degree were presented with an important document which qualified them to work as doctors or engineers or to take on special responsibilities in other fields of work.

This, of course, was what the word ‘graduation’ meant according to the educational tradition we had been following for ages – the British system. In North America, however, the word had developed a different significance. Elaborate graduation exercise were used to mark the end of any school course or training programme. Recently, a grandmother was invited to travel from Antilla to the United States to attend the graduation ceremony of her six-year-old grandchild who had completed the kindergarten stage of education, and would be wearing full academic garb for the occasion: suit, gown and mortar-board, if you please!

Maybe we won’t go to quiet this extreme in Antilla, but sometimes I’m not so sure. Last year we saw pictures in the newspapers of people in mortar-boards and gowns who were graduating from a six-week training programme somewhere in the city!

Some people will say that there’s nothing wrong with students at any level having their success marked with a ceremony: it no doubt serves as an encouragement, and improves the self-concept. There are two problems here. First, our graduation ceremonies don’t always mark success in anything but remaining in a particular institution for a specified period of time. Secondly, something is wrong when the culmination of many years advanced training is made to seem no more significant than the completion of some junior stage of learning.

The danger we run of letting graduation ceremonies distort our values is one thing. Of equal concern, especially in a country like ours, is the fact that many of the graduation exercises we see are actively encouraging poor people to spend money that they don’t have – on frocks that won’t be worn again, on flowers and hair-styles that fade in a day, or rings that leave the jewelers laughing, on suits that will deprive younger brothers of food, and on shoes that have to look as new and expensive as everybody’s else’s.

Pity the poor parent with two children graduating. Pity the one who has to stay at home. Pity the poorer parent who can’t go up to it all. Pity the child whose friends ask questions. And pity the child whose best friend is too poor.

You ask why so few children fail to turn up for graduation, in a poor country, in hard, hard times. I ask you in return why poor people continue to spend so much money on funerals and weddings; why land is sold to pay for coffins and nine-nights, and why debts destroy so many new marriages.

Blame the students who are caught up in the pride of the moment of recognition? Blame the parents who have to keep up with the Joneses, and can’t let down their imploring children? No. I say blame the schools for allowing it all.
57. What is the MAIN intention of the writer in paragraph two (lines 6 – 12) of this extract?

(A) To give the reader a clear picture of what graduation is like in Britain
(B) To give an idea of what graduation involves in the United States
(C) To show how gullible the older people of Antilla are
(D) To define, by example, what he (the author) means by ‘graduation’

58. The writer uses the words “... if you please!” (lines 12) to imply that the

(A) reader is pleased to have this information
(B) writer has pleasing manners
(C) reader shares the writer’s viewpoint
(D) writer is critical of the practice mentioned

59. In lines 24 – 26, frocks, flowers, hairstyles, shoes, etc. are mentioned MAINLY to

(A) give a vivid picture of what graduation ceremonies are like
(B) show the reader that some people are not as poor as we think
(C) emphasize the extent to which money is wasted in graduation ceremonies
(D) convince the reader that graduation ceremonies are important to success

60. What is the writer’s MAIN intention in providing the examples he does in lines 31 – 34?

(A) To criticise the spending habits of the people
(B) To demonstrate how poor the people are
(C) To gain the reader’s sympathy for the people
(D) To show that the cost of living in Antilla is too high

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST