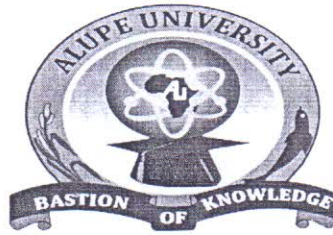


SAS101



OFFICE OF THE DEPUTY PRINCIPAL
ACADEMICS, RESEARCH AND STUDENT AFFAIRS

UNIVERSITY EXAMINATIONS

2022/2023 ACADEMIC YEAR

FIRST YEAR FIRST SEMESTER REGULAR- MAIN
EXAMINATION

FOR THE DEGREE OF BACHELOR OF SCIENCE
IN COUNSELLING PSYCHOLOGY

COURSE CODE: SAS101

COURSE TITLE: INTRODUCTION TO READING AND
WRITING SKILLS

DATE: 09/12/2022

TIME: 09:00-12:00

INSTRUCTION TO CANDIDATES

- SEE INSIDE

THIS PAPER CONSISTS OF FIVE PRINTED PAGES PLEASE TURN OVER

STREAM:CPDURATION: 3 HoursINSTRUCTIONS TO CANDIDATES

- i. Answer Question **ONE** and any other **TWO** questions.
- ii. Do not write on the question paper.

Question One

- a) Read the passage below and answer questions that follow.

When he taught me some years ago, he was an old man near his retirement, and when he would pass through the streets of the little town on his way from school, you would hear the women talk about him as they stood on their doors knitting or nursing their babies: 'Poor man, he's done...killing himself...digging his own grave!' With my bag of books under my arm I could hear them, but I could never understand why they said he was digging his own grave, and when I would ask my mother, she would scold me: Take your dinner like a good boy, and don't be listening to the **back-biters** of this town. Your father has always a good word for Master Craig-that should be enough for you!

'But why should they say he's killing himself?'

'Why do who say? Didn't I tell you to take your dinner and stop repeating what the idle gossips of this town are saying? Listen to me, son! Master Craig is a decent, good-living man – a kindly man that would go out of his way to do you a good turn. If Master Craig was in any other town, he'd have got a place in the new school at the square instead of being stuck for ever in that wee poky bit of a school at the edge of the town!'

It was true that the school was small- a two-roomed **ramshackle** of a place that lay at the edge of the town beyond the last street lamp. We all loved it. Around it grew a few trees, their trunks hacked with boys' names and pierced with nibs and rusty drawing-pins. In summer, when the windows were open, we could hear the leaves rubbing together, and, in winter, see the raindrops hanging on the bare twigs.

It was a **draughty** place and the master was always complaining of the cold. Even in the early autumn, he would wear his overcoat in the classroom and rub his hands together: 'Boys, it's very cold today. Do you feel the cold?' And to please him we would answer: 'Yes sir, 'tis very cold.' He would continue to rub his hands together as he looked out at the old trees casting their leaves, or at the broken spout that flung its tail of rain against the window. He always kept his hands clean. Three times a day he would wash them in a basin and then wipe them on a roller towel affixed to the inside of the press. He had a hanger for his coat and a brush to brush away the chalk that accumulated on the collar in the course of the day.

In the wet, windy month of November, three buckets were placed on the top of the desks to catch the drips that plopped here and there from the ceiling, and those drops made different music according to the direction of the wind. When the buckets were filled, the master always called me to empty them, and I would take them – one at a time, swirling their contents into the drain at the street, and then stand for a minute to gaze down at the wet roofs of the town, or to listen to the rain pecking at the lunch-papers scattered about on the cinders.

'What's it like outside?' he always asked when I came in with the empty buckets.

'Sir, 'tis very bad.'

He would write sums on the board and tell me to keep an eye on the class, and out to the porch he would go and stand in grim silence, watching the rain nibble at the puddles. Sometimes he would come in and I would see him sneak his hat from the press and disappear for five or ten minutes. We would fight then with rulers or paper-darts till our noise would disturb the mistress next door, and she would come and stand with her lips compressed, her finger in her book. There was silence as she **upbraided** us: 'Mean, low, good-for-nothing corner boys. Wait'll Master Craig comes back and I'll let him know the angels he has. And I'll give him special news about you!' –and she shakes her book at me: 'An altar boy on Sunday and a corner boy for the rest of the week!' We would let her barge away, the buckets plink-plonking as they filled up with rain, and her own class beginning to hum, now that she was away from them.

When Mr. Craig came back, he would look at us and ask if we'd disturbed Miss Logan. Our silence or our tossed hair always gave him the answer. He would correct the sums on the board, flip over the pages of a book with his thumb, and listen as we read. Occasionally he would

glance out of the side-window at the river that flowed through the town and, above it, the bedraggled row of houses whose tumbling yardwalls sheered to the water's edge.

(Source: Exploring English 1.)

- i) The narrator's mother urges him to take dinner like a good boy. According to her, what is expected of good boys? (2 Marks)
- ii) In not more than two sentences, describe the location of the school. (4 Marks)
- iii) In your own opinion, how does the location of the school affect it? (3 Marks)
- iv) State the meanings of the following words as used in the passage:
 - Back-biters
 - Ramshackle
 - Draughty
 - Upbraided (4 Marks)
- v) Did the boys concur with the schoolmaster about the cold in the classroom during early autumn? Explain your answer. (3 Marks)
- vi) Explain the following lines:

'those drops made different music according to the direction of the wind.'

'killing himself... digging his own grave.'

'her own class beginning to hum.'

 (6 Marks)
- vii) In one paragraph of not more than 90 words, describe the schoolmaster. (4 Marks)
- viii) Provide two examples to show that the narrator is observant. (4 Marks)

Question Two

- a) Identify and explain any three ways a writer can use to sustain readers' interest. (12 Marks)
- b) Distinguish between a *paraphrase* and a *quote*. (4 Marks)
- c) Punctuate the following sentences appropriately.
 - i) Unlike flowers weeds are strong free and independent. (2 Marks)

- ii) The squatters suffer from the following poverty homelessness and a lack of water. (2 marks)

Question Three

- a) Identify the three types of paragraphs and state their uses. (9 Marks)
- b) Briefly discuss the term Critical reading. (8 Marks)
- c) You have been asked to write an essay on the topic *Drug abuse*. Write an outline that you would use to build your essay. (3 Marks)

Question Four

- a) "Good writing is pre-meditated, planned and organized," (MacRobert, 1981). In light of the above statement, discuss the importance of writing as a process. (15 Marks)
- b) Discuss the term *free writing*. (5 Marks)

Question Five

- a) Explain each of the following terms as used in reading:
 - i. Skimming
 - ii. Scanning
 - iii. Close reading (6 Marks)
- b) Write an E-mail to your friend telling him what has been happening in your life. Tell him about university and activities you participate in. use a variety of sentences. (14 Marks)
