

UGANDA MARTYRS UNIVERSITY
2021/2022 ACADEMIC YEAR
JANUARY IN TAKE
LITERATURE AND COMPOSITION
TIME: 3 HOURS

DATE: 17th January, 2022

TIME: 9.30 AM- 12.30 PM

Instructions:

- Answer Three questions in all
- Number ONE is compulsory.

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

A few days later, when the terror caused by the executions had died down, some of the animals remembered- or thought they remembered- that the Sixth Commandment **decreed**: 'No animal shall kill any other animal.' And though no one cared to mention it in the hearing of the pigs or the dogs, it was felt that the killings which had taken place did not **square** with this. Clover asked Benjamin to read her the Sixth Commandment and when Benjamin as usual said that he refused to **meddle** in such matters, she fetched Muriel. Muriel read the commandment for her. It ran: 'No animal shall kill any another animal *without cause*.' Somehow or other, the last two words had slipped out of the animals' memory. But they saw now that the commandment had not been violated; for clearly there was good reason for killing the traitors who had **leagued** themselves with Snowball.

Throughout that year the animals worked even harder than they had worked the previous year. To rebuild the windmill with walls twice as thick as before, and to finish it by the appointed date, together with the regular work of the farm was a **tremendous** labour. There were times when it seemed to the animals that they worked longer hours than and fed no better than they had done in Jones' days. On Sunday mornings Squealer, holding down a strip of paper would read out to them lists of figures proving that the production of every class of foodstuffs had increased by 200, 300, or 500 percent as the case might be. The animals saw no reason to disbelieve him, especially as they could no longer remember what conditions had been like before the Rebellion. All the same, there were days when they felt that they would sooner have had less figures and more food.

All orders were now issued through Squealer or one of the pigs. Napoleon himself was not seen in public as often as once a fortnight. When he did appear, he was attended not only by a **retinue** of dogs but by a black cockerel who marched in front of him and acted as a kind of **trumpeter**, letting out 'cock-a-doodle-doo' before Napoleon himself spoke. Even in the farmhouse, it was said, Napoleon inhabited separate apartments from the others. He took his meals alone, with two dogs to wait upon him, and he always ate from the Crown Derby dinner service which had been in the glass cupboard in the drawing room. It was also announced that the gun would be fired every year on Napoleon's birthday, as well as on the other two **anniversaries**.

Napoleon was now never simply spoken of as 'Napoleon'. He was always referred to in formal style as 'our leader, Comrade Napoleon', and the pigs liked to invent for him such titles as Father of All Animals, Terror of Mankind, Protector of the Sheep-Fold, Ducklings' Friend and the like. In his speeches, Squealer would talk with the tears rolling down his cheeks of Napoleon's wisdom, the goodness of his heart, and the deep love he bore to all animals everywhere, even and especially the unhappy animals who lived in ignorance and slavery on other farms. It had become usual to give Napoleon the **credit** for every successful achievement and every good **fortune**.

Questions.

- a) Briefly state the main idea in each of the paragraphs 1,2,3,4 and 5 **10mks**
 - b) Discuss the themes highlighted in this passage. **10 marks**
 - c) Give the meaning of the following words and phrases as used in the passage
 - i. decreed
 - ii. square
 - iii. meddle
 - iv. leagued
 - v. tremendous
 - vi. retinue
 - vii. trumpeter
 - viii. anniversaries
 - ix. credit
 - x. fortune

1 mark@ = 10 marks
 - d) How relevant is the content in this passage to our times? **10 marks**
2. Many university students find difficulty in developing their reading skills because of their failure to realize that there are certain faulty reading habits that they need to overcome.

Identify these habits and show clearly how one can overcome each of them to become an effective reader. **(30 marks)**

3. Explain the relationship between reading and writing and show how this course (Literature and Composition) has helped you to become not only a good reader but also a good writer. **(30 marks)**

4. How effectively can university students use the SQ3R reading method in preparation for examinations? **(30 marks)**

5. "Effective reading involves reading the lines, between the lines and beyond the lines." Discuss the relevance of this statement by showing what is involved at each level of reading. **(30 marks)**

6. Choose two characters from George Orwell's novel *Animal Farm* that you admire most and show what is admirable about them. **(30 marks)**