



Dr. Blosa Science

Sponsored by
The Science Foundation College
Uganda East Africa
Senior one to senior six
+256 778 633 682, 753 802709
Based On, best for science

digitalteachers.co.ug



Comprehension story 16

Read the passage below and answer the questions that follow, using your own words wherever possible.

The last group of teachers to discuss is one of the most important and effective. However, it is not really a group, but a collection of individuals, hardly any of whom knew or cared anything about the other. It exists now. It is self-perpetuation. It is given far less credit than it earns. Usually it is forgotten altogether by the public and sometimes by its pupils. But its work has been invaluable and ranks as teaching of the very finest type.

05

The teachers are the fathers of great men, who taught them much of what they needed to become great. The idea that a 'genius' is a human being of a superior species who create himself like a ghost materializing is a poor over-simplification. So is the opposite mistake that every eminent man is nothing but the product of his social environment, as brass is a product of zinc and copper, or diabetes the result of pancreas deficiency. Individual differ far more widely than their environments. All great men do a good deal of work on themselves. By their disregard of others, and their development of slowly maturing plans, certain existentialist would say that create themselves. And obviously their social life affects them very deeply. But the first influences upon them, which often create the most lasting impressions, are received from their own families. When the parents deliberately set out to teach them, these impressions are deeper and certainly more

10

15

systematic. Many distinguished men were produced not only physically 20
but also spiritually by their fathers.

For a woman the physical act of producing a child is long
tremendous enterprises, which fills her (whether she likes it or not) with
purpose and responsibility and vitality. For a man it is brief and in
feeling, almost purposeless. The rest of his share in the child's life before 25
birth is auxiliary at best. But after it is born he can begin to share equally
with the mother in helping it to live and learn. As it grows able to think
and talk, he will share that job more and more, whether he knows it or
not, whether he wants it or not. Large number of father do not know
this, do not care, and hope it is not true. They try to live as though the 30
child had never born. They leave it to its mother, or to the schools, or to
the other children. Sometimes they try completely ignoring it. Nearly
always they refuse to adapt themselves to it when it brings in new ideas
and lets loose new forces in the home. Yet by doing all that they are
teaching the child just as carefully and emphatically as though they were 35
concentrating on it several hours a day. They are giving it ideas, patterns
of emotion and thought, standards on which to base future choices. A
child cannot make up its own mind with nothing to work on. It has to
see how people behave. For this, it watches other children, and people
in films and characters in books; but the people who bulk largest and
whose acts have authority, in the time when its formless mind is being 40
shaped, are its mother and its father. Enormous in size, terrible in
strength, unbelievably clever, all-seeing and all-knowing, frightful anger,
miraculously bountiful, unpredictable as a cyclone, cruel even in
kindness, brave and impressive, mostly incomprehensible even when
they speak, a child's mother and father are its original King and Queen, 45
Ogre and witch, Fairy and Giant, Mother-Goddess and savior God. It
obeys them and makes itself to suit them, it watches them to copy them
and often without knowing it, it becomes them-or-else it becomes an
opposite of them in which their power is still expressed.

Whatever the father does, his child will learn from him. It is far better then for him to decide what to teach it, and how. As he does so, he will be giving up some part of his own personality, and some of his time and energy. But afterwards, when the result begins to show, he will be astonished to see that the sacrifice is repaid: his character (when he was perhaps becoming a little tired of its inadequacies) reappears with new strength and new originality in his child. Then he will really be able to say that he made it, and that he is its father.

It would be interesting to write a book on the father of great men: those who educated their sons by neglecting them, those who educated their sons by bullying and thwarting them, those who educated their sons by being friends. These all taught their sons something about the world, for the world gives us all these treatments. It would be interesting too, to write a book on the last of these three groups. It would not mention the fathers who taught their sons badly, like Chesterfield. It would spend some time on those families in which many talents have been kept flowing through several generations, not only by hereditary, but by the activity of successive fathers maintain a tradition of excellence in their sons: the Bachs The Churchills The Montmorencys. It would study the psychological links between brilliant well-taught sons and their fathers, so often based on rivalry and conflict, acknowledged or unknown, sometimes built on genuine selfless affection and forming part of a rich happy family life: occasionally expressing the father's bitter frustrations, which the son must grow up to compensate to average. Here we can point out only a few of the fathers whose sons, through their teaching become great and famous.

Questions

- (a) Suggest a suitable title for the passage (02 marks)
- (b) According to the passage, what is an eminent man product of? (03 marks)
- (c) What is the effect of the presence of a child in a home? (03 marks)
- (d) In not more than 100 words, summarize the influence of parents on the child. (12marks)
- (e) Explain the meaning of the following words and phrases as used in the passage, using your own words wherever possible
- (i) Self-perpetuating (line 04) (02 marks)
 - (ii) Social environment (line 11) (02 marks)
 - (iii) Exertion of will (line 14) (02 marks)
 - (iv) existentialists (line 15) (02 marks)
 - (v) lasting impression (line 17-18) (02 marks)
 - (vi) tremendous enterprise (line 22-23) (02 marks)
 - (vii) auxiliary (line 25) (02 marks)
 - (viii) patterns of emotion (line 36) (02 marks)
 - (ix) thwarting (line 58) (02 marks)
 - (x) hereditary (line 64) (02 marks)
- (20 marks)

Spellings, Punctuation and Grammatical Expression (SPGE) (10 marks)

Suggested answers

- (a) Suggest a suitable title for the passage (02 marks)
Child development
Parents the teachers of child
Role of Fathers in development of a child
- (b) According to the passage, what is an eminent man product of? (03 marks)
Eminent man is a product social environment, hereditary, family or basically their father as role modal or creates himself.
- (c) What is the effect of the presence of a child in a home? (03 marks)
The child fulfills the mother with responsibility and vitality. Most fathers do not care but they share the responsibility to ensure the child lives and learns. A child also may strengthen the family bond.
- (d) In not more than 100 words, summarize the influence of parents on the child. (12marks)

THE INFLUENCE OF PARENTS ON THE CHILD

The parents feed and act as role models for the child; they shape its emotional stability and self-esteem; they impart skills; instill values and self-control; they encourage the child to gain self-confidence and independence. Parents provide health care to their child. And lastly they provide or pay for the child's education.

- (e) Explain the meaning of the following words and phrases as used in the passage, using you own words wherever possible
- (i) Self-perpetuating (line 04) (02 marks)
Capable of continuing or reviewing itself indefinitely
- (ii) Social environment (line 11) (02 marks)
People on some ones' surrounding
- (iii) Exertion of will (line 14) (02 marks)
Make physical or mental effort/motivation to exercise will power
- (iv) existentialists (line 15) (02 marks)
People who believe that human beings cad determine their destiny on their own.
- (v) lasting impression (line 17-18) (02 marks)
an effect or feeling that stays with someone for a long time or forever

- (vi) tremendous enterprise (line 22-23) (02 marks)
- (vii) auxiliary (line 25) (02 marks)
supplementary/secondary/supportive
- (viii) patterns of emotion (line 36) (02 marks)
refers to the way feelings to certain situations or stimuli change over time
- (ix) thwarting (line 58) (02 marks)
frustrating/spoiling
- (x) hereditary (line 64) (02 marks)
innate/inborn/genetic
- (20 marks)

Spellings, Punctuation and Grammatical Expression (SPGE) (10 marks)

Please obtain free downloadable notes of general paper, biology, economics, geography etc. from digitalteachers.co.ug website

Thanks

Dr. Bbosa Science