

S.4 ENGLISH LANGUAGE 2020

112/2 ENGLISH LANGUAGE

Instructions:

Answer all the questions.

All answers should be filled in the spaces provided in this paper.

Q. 1

Read the following passage and answer the question that follows:

Choosing a career definitely involves so many aspects. It might take one a lot of time to think about what he would like to be. It is better for one to ask questions, do a little research and read newspapers in order to have adequate knowledge about the best career.

There are so many things one should following while choosing a career. If one does not want to commute more than 30 minutes to work each day, you would not want to be a flight attendant or a marine biologist. Find out about what businesses are thriving locally and what kind of jobs would be plentiful where you plan to live. So think about where you live or where you want to live as you choose a career.

If you are not interested on how things work, you probably should major in something like electronics. But if you like balancing your cheque book or setting up a family budget, the career like business management might be perfect for you. It is therefore important to choose a career that fits who you are. In other words, think about your personality and what you like or do not like.

Sometimes people choose careers that are glamorized on television and find out later after years of study and expense, that real jobs are a lot different. Talk with people who work in jobs related to the career you are considering. Try therefore to get first hand knowledge before choosing a career.

How fast do you need to get into a job or change careers? You may have all time in the world and plenty of support from others but if you are like us, time and money are critical. Maybe you only have enough time to attend school for a year. If so, consider choosing a career where you can earn a certificate or a diploma. The skills you would gain would enable you to get a job. Anyone should figure out how much time and money he can devote to his education. Just do what is right for you based on your resources and motivation.

Choosing a career definitely involves deciding how much money you need in order to have the life you want. If you want to build a mansion, for example you will

Turn Over

need a career that pays a lot. But remember, making a lot of money is not everything but the bottom line is, make sure you know the earning potential for the career you choose and be sure the salary and the job are what you can live with.

While you may not want to be a company president one day, you may want to advance beyond entry- level. So try to think about future opportunities, the career can offer. You never know where life may lead, but it is always wise to find out where a career path may take you, for example, you may try to find out what graduates are doing several years after finishing the program.

Most careers have certain conditions that are associated with work. Like most farmers work outdoors, most teachers take work home every night during the school year, and most hair dressers stand on their feet all day. You need to find out what conditions (stress levels, work hours and travel, physical environment, levels of responsibility) are that will be associated with the type of work you will be doing. Try to understand the demand and expectations of your career choice. Can you handle not only the work but also conditions that you will probably face?

When all is said and done, make sure you choose a career based on you. Make choices that reflect your personality, your abilities, motivation and your desired lifestyle.

Be realistic, honest and do what is right for you. And whatever choices you make, think through the next steps. It may seem like a long journey. Remember to note that “a journey of a thousand miles begins with a single step.” So never fear to make a choice!
(Source: READ THEORY LLC, 2012)

In about 125 words, summarize the things one should consider in choosing a career.

ROUGH COPY.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....
.....
.....
.....
.....
.....

FAIR COPY

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

MARKS FORQ.1	
-----------------	--

Q.2A.

Read the following passage and answer the question that follow:

Concussions are brain injuries that occur when a person receives a blow to the head, face or neck. Although most people who suffer a concussion experience initial bouts of dizziness, nausea and drowsiness, these symptoms often disappear after a few days. The long term effect of concussions, however, are less understood and fair more severe.

Recent studies suggest that people who suffer from concussions are at significant risk for developing chronic traumatic encephalopathy (CTE) a degenerative brain disorder that causes a variety of dangerous mental and emotional problems to arise weeks, months or even years after the initial injury. These psychological problems can include depression, anxiety, memory loss, inability to concentrate and aggression.

In extreme cases, people suffering from CTE have even committed suicide or homicide. The majority of people who develop these issues are athletes who participate in popular high impact sports, especially football.

Although new sports regulations and improvements in helmet technology can help protect players, amateur leagues, the sports media and fans also bear some of the responsibility for reducing the incidence of these devastating injuries.

Improvements in diagnostic technology have provided substantial evidence to link severe – and often fatal – psychological disorder to the head injuries that players received while on the field. Recent autopsies performed on the brains of football players who have committed suicide have shown advanced cases of CTE in every single victim. In response to the growing understanding of this danger, the national football league (NFL) has revised its safety regulations. Players who have suffered a head injury on the field much undergo a “concussion sideline assessment” – a series of mental and physical fitness tests- before being allowed back in the game. In an effort to diminish the amount of head and neck injuries on the field, NFL officials began enforcing stricter penalty calls for helmet – to helmet contact, leading with the head, and hitting a defenceless player, furthermore, as of 2010, if a player helmet is accidentally wrenched from his head during play, the ball is immediately whistled dead. It is hoped that these new regulations coupled with advocacies in helmet design, will reduce the number of concussions and thus curb further cases of CTE. Efforts by the NFL and other professional sports leagues are certainly laudable; we should commend every attempt to protect the mental and physical health of players.

However, new regulations at the professional level cannot protect amateur players, especially young people. Fatal cases of CTE have been reported in victims as young as 21. Proper tackling form using the arms and shoulders to aim for players’ midsection should be taught at an early age. Youth, high school and college leagues should also adopt safety rules even more stringent than those of the NFL. Furthermore, young athletes should be educated about the serious dangers of head injuries at an early age. Perhaps the most important factor in reducing the number of traumatic brain injuries, however, lies not with the players, the coaches or the administrators, but with the media and fans. Sports media producers have become accustomed to show casing the most aggressive tackles and the most intense plays. NFL broadcast often replays especially violent collisions while the commentators marvel at the player’s physical prowess. Some sport highlights television programmes even feature weekly count down of the “hardest hits”. When the media exacts such dangerous behavior, professionals are rewarded for injuring

each other on the field and amateurs become more likely to try to imitate the favourite NFL athletes. Announcers, commentators, television producers and sportswriters should engage in a collective effort to cease glorifying brutal plays. In turn, fans should stop expecting their favorite players to put their lives on the lines for the purposes of entertainment. Players must not be encouraged to trade their careers, their health, their happiness and even their lives for the sake of a game.

Questions.

2.1. Who according to the passage mostly suffer from concussions?

.....
.....
.....

2.2. What measures have been put in place to protect the athletes from concussions?

.....
.....
.....

2.3. Why should proper tackling for player's midsection be taught at an early age?

.....
.....
.....

2.4. Explain the following words or phrases as used in the passage.

(i) Devastating injuries

.....
.....
.....

(ii) Wrenched

.....
.....
.....

(iii) Whistled dead

.....
.....
.....

(iv) Stringent

.....
.....
.....

(v) Marvel

.....
.....
.....

2.5. According to the writer, who are majorly responsible for the traumatic brains?

.....
.....
.....

Q.2B

Reading the following passage carefully and answer the questions that follows.

In recent years, Malaysia's fruit orchards and market gardens have been enjoying bountiful harvest and consequently the export of fruit and greens has been on the rise. However there are concerns that the use of pesticides is partly responsible for this success story. Pesticide use has increased by six-fold from 40 million tons in 1978 to 250 million tons in 1993. The import of pesticide has also increased currently about 1 billion dollars worth is being imported annually.

Pesticides endanger health. They poison the body because they change the speed of various bodily functions such as the heart rate which may either accelerate or decrease. They may cause cancer- tumors in the liver, pancreas and thyroid that may sometimes affect the reproductive organs. If small quantities are ingested over time, death may not occur but health deteriorates rapidly

Pesticide contamination occurs in several ways; residue on greens and fruits, leaching of pesticides into water – table thus affecting the water that we drink, through the air and through direct contact with the skin

The use of pesticides in Malaysia is regulated by pesticide board of Malaysia. Its standards stringent and to date it as banned the use of nine pesticide including DDT where the effects on the environment can last for almost ten years. The board also sets the maximum residue levels (MRLS) for pesticides residue on crops and fruits. Farmers are required to adhere to these regulations strictly as well as follow guidelines to allow for a chemical withdraw period before the produce is harvested. Enforcement also includes checking on the quality of the products interms of impurities which are present in the compound

Random checks on samples of greens in various wholesale outlets in the country are carried out by the health ministry. Chemical analysis procedure is used and the interior process of a complete analysis can take as long as six hours. MARDI and other bodies are currently conducting experiment on several methods that can detect residue rapidly and at the same timed be cost - effective.

Countries importing fresh produce have also stepped up their vigilance. Singaporean authorities for example, have set up a counter at the causeway to carry out random checks on vegetables consignments in Malaysia. An order was issued to the effect that from 1 July 1999, if 20% of consignments exceeds MRLS within a month, a blanket ban will be imposed to the import of vegetables from that particular country.

While standards may have been stepped up for the export market, there have been many complaints from regions that there does not seem to be similar efforts made on promise for the domestic market. When Singapore, for example rejected cabbage from Cameroon highlands in 1998, authorities started to check for pesticides on exports but not for vegetables so locally.

The use of pesticide can be drastically reduced if more environments - friendly methods of farming and integrated pest management are carried out. Thus organic farming and the use of natural predators such as spiders, parasites and other genetically – engineered organism can be more popular. However as with pesticides, there are stringent guidelines in deciding whether such biological agents can be brought into the country. At the moment there is virtually no infrastructure or trained staff to carry out the enforcement.

Farmers, distributors and exporters needs to be educated about the use and abuse of pesticides. In this respect, the health ministry, the federal agriculture marketing authority (FAMA), and the Malaysia vegetable farmers association organized a nation wide road show. How successful they are in their efforts remains to be seen but the public would be more assured if enforcement effort could be stepped up and maintained. After all, farmers are also motivated by the bottom line.

Answer the questions 2.6 – 2.16 by circling the best alternative.

2.6. The author states that almost one billion dollars worth of pesticides are being imported. Besides the fact that large quantities may be imported, what other possible reason could be for the high cost at the beginning of January 1999?

- A. Other countries are also importing pesticides
- B. More Malaysians are importing pesticides
- C. There has been an increase in currency exchange
- D. The pesticide companies want to make a large profits

2.7. If farmers do not allow sufficient time for chemical withdrawal, what is the effect on vegetables?

- A. The vegetables becomes bitter
- B. There is residue on the greens.
- C. The vegetables cannot grow well
- D. The residue leaches into the ground

2.8. The chemical analysis procedure currently adopted by the health ministry is

- A. Costly
- B. Time- consuming
- C. Up – to – date
- D. Laborious

2.9 The meaning of the blanket ban in paragraph 6 is

- A. Total ban
- B. Temporary ban
- C. Widespread ban
- D. Partial ban

2.10 What is the best title for this passage?

- A. Pest management
- B. The use of pesticides
- C. Toxic – free vegetables
- D. Tackling the pesticide problem.

Q.3A. Rewrite the following items 3.1 – 3.10 as instructed without changing meaning.

3.1. We all have faults. This cannot be denied
(Begin: That)

.....
.....
.....

3.2. The teachers are not responsible for pupils' poor performance in any way. (Begin: In.....)

.....
.....
.....

3.3. I was not able to pursue him.
(Use:succeed.....)

.....
.....
.....

3.4. They were relieved to hear that their children had arrived safely.
(Begin: To their.....)

.....
.....
.....

3.5. We completed the work the teacher had given us. The book were handed in. (Begin: Having.....)

.....
.....
.....

3.6. There is much crime in the country. The police cannot deal with it.
(Join into one sentence using:.....than.....)

.....
.....
.....

3.7. “You have to do it here and now,” said the teacher.
(Rewrite without quotation marks)

.....
.....

3.8. When our chairperson went to Europe, Mr. Musoke took his place.
(Rewrite using.....stood.....)

.....
.....
.....
3.9. He did not come early enough. His home is not far from here.
(Join using:.....despite)

.....
.....
.....
3.10. The speaker spoke with great conviction. Everybody was persuaded
that her arguments were unassailable.
(Join into one sentence using: such...)

.....
.....
.....
Q.3.B. For items 3.11 – 3.20, choose the best alternative and put a circle
around it.

3.11. Neither Lugolobi nor his brother.....swahili.
A. speaks
B. speak
C. have spoken
D. have been speaking

3.12. They all tried to concentrate on the broadcast, but the noise in the next
Room.....
A. put them on.
B. put them out.
C. put them off.
D. took them on.

3.13. When he heard of his uncle’s illness, Chris delayed.....for
few days.
A. to going
B. for going
C. from going

D. going

3.14. When the disciplinary committee accused him for theft, he_..... everything.

- A. rejected
- B. refused
- C. denied
- D. avoided

3.15. At the Olympic Games.....athletes were from East Africa.

- A. some of the most strongest
- B. some of the strongest
- C. the most strongest
- D. some most strongest

3.16. Sarah could not accept Ruth's excuses, so they abused_.....

- A. themselves
- B. themselves
- C. each other
- D. one another

3.17. We are poor and have.....to offer to our guests.

- A. little
- B. a little
- C. few
- D. a few

3.18. We congratulated Mariawinning the award.

- A. for
- B. on
- C. at
- D. about

3.19. All the animals came to see lion the king in order that they..... getfavours from him.

- A. Could
- B. Would
- C. May
- D. Might

3.20. Shehas not been recognized by the employer.....her hard work.

- A. despite of
- B. for all

- C. in spite
- D. although

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

If modern holiday makers have benefited so much from the growth of the tourist industry, what of their countries that attract tourists in the place? On the face of it, local people are sharing the new-found wealth of the foreign visitor. Where once there were only undeveloped stretches of coastline, hotels have sprung up, creating employment for the local population. The visitors, with money to spend, encourage business, in particular the restaurant trade, while craftsmen can find a ready, though seasonal, market for their products. Whereas the local people once had to work hard on the land or at sea to earn a slender wage, tourism now provides a more sustainable income.

One might expect that the ever-growing demands of the tourist trade would bring nothing but good for the countries that receive the holiday makers. Indeed, a rosy picture is painted for the long-term future of the holiday industry. Every month sees the building of a new hotel somewhere, and every month, another rock-bound Pacific island is advertised as the 'last paradise on earth.' All this means more jobs for yet more people.

However, the scale and speed of this growth seem set to destroy the very things tourists want to enjoy. In those countries where there was a rush to make quick money out of seaside holidays, overcrowded beaches and the concrete jungles of endless hotels have begun to lose their appeal. Besides, the holiday towns cannot support the massive influx of visitors. Sewage spills untreated into the sea and as this soon becomes known, visitors begin to look elsewhere for safer beaches and safer water to swim in. Nor are seaside resorts the only places to suffer from the stranglehold of tourism. Such is the magical appeal of winter sports for tourists that hundreds of square kilometers of forests in the mountains of Austria and Switzerland have been destroyed to make way for hotels, roads, ski lifts and ski runs.

But a series of mild winters and frequent rain has seen severe flooding and caused landslides. The trees that would have kept the earth intact are no longer there.

Those countries with little experience of tourism suffer most. In recent years, Nepal set out to attract foreign visitors to fund developments in health and education. Its mountains and valleys, its forests full of wild life and rare flowers, were offered to tourists as one more untouched paradise. In fact, the landscape all too soon felt the effects of thousands of holiday makers trekking through the forest land. Ancient trails became major routes for the walkers, with the consequent destruction of precious trees and plants. One area of Nepal is invaded by 36,000 walkers a year and their demands for daily provisions and accommodation have quickly outstripped the natural resources of the countryside and its inhabitants. Nor have these inhabitants benefited financially from the tourists,, Only a small amount of the visitors' money comes their way, since the bulk of what the tourists spend is on goods and food imported from outside Nepal.

Not only the environment suffers from the sudden growth of tourism. The people rapidly feel its effects as well. Farmland makes way for hotels, roads and airport; the old way of life goes. If earning a living from the soil was hard at least it gave man independence. Also, the higher wages that can be earned in the new luxury hotels have to be paid for. The one time farmer is now the servant of some multinational organisation; he is no longer his own master. And he must smile at all times. Once it was his back that took the strain; now it is his smile that is exploited. No doubt he wonders whether he wasn't happier in his village, working on his own plot of land.

In about 140 words summarise the benefits of tourism according to this passage.

ROUGH COPY

.....
.....
.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

FAIR COPY

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

2. A) Read the passage below and answer the questions that follow.

In theory, people could alter all their lives and never know the meaning of money. In practice, whenever a community needs to support any great volume of trade, some form of money develops as a means of simplifying exchange and reducing the problems of barter. Thus, a farmer who has a surplus of eggs but who needs an extra pig does not have to spend time looking for another farmer willing to exchange a pig for eggs; instead, he can sell his eggs to anyone who is

willing to pay money for them. The farmer, having received his payment, can then look for someone willing to sell a pig for money.

The use of money in exchange helps to solve another problem of barter, that of deciding relative values of goods. The two farmers wishing to exchange eggs and a pig would have to decide how many eggs were equal to one pig in value, and if every few people were in the habit of trading eggs for pigs this decision might be difficult and time-consuming. If eggs, cows, pigs and beans are valued in terms of a common commodity – money – there is much less room for misunderstanding and trade can take place more quickly and freely. Similarly for someone who works for others. Payment of wages in money enables him to make comparisons between different opportunities and to calculate the value of his labour in terms of the ability it gives him to buy goods and services.

To be capable of fulfilling its essential functions effectively, money must be readily acceptable throughout the area in which it is used and it must maintain a reasonably consistent value. People must have confidence that at a definite date in the future, a given unit of money will be exchangeable for a known quantity of goods or services. If, for any reason, people lose this confidence they will prefer to hold property instead of money and their monetary system may break down.

Although most communities develop some form of money, the form it takes depends on the most important functions it has to fulfill. If trade is limited and money is needed mainly for a store of value, articles which do not deteriorate, or which have other uses, can be adopted, for example land, jewellery, antiques, valuable paintings, etc. When, however, exchange or measuring value is important, the money must be capable of being divided into convenient units and must be available wherever it is needed by traders or other people wishing to exchange their goods.

Some precious metals possess properties which make them highly suitable for use as money. Gold and silver, for instance, are attractive in appearance and have been prized by many communities over the ages. They tend therefore to be readily acceptable in most countries.

Neither of these metals deteriorates, gold, in particular, retaining its attraction however long it is kept.

Both metals are easily divisible and may readily be fashioned into almost any shape. A gold bar, for example, can be used to produce large numbers of coins of varying sizes to denote various money units.

Until comparatively recent times these metals had few uses other than as money or as articles retained as symbols or as a store of wealth. There was no loss or harm to the community, therefore, in preserving them as money. It was certainly better to use gold as money than, say, cows. If cows were hoarded as evidence of wealth, the community would tend to keep more cattle than could be supported adequately by the available land. Cows hoarded in this way would soon cease to have much value as meat or providers of milk. The community would have more 'money' but less meat and milk.

Its real wealth would thus decline in spite of the increased quantity of money, and the purchasing power of cows in terms of real wealth would decrease. There would be a problem of rising prices – an economic feature only too familiar to us today.

Few countries today would devote their energies to the production of gold and silver to the exclusion of producing goods such as houses, food, and motor-cars.

Precious metals, especially gold, still appeal to many people as a most satisfactory form of money but there is just not sufficient gold available to meet ordinary day-to-day trading needs, nor would it be convenient to move large quantities of gold around. Gold is still used to settle some debts between large organisations and between some trading nations, but its importance even as a form of internationally acceptable money is tending to decline.

The very acceptable form of gold is perhaps one of its major disadvantages today. It is rather too attractive to thieves, and when gold coins lose their value in one country they can quickly be transported to another, causing further disruption to prices.

It was partly the reluctance of many people to take the heavy risks of storing and transporting large sums of metal money which led to the widespread replacement of gold and silver by paper money.

Adapted from Introducing Economics by T.A.C. Shafto (Nelson)

Questions

2.1 Give two reasons why some kind of money is preferable to a system of exchanging goods in barter.

.....
.....
.....

2.2 Why should people want to store their wealth by buying antiques , valuable paintings, etc instead of retaining it in form of money?

.....
.....
.....

2.3 What two qualities mentioned in the fourth paragraph must money possess if it is to fulfill its essential functions effectively?

.....
.....
.....

2.4 The opinion formed against the very acceptability of gold today is that?

.....
.....
.....

2.5 Give the meaning of the following words and phrases as used in the passage.

i) Deteriorate

.....
.....
.....

ii) Antiques

.....
.....
.....

iii) "hoarded as evidence"

.....
.....
.....

iv) "definite date"

.....
.....
.....

2.B) Read the passage below and answer the questions that follow.

Day by day thousands of copies of the West African Sensation rolled off the huge presses, were quickly bundled into waiting green vans that immediately struck out north, east, west, covering the entire country from the central point of the city. In the last few months of his present tour, McMaster's policy of giving localwriters free rein was beginning to pay off. The West African Sensation was becoming a part of life, something eagerly awaited for its stories of politics, crime, sport and entertainment.

For Sango, life had settled down to a routine and he seemed to be looking for some excitement to brighten up his page. Sometimes he had to remind himself that however exciting crime was, it brought tragedy to someone. But it was his function to report it, and to him it had become something clinical, with neither blood nor sentiment attached.

Unexpectedly, his chance came one afternoon with a strange phone call; and it very nearly altered his whole life. The caller had said that a body had been found floating on the lagoon. McMaster had instantly detailed Sango to cover the assignment.

Sango found on his arrival at the beach that a huge crowd had gathered in the manner of the people of the city. The police vans blared at them through loudspeakers, urging them to keep clear and to touch nothing. The shops and offices had emptied and there were clerks with pencils stuck in their ears, fashionable girls with baskets of shopping slung over their arms, ice-cream hawkers peddling bicycles, motorists tooting their horns. The coconut palms waved their laxy fronts over the body draped in white and lying on the sands.

Sango went over and took a bold look at the face. It was the body of a man in the prime of life, and, as it turned out later, he had taken his own life. His name, Sango discovered, was BuraimohAjikatu. He had been missing from home for about three days. He was a clerk in a big apartment store and he was married, with four children.

They said he had been finding it increasingly difficult to support his family. To him the city had been an enemy that raised the prices of its commodities without increasing his pay; or even when the pay was increased, the increased prices immediately made things worse than before.

Buraimoh's plight was not alleviated by a nagging wife. He complained aloud and a friend at the office who worked no harder but always enjoyed the good things of life, said: 'Have you not heard of the *Ufemfe* society?'

He had not heard and the friend told him about Lugard Square at midnight. There was to be a meeting. He went, and was enrolled. They promised him all he wanted. And strangely enough, life became bearable. He could not understand why his salary was increased, or why he was promoted to stores assistant, but it was not his place to question. There was even a promise of becoming branch manager within one month. Why had it not happened all the time he was not an *Ufemfe* member? That too he could not answer. But he had been

initiated and he now knew the secret sign of *Ufemfe*; this revealed to him that he had been the only non-member in the department store.

One night the blow fell. This was the unexplained portion of the pact. They asked him in a matter-of-fact manner to give them his first-born son. He protested, asked for an alternative sacrifice, and when they would not listen threatened to leave the society. But they told him that he could not leave. There was a way in, but none out-except through death. He was terrified, but adamant.

He had told no one of his plight, and that was when he vanished from home. Now that the good things of life were his, he would not go back and tell his wife. All this Sango learnt, and much more besides. For him it had great significance. By uncovering this veil, he had discovered where all the depressed people of the city went for sustenance. They literally sold their souls to the devil.

Even so, when things became much too unbearable for him, Sango often thought it would not be the worst thing in life to join the *Ufemfe*. Then he would remember that body that had been rescued from the devil's hands and given a decent Christian burial. And yet the tragedy remained.

Adapted from People of the City by Cyprian Ekwensi(Heinemann, African Writers Series)

Questions

Circle the best alternative.

2.6 The newspaper, West Africa Sensation was stating to sell better because

- A) it was delivered very quickly
- B) it contained international stories of politics, crime, sport and entertainment
- C) the local writes were given a lot of freedom in deciding on the contents
- D) it was becoming a part of life

2.7 What was Sango's job description on the paper?

- A) he was a crime reporter
- B) McMaster's assistant
- C) atelephonist
- D) an auditor responsible for brightening up his page

2.8 Why did Buraimoh join the Ufemfe?

- A) he had a nagging wife and four children
- B) he was the only non-member in the store
- C) it offered him a chance to solve his problems
- D) he was depressed

2.9 According to the passage, Buraimoh learnt that he had been the only member in the store because

- A) he had been the only one who had not been promoted.
- B) everyone else in the store knew and used the Ufemfe sign.
- C) he was the only one who had known about the meeting
- D) he met all the others at the Luganda Square meeting

2.10 What finally led Buraimoh to drown himself?

- A) he was disappointed
- B) his wife refused to deliver their son to the Ufemfe
- C) suicide was the only way for him to leave the Ufemfe.
- D) theUfemfe had thrown him in the lagoon.

3.A) Rewrite the following sentences as instructed without changing the meaning.

3.1 Yokana left school at sixteen. He wanted to support his poor parents by working as a Shamba boy. (Rewrite to end; at sixteen)

.....
.....
.....

3.2 The last words Peter spoke were that he could then die happy. (Rewrite with inverted commas)

.....
.....
.....

3.3 The new secretary started her work immediately. The Headteacher had approved her appointment. (Begin: Having had)

.....
.....
.....

3.4 The issue is to travel as soon as the opportunity allows. The company has not yet released the funds. (Begin: In order.....)

.....
.....
.....

3.5 Norah ran faster and faster. The spectators paid no attention to her.

(Use: Regardless of and end, ... Norah)

.....
.....
.....

3.6 Given the size of your monthly earnings, I am convinced you can finish your house in a year's span. (Use: Consequent)

.....
.....
.....

3.7 Isaac had got everything ready to start marking the scripts. The lights went out. (Combine, beginning: No sooner.....)

.....
.....
.....

3.8 The debate started an hour late. When it did start, the quality of presentation was not up to standard. The judges were not convinced and they decided to nullify it. (Use: because)

.....
.....
.....

3.9 We intend to hold the meeting on Saturday, even if it rains. (Use; whether)

.....
.....
.....

3.10 Our school football team goal keeper was replaced by a hired mercenary as the former was down with fever. (Rewrite using: Substitute)

.....
.....
.....

3.B) Choose the most correct alternative from those given and put a ring around it.

3.11 They do not present envisage any important changes in the rules.

- A) to make
- B) making of
- C) make
- D) putting

3.12 The cause of their failure was the dry season we had in 1981.

- A) principle
- B) Principle
- C) principally
- D) principal

3.13 I think I'll an hour or two at my homework and then go to bed.

- A) put in
- B) take in
- C) do in
- D) drop in

3.14 What made you what was happening?

- A) know
- B) to know
- C) realize
- D) to realize

3.15 She hates uncertainty, she likes everything to be

- A) cut up
- B) cut out and made up
- C) cut to the quick
- D) cut and dried

3.16 Angel is a great favourite with some of the teachers, if she does anything wrong they usually turn ... to it.

- A) a blind eye
- B) a deaf ear
- C) the other cheek
- D) their heads

3.17 He was extremely polite to everyone,you had told me he would be.

- A) as
- B) like
- C) just like
- D) how

3.18 I was suspicious of their motives at first but eventually they convinced me that their proposal was all square and

- A) over board
- B) above board
- C) over the board
- D) above the board

3.19 Robbing a blind man is a thing to do.

- A) contemptuous
- B) contemporary
- C) contemptible
- D) contumacious

3.20 No sooner had Juliet walked into the Board room the meeting started.

- A) than
- B) thus
- C) hence
- D) when

For this compulsory question number 1, write a composition of 300-350 words. (20 marks)

1. You the head prefect of your school and your headteacher tasked to investigate the rampant problem of unhealthy boy-girl relationships in school. Write a report of your findings to him.

SECTION B

Choose only one of the following topics selected from questions 2-7 and write a composition of 500-600 words.

2. Write a composition ending:.....*that is the greatest encounter I stored with much satisfaction.*
3. How can the government of Uganda control the ever increasing insecurity in the country today?
4. Do you agree that the Ugandan government should protect its wetlands? Give reasons to support our answer.
5. "The love of money is the source of all evil in our society." Do you agree?
6. Describe an interesting study tour you have ever had.
7. Write a story based on the saying: "*You can lead a horse to water but you can't make it drink.*"

SECTION A

Question 1 is compulsory.

Write a composition of 250-300 words (20 marks)

1. Your class has been taken out on a tour to Mukwano Industries. Write a speech thanking the manager of the factory you have just visited.

SECTION B

Choose one of the following topics and write a composition of 500-600 words. (20

marks)

2. There is need for presidential term limits. Do you agree or not? Give reasons.
3. Write a composition ending "..... I cursed the day I was born".
4. Write a story to illustrate the saying: "Never cry over spilt milk "
5. What good morals would you like your siblings to learn from you?
6. Consider the advantages and disadvantages of being a leader.
7. Women should be equal to Men. Discuss

- Section A: You are advised to spend about 10 minutes preparing, 30 minutes writing and about 5 minutes checking and correcting your work.
- Section B: You are advised to select only one question from this section and spend 10 minutes preparing, 1 hour writing and five minutes checking and correcting your work.

If you answer **two** questions from section **B** one will **not** be marked. Your work should be original and relevant.

SECTION A

This question is compulsory. (20 marks)

1. You are the area Member of Parliament Kayunga District. You have received several reports on cases of domestic violence in your area. Write a speech you are to present to your people. You may use the following guidelines.

- ❖ Causes
- ❖ Types of violence
- ❖ Effects
- ❖ Solutions

SECTION B

Choose **one** of the following topics and write a composition of 500-600 words. (20 marks)

1. Write a story beginning: It was my first time to meet such a stupid person.....
2. Write a story based on the proverb: “pride come before a fall”.
3. Suggest solutions to the major threats existent in your country.
4. Describe your best source of joy and happiness.
5. “Students are to blame for their poor performance in secondary schools. Do you agree?”
6. Write a story endingit was the worst day in her life.

Paper 1

SECTION A: You are advised to spend about 5-10 minutes preparing, 30 minutes writing and about 5-10 minutes checking your work.

SECTION B: You are advised to select only one question from this section and spend 5-10 minutes preparing, 1 hour writing and about 5-10 checking and correcting your work

SECTION A

1. Write a composition of 250 – 300 words.

You are a student leader in your school and your colleagues are restless due to certain situations that are not going on well. The Head teacher asks you to write a report on the causes of the current situations in your school. You may include the following in your report;

- (i) Corporal punishment
- (ii) Boy – girl relationships
- (iii) Teachers missing lessons
- (iv) Abolition of weekend entertainment.

SECTION B:

Write a composition of 500 – 600 words

- 2. Write a story which begins “Suddenly the lights were on and I could see the strange people clearly.....”
- 3. Write an account of the trouble you got into when one of your teachers discovered a love letter in your exercise book.
- 4. Write a story ending “..... whenever I look back to that time I get a feeling of satisfaction”.

INSTRUCTIONS TO CANDIDATES

- *This paper has two sections, section A and section B.*
- *You must attempt both sections. Answer **two** questions in all. Answer question one (1) in section A (**compulsory**) and one other question in section B, select from among questions 2-7.*
- *Indicate on top the Section you are attempting.*
- ***Section A:** you are advised to spend about 5-10 minutes preparing, 30 minutes writing and 5-10 minutes checking and correcting your work.*
- ***Section B:** You are advised to select only **one question** from this section and spend 5-10 minutes preparing, 1 hour writing and about 5-10 minutes checking and correcting your work.*

Section A compulsory question (20 marks)

Use 250 to 300 words

1. You went for a study tour to western Uganda and on your way back, the bus over- turned. Some of your friends died and others sustained serious injuries.

You are among those who survived and you are required to write a report to the police on the accident. You may include the following:

- Time
- Place of accident
- Speed of the bus
- Number of students on board and amount of luggage
- Nature of accident

Section B – (20 marks)

Choose one of the following and write a composition of 500 to 600 words.

2. Write an original story titled “What a misfortune!”
3. Should sex education be taught in secondary schools? Why or why not?
4. Write a composition to illustrate the saying: “one good turn deserves another ”
5. Write a composition beginning: “It all started with a terrible scream in the dormitory... ”
6. What are your views on scrapping off the Presidential age limit?
7. Describe the most unpleasant moment in your school life.

END

_ passage and answer the questions that follow.

As the number of oil spills from tankers has increased over the last fifteen years, the techniques for cleaning up have improved. A major problem is that tankers carry a great variety of oils. Even the basic crude oil carried varies from one source to another therefore chemicals, or other techniques that work with one form of oil, may not be suitable for the other. An additional problem is the sea Conditions around the spillage. They may be rough or calm, warm or cold, salty or nearly fresh, shallow or deep. Therefore the techniques used will have different effects in each case.

The earliest methods were to use straws to soak up oil, and detergents to disperse it at sea. The detergents caused all kinds of problems for marine life, and in some cases did as much damage as the oil. Later, booms were used to contain oil spills in calm waters. A string of floating booms can be placed around oil spills, or ships leaking oil, but if the water is not calm then the boom is not likely to be effective. Sometimes chemicals are used in a similar way to contain the oil in one place. Pumps are used to remove the mass of oil to a tank.

There are mechanical devices called *skimmers*, which pick up oil from the top of the sea, but again they are useless in rough water. Some skimmers use blocks of absorbent material, which can pick up oil and they separate it from seawater.

The method, which was at first thought to be best, was the use of chemicals. These break up the oil spills into small particles by lowering the surface tension of the oil. The oil spills are dispersed throughout the sea. However, the chemicals used have often been toxic and have killed fish, birds and plants in the sea. Concentrated in a small area, the combined effects of oil and the toxic chemicals can be disastrous.

Another recent method developed is the use of micro-organisms, such as those, which eat oil in the normal marine environment. They have been used in large quantities to get rid of oil spills.

However, although they cause no danger themselves, there are limits to the quantity and types of oil they can destroy.

During the Torrycanyon panic, attempts were made to burn the oil. However oil in water is normally cold to burn properly, and is cooled down further by splashing waves.

Research continuing on methods of combating oil spills. Governments acting on behalf of their populations are backing some research. A lot of it is being undertaken by oil companies they have a responsibility to the environment, and who do not want to damage by bad public relations.

Questions:

- a) In not more than 65 words, write a description of the methods used to remove oil from beaches and seas after an oil spill.
- b) In less than 75 words, summarize the limitations of the methods used to control oil spills.

ROUGH COPY (A)

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

ROUGH COPY (B)

.....
.....
.....

.....

.....

.....

.....

.....

.....

FAIR COPY (A)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

FAIR COPY (B)

.....

.....

.....

.....

.....

.....

.....
....

QN 1

2. A Read the passage and then answer the questions that follow.

My ten years in America had been happy and eventful, but at the same time they had been remarkably **strenuous**. Life would have been so much easier if I could have devoted all my time to study. As things were, however, I was always in need of money and had to work out ways and means of earning my livelihood.

On one occasion I found a job in a soap factory. I had imagined that I would leave work each day exuding the scent of roses or honeysuckle but **this was far from the case**. It turned out to be by far the filthiest and most unsavoury job that I ever had. All the rotting entrails and lumps of fat of animals were dumped by lorries into a yard. Armed with a fork I had to load as much as I could of this **reeking and utterly repulsive** cargo into a wheelbarrow and then transport it, load after load, to the processing plant. As the days went by, instead of being steadily toughened, I had the greatest difficulty in trying not to vomit the whole time. At the end of two weeks, I was almost fit to be transformed into a bar of soap myself. A doctor friend of mine advised me strongly to leave the job. If I did not, he said, I would certainly never complete my education in America.

Taking his advice, I began to look for other work. I decided to go to sea, and was lucky in getting a job aboard the SHAWNEE, a ship plying between New York and Vera Cruz in Mexico. The pay was reasonably good and we were always assured of three good meals a day. On the other hand, there was always a most haunting feeling of loneliness, not just being without companions, but of being nobody's concern. Many times as I walked in the streets of Vera Cruz or in other foreign ports the thought struck me that anybody could have set upon and killed me and nobody would have missed me unduly.

I learned too, that to sleep under the stars in my native Africa was, in spite of the raiding mosquitoes, a far happier prospect than sleeping out in cities of America. When I first visited Philadelphia with a fellow student, neither of us had any money for lodgings and, as we had nowhere else to go, we walked back to the railway station and sat on one of the benches intending to pass the night there. We had not reckoned with the ubiquitous American police. At about midnight, we were rudely **shaken out of our doze** and greeted by a firm but not unkind voice saying 'Move on, chums, you can't sleep here.' Thereafter I devised another plan. For a nickel, I bought a subway ticket and boarded a train plying between Harlem and Brooklyn. With this ticket, I travelled backwards and forwards on the

train the whole night, getting what sleep I could. It was, of course, a very disturbed night, for every time the subway reached its destination I got out and changed coaches in case the guard became curious about me being in the same coach for so long.

Questions:

2.1. Why did the story teller take up the job he described as, “the filthiest and most savoury?”

.....
.....
.....

2.2. How were the writers expectations shattered in the first job?

.....
.....
.....

2.3. How does the writer differentiate between life in Africa and in the cities of America?

.....
.....
.....

2.4. What three problems did the writer encounter in his second job?

.....
.....
.....

2.5. Explain the meaning of the following words and expressions, as they are used in the passage.

(i) Strenuous

.....
.....

(ii) “This was far from the case”.

.....
.....

(iii) “Shaken from our doze”.

.....
.....
(iv) “Reeking and utterly repulsive cargo”
.....
.....

QN 2.A



2.B Read the following passage and answer the question that follow.

Of the many different dangers which threaten us in this world, one of the most important is due to the presence of living organisms so small that they cannot be seen by the naked eye. Of these living things, the micro-organisms some have a benign influence on human life, such as the organisms responsible for the production of beer from malt, some do not affect man, and some have a harmful influence and produce disease. The latter are our chief concern. When they cause disease the process is known as infection. If they *transmit* disease from man to man, or from animals to man, they are said to be responsible for an *infectious* disease. Such diseases kill about *one in five* of the human race, so that their control is a problem of great importance

The micro-organisms are of various sizes. The smallest are known as viruses and cannot be seen individually with the ordinary microscope. Somewhat larger are the bacteria, which can just be seen under the highest powers of the microscope, and larger still are the bigger one-celled creatures, the protozoa, of which the malarial parasite is the best known.

As one would expect, viruses were the last of these organisms to be discovered, and they have been the object of intense study in recent years. Viruses are parasites, that is to say, they prey on larger plants and animals, whose bodies they invade. They may attack anything from bacteria upwards, but each virus is very particular about the type of host it chooses to dwell in, and about the types of host cell it is going to invade. Thus, for example, the virus of infantile paralysis likes to live in a certain type of cell in the spinal cord, which it may damage; injury to these cells causes paralysis. How the virus injures its host cell, is not known; it may kill the cell or it may, on the other hand, stimulate the cell to grow wildly, and so form a tumour. Furthermore, it need not always cause disease; it may enter a human body and lie dormant there indefinitely, a silent infection. If the individual harbouring the virus transmits disease to others without being ill himself he is known as a carrier of the disease.

It is fairly clear that in some virus diseases the number of infected but healthy people is great. Many children may have infantile paralysis and yet not lose a day’s schooling. Clearly, such individuals are a danger; if they were obviously ill they could be isolated, but as things are they go about undetected and spread the virus around.

The electron microscope, which permits magnification of objects to a degree far beyond that of the ordinary microscope, has given a great deal of information about the

structure of viruses. They are now found to be a very mixed bunch; some are cubical, some spherical and some of irregular shape. Viruses also vary greatly in size; for example, the influenza virus is ten times the size of the virus of infantile paralysis. Viruses of different kinds have been separated off by filtering through membranes with holes of varying size, or more recently by the ultracentrifuge, an apparatus revolving at very high speeds. This flings off the larger particles at lower speeds than the smaller ones.

Answer questions 2.6 to 2.10 by selection the best of the four possible answers. Put a ring around your best choice.

- 2.6. Which is true about micro-organisms.
- A. They are all harmful to man
 - B. All do not affect man
 - C. They all produce disease
 - D. Some do not harm men
- 2.7. Why is the control of harmful micro-organisms very important?
- A. They multiply very fast
 - B. They cause deadly disease
 - C. They easily spread
 - D. They are untreatable
- 2.8. Why do you think viruses were the last of the micro-organisms to be discovered?
- A. Viruses are too tiny to be seen individually by an ordinary microscope.
 - B. They have been the object of intense study in recent years.
 - C. Virus are parasites
 - D. They prey on larger animals and plants
- 2.9. “Anything from bacteria upwards” means:
- A. Starting from the smallest organisms and going up to and including bacteria.
 - B. Starting from bacteria and going up to larger organisms.
 - C. Starting from bacteria to viruses.
 - D. Starting immediately above bacteria
- 2.10. What stage of infantile paralysis is most dangerous?

- A. When it lives in the spinal cord
- B. When it destroys its host's cells
- C. When it stimulates the cell to grow widely.
- D. remains dormant in an individual.

QN 2.B

3. A Re-write each item in 3.1 to 3.10 according to the instructions. Do not change the meaning of the original sentence.

3.1. If you want to pass exams, you must work very hard. (Re-write using: unless)

.....
.....

3.2 Because Toto was not well prepared for the examinations, he failed miserably. (Re-write beginning: If.....)

.....
.....

3.3. There had never before been so many people assembled at the shrine of a saint. (Re-write beginning: Never)

.....
.....

3.4. He was a very foolish wrestler. The trickster stole his money. (Re-write beginning: Such.....)

.....
.....

3.5. It is the girls who own that saloon car. (Re-write using: girls')

.....
.....
3.6. I prefer watching movies to swimming. (Use: rather)

.....
.....
3.7. I'm very much afraid this plan will fail. (End with "nothing".)

.....
.....
3.8. Don't hurry; we needn't leave for another fifty minutes. (Re-write beginning: Take.....)

.....
.....
3.9. These lazy people are ofnouse at all. (Re-write to end in "nothing".)

.....
.....
3.10. Tell the cashier to be more courteous in dealing with the public. (Re-write using:
inform)

QN 3.A

3.8 Complete sentences 3.11-3.20 with the most suitable answer among the given alternatives. Put a ring around your choice.

3.11 Sophie is _____ ready to help anyone in trouble.

- A. ever B. always C. continually D. continuously.

- 3.12. He came here with _____ all his property.
- A. an intention to take B. an intention of taking
C. the intention of taking D. the intention to take
- 3.13. I am _____ it is better for us to travel this night instead of tomorrow morning.
- A. thinking B. like C. it is like D. thinking of
- 3.14. _____ does the book you were talking about look like?
- A. How B. Like how C. What D. Which way
- 3.15. Good night Jane. _____ Dinah.
- A. like-wise B. You too C. Also you D. The same to you.
- 3.16. Sarah says that she has just _____ her new set of uniform.
- A. has got B. has gotten C. got D. gotten
- 3.17. Due to delayed payments the land lady has decided on _____ her tenants instantly.
- A. excluding B. chasing C. dismissing D. evicting.
- 3.18. His wife was in such _____ that he divorced her.
- A. so poor health B. a poor health
C. poor health D. so a poor health
- 3.19. He was completely taken aback by her inconsolable attitude. This means.
- A. He returned to where he came from.
B. He returned her back to their home
C. He was perplexed by her behavior

D. He was saddened by what she said.

3.20. Let us pretend we are not here _____

A. can we? Yes we can.

B. will we? Yes we can.

C. can't we? Yes we can

D. won't we? Yes we can.

QN 3.B

SECTION A

This question is compulsory. (20 marks)

1. You are the area Member of Parliament Kayunga District. You have received several reports on cases of domestic violence in your area. Write a speech you are to present to your people. You may use the following guidelines.

- ❖ Causes
- ❖ Types of violence
- ❖ Effects
- ❖ Solutions

SECTION B

Choose **one** of the following topics and write a composition of 500-600 words. (20 marks)

7. Write a story beginning: It was my first time to meet such a stupid person.....
8. Write a story based on the proverb: “pride come before a fall”.
9. Suggest solutions to the major threats existent in your country.
10. Describe your best source of joy and happiness.
11. “Students are to blame for their poor performance in secondary schools. Do you agree?”
12. Write a story endingit was the worst day in her life.

1. ***Read the following passage and answer the question that follows.***

What accounts for this overwhelming passion for dancing which was becoming evident even before the war gave it the filling that one would expect? In the first place young bodies cry out for movement, and dancing provides this in a not too strenuous form. The girl who has been sitting at the bench all day at a ‘kind of dragging job’, or the typist who says of her work, ‘I cannot think of anything more boring’, is longing to do something active with her body by the end of the day. The high-school girl has this urgent need met by her regular games and physical training, but the girl at the same stage of growth who has to go out to work has few of these opportunities. She may, of course, be working at a job that involves much standing, or lifting, but the exercise that she receives in this way is likely to be unbalanced and to have made her weary rather than healthily tired. Dancing provides one solution to this urgent need for movement and it is a solution that requires much less mental alertness than, for example a keep-fit class. It is also relatively easy to learn to dance, and once the girl has done that she needs to expand very little further mental effort on the action itself. The band, and her partner, will tell what to do. Most people find much satisfaction in moving to rhythm-as is shown by the way in which soldiers, as well as children, enjoy marching to music , and psychologists tell us that rhythmical movement is a recognized means by which relief is afforded to anxiety.

Girls also appreciate the sociability of a dance hall and the company of their contemporaries with the older people blessedly absent. When the girl goes dancing it means that she can wear a smart frock and good stockings and try to look really glamorous before her equals. She is in honourable competition with her contemporaries, and this is very stimulating and exciting. Dancing is one of the recognized ways, particularly now that church –going has so declined, in which boys and girls expect to

find their future partner. Magazines advise their readers that this is so. 'If you want a boyfriend, learn to dance, 'they say: and many mothers are perfectly willing to let their girls of fourteen and fifteen go off anywhere to dance.

Occasionally girls, who are keen dancers themselves, criticize the amount of time that people spend on it and the conditions under which some dancing is conducted.

(From Girls Growing Up by A.P Jephcott.)

- (i) In about 130 words, explain why an overwhelming passion for dancing has developed among girls and the social benefits derived from it.

Rough copy

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

.....
...
Fair copy
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Total score for Question 1

2A *Read the passage below and answer the questions that follow.*

At home in the village

When girls reach primary school age, their time for playing is nearly over. Home training and stricter discipline begin. The child now has real duties to do. If she has younger sisters or brothers, she will be their nurse. I was my little cousin's nurse for about a year. How I loved that baby! I wanted to be with him all the time. Perhaps this was because I had asked to be his nurse; the duty had not been forced on me.

By the time the baby was able to walk well and firmly, and another cousin was old enough to be his nurse. I had to give him up so that I could go to school.

If a girl does not have a young child to look after, and sometimes even if she does, she is expected to make two or three journeys to the well, to fetch water. If her mother is cooking beans or millet, she may be told to keep the fire burning. It may be her job also to look after the millet or peas spread out in the sun to dry. She will have to keep the

chickens away, and collect the food and put it in the house if it rains. A girl of eight or nine may be expected to grind millet or simsim with her mother, or go to the fields with her mother and help her to dig. If her father is a way at meal times the little girl may be asked to cook for him, and have food ready by the time he comes back.

There are two reasons for this thorough training of a girl. It is partly to prepare her for her future duties as a wife and mother, and partly to help the mother, who, in Acholi villages, has many important jobs to do. A mother, who has daughters, or even one daughter, from five years old upwards, has a lot of help with her household duties.

The girls who go to school, of course, have much less time for doing any household tasks. Many girls have to leave their homes at seven in the morning, and return as late as half-past seven in the evening. From primary three, if the school is several miles away. They cannot come home for lunch, so they have little time to practise cooking and other house-hold duties. But some Acholi parents still keep certain tasks for their primary school girls to do.

Since most of the secondary schools are boarding schools, the older girls who attend them are away from their homes for nine months of the year, and so are out of reach of further traditional training by their mothers. For this reason, schools are often considered by Acholi parents to be making their daughters lazy. There is sometimes trouble between the girls and their mothers when they return home. At school, the girls are given many heavy school assignments, but little if any manual work to do. When they come home they do not like having to spend the whole day in the hot sun, weeding in the fields with their hands. They dislike having to grind large amounts of millet on the grinding stone. How can they keep clean and smart, they ask, with all these dirty jobs to do?

But not all girls feel like this about manual work. My four sisters and I, my brother, my late mother, my present stepmother, my father, and some of his brothers all worked in the fields when I was growing up. We still love farm life. My sister, who has just returned from almost two years of infant teacher training in England, tells us how she used to miss the work in the fields, especially during the long holidays. Her British friends could hardly believe that this was true. I myself, when I was home for recent Easter break from university, sowed our whole groundnut crop, and was proud of it.

Questions

- i) What kind of duties is given to Acholi girls at the age of eight or nine?
(03 marks)

.....

- Why are most secondary-school girls out of reach of their mothers' training?
(01mark)

.....
.....
ii) “Her British friends could hardly believe that this was true “Why was this so?
(02 marks)

.....
.....
(iii) What happened to the writers’ mother when he was growing up? How do you know?
(02 marks)

.....
.....
(iv) Explain the meanings of the following words and expressions as used in the passage:
(02 marks)

i) Nurse

.....
.....
ii) Manual work

.....
.....
iii) Households tasks

.....
.....
iv)miss the work

Score for question 2A

2B: Read the following passage and select the best of the four choices given to the questions that follow.

The subject of corporal punishment is still one which raises much heat in discussions whether on the radio or in places where parents and teacher congregate. The subject of sex is its only competitor for getting folks hot under the collar, which suggests that some very deeply set emotional factors are involved.

The arguments in its favour vary from the peculiarly simple minded conceit that ‘it made me the man iam’, a view which not frequently contains its own condemnation, to the more reasonable position of those who would reserve it for more serious offences, especially bullying and dishonesty, as a sharp reminder of a strong social disapproval. The bully, it is maintained, gets a taste of what he has given. But even if this be true, and it must be noted that the exact circumstances of bullying cannot be artificially created unless the master is a bully too, such punishment obscures the fact that bullying is usually a symptom of bad social adjustment not so easily dealt with. As a rule every act of bullying has a history. I have noted after careful observation of several generations of boys that bullying is passed on in lines of inheritance-the bullied often become bullies. The only cure is to cut the evil process by laboring faithfully with individuals, especially by explaining them to themselves and releasing their better selves. Otherwise we may succeed in securing apparently better conduct but we shall not uproot the cause. The career of the bully may be arrested, the weak may live in greater security for a time, but we must remember that the bully, as well as his victim, requires our love. I hazard a guess that many a bullying father or employer was a bully at school whose tendencies were temporarily stopped by the administration of the cane. With good reason they believe that the canning made them the men they are!

(From People in school by E.B Castle.)

Questions

- i) The first opinion the writer expresses about corporal punishment is that it is:
- A. a highly controversial topic;
 - B. a topic frequently discussed on the radio;
 - C. part of the sex instinct;
 - D. a subject on which parent and teachers are always quarrelling.
- ii) Which of the following words would the most adequate substitute be for ‘involved’ the last word in the first paragraph.
- A. concerned;

- B. enfolded;
- C. revealed;
- D. present.

iii) From the first sentence of the second paragraph we get the impression that the writer is

- A. an anti-corporal-punishment fanatic;
- B. a man who admits that some arguments in favour of corporal punishment are more sensible than others.
- C. a person who thinks that corporal punishment should only be used to punish bullying and dishonest;
- D. a peculiarly simple-minded man who stands self-condemned.

iv) Those who feel that corporal punishment should be reserved for serious offences do so because

- A. that is the only way to make the offenders realize their mistakes;
- B. in such cases it makes them realize that their actions are offensive to others;
- C. it is the way in which justice can be done;
- D. their sole motive is revenge.

v) The writer's view on bullying seems to be that

- A. a bully should be given a taste of his own medicine;
- B. it is a habit worthy of the strongest social disapproval;
- C. a bully is a victim of social maladjustment and deserves sympathetic treatment;
- D. the exact circumstances of bullying cannot be re-created.

Score for 2B

Total score for question 2

3A. Rewrite the following sentences as instructed without changing the meaning

3.1 Who taught you grammar? (Rewrite in the passive voice)

.....

.....

3.2 He showed generosity even to his enemies. (Begin: He was.....)

.....

.....

3.3 Though the ant is small, it is as intelligent as the elephant (Rewrite beginning: Small.....)

.....
.....

3.4 “Don’t swim out too far,” (Begin: He forbade.....)

.....
.....

3.5 It is sometimes as cheap to buy a new one as it is to repair the old one. (Begin: Buying...)

.....
.....

3.6 Most people prefer working to starving. (Rewrite using...would prefer.....)

.....
.....

3.7 Somebody has collected your cheque, (Rewrite proving the correct question tag)

.....
.....

3.8 He had no money and didn’t know anyone he could borrow from.
(Rewrite using.....nor.....)

.....
.....

3.9 He was able to make himself heard only by shouting for help. (Begin: Only.....)

.....
.....

3.10 In spite of having qualifications, he got the job. (Rewrite beginning: Despite.....)

.....
.....

Score for 3A

3B. Choose the best alternative and write it in the bot provided.

3.11 I thought the magistrate was going to fine me but he

- (a) let me off (b) let me out
(c) let me in (d) let me down

3.12 The boy tightly clutched the.....as the bus sped down the hill.

- (a) door's handle (b) handle door
(c) door handle (d) handle's door

3.13 They worked.....

- (a) hard in the garden for six hours
(b) for six hours in the garden hard
(c) in the garden hard for six hours
(d) hard for six hours in the garden

3.14 We campeda lake.

- (a) besides of (b) beside of
(c) besides (d) beside

3.15he could not reach the summit.

- (a) Try as he would, (c) in spite of his trial,
(b) because of his attempts, (d) being stormy,

3.16 Please request the maid tothe fire for me before she goes away.

- (a) alight (c) destroy
(b) kindle (d) switch on

3.17 Why do you alwaysmy statements?

- (a) counteract (c) contradict
(b) counterfeit (d) contend

3.18 You.....if your friend hadn't any money.
(a) shall have paid (b) would have had to pay
(c) would have to pay (d) would pay

3.19 The story of his life moved me.....tears
(a) some (b) to
(c) in (d) into

3.20 The teacher told bothhow to do it.
(a) Juma and I (b) me and Juma
(c) Juma and me (d) I and Juma

Score for 3 B

Total score for question 3

SECTION A (250 – 300 words) (20mks)

1. A classmate of yours has passed on. Write a speech that you would deliver at the funeral.

SECTION B.

Choose **one** of the following topics and write a composition of **500 – 600** words.

2. Write a composition to end with the following words”.....she knelt down and thanked God for having brought her that far”

“School assemblies should be abolished because they waste student’s study time” Do you agree? Give reasons.

3. Describe an incident that left everybody shocked in your area.

4. Explain what happened when a student accidentally slapped a teacher in your school, during a sports day.

5. What in your opinion are the causes and effects of indiscipline in secondary schools?
6. Write a composition to illustrate the saying that “Two heads are better than one”
7. Write about the most memorable experience in your school life, clearly showing why it has remained in your memory.

SECTION A 20 MARKS

1. Imagine you are a general manager of **PEPSI COLA**, Company. Write a **MEMO**, to your employees, warning them against the bad habit of coming late at work.

SECTION B 20 MARKS

Choose one of the following topics and write a composition of 500-600 words.

2. Write a composition beginning with:
“Suddenly the tyre of the bus burst.....”
3. What should the government of Uganda do to discourage Ugandans from going a broad to look for jobs?
4. Write a story to end with the following words.....I finally escaped from the kidnappers.
5. “The National Resistance Movement government should rule Uganda for ever” Do you agree?
6. Describe a memorable event that you attended recently. State what was memorable about it.
7. Narrate how your kindness to some one led you in to trouble.

SECTION A (20 MARKS)

1. Write a letter of complaint to the Headmaster of your school, urging him to solve all your problems in the school.

SECTION B (20 MARKS)

Choose **one** of the following topics and write a composition of 500 – 600 words.

2. Write a story of what happened when you were caught red handed doing a wrong act.
3. For what reasons do young children run away from their homes to the streets? Suggest how this can be avoided.
4. Write a story to illustrate the saying “a bad beginning makes a good ending”
5. Describe a person whom you will never forget in your area.
6. Write a story to end with the words “.....I will never forget that day”.
7. Write a story titled. “A walk in the forest”.

1. Read the passage below and answer the questions that follow;

Despite all the talk and effort towards women empowerment and girl support movements, there is need to scale up on various fronts. Women are still stereotyped and made to feel less deserving of certain rights, roles and capabilities. Girls have long been discriminated against by society and made to believe that they are inferior and less important than boys thus dealing an enormous blow to their self-esteem and ability to excel. However, there are small, but effective ways through which we can make a big difference in the lives of women and girls.

Raise aspirations of girls and their parents. As a central strategy, changing the mindset of how girls are viewed, especially in rural families and society, is important. The attitude that girls are purposely to be good wives, mothers and home makers, must be discarded if girls and women are to be empowered to achieve their full potential.

We need to give girls images and role models that expand their dreams and position them to see that they can be and can do what they wish when they work towards it. Furthermore,

parents need to be enlightened on the many possibilities and opportunities available for their daughters once they are encouraged and supported to pursue their desires and dreams.

Mentor a girl within your close community and beyond. Many girls and women have ended up in undesirable situations not due to fate, but for lack of a sense of direction and timely mentorship. There is nothing as helpful as having somebody to rely on in one's journey to realizing their full potential. Too many distractions – poverty poor education culture and societal norms tend to derail and limit girls and women's progress. Reach out and positively influence the life of a young girl in your own community by committing to mentor them to achieve a fulfilling life and success.

Recognize the unique challenges of women and girls. Many challenges stand in the way of girls and women's capabilities to completely perform at their various tasks. For instance, several girls miss attending school due to lack of pads during their menstruation circles. Also absence of separate toilets or changing rooms at most schools, especially in rural areas, make it difficult for the girls to take care of their hygiene during this period, opting to stay home. Therefore, putting in place measures that can guarantee school girls enough privacy during that time will go a long way in promoting the girl-child education.

Most work places do not offer adequate child care support such as child care centres, nursing rooms to breastfeed their babies while at work and neither flexible working hours, a factor that would increase women in the workforce. This is a big challenge affecting mothers' stability, health and emotional being as well as their babies. Addressing this concern should be an ingenuity of all employers to support women in their motherly role while sustaining productivity at work.

Sponsor a poor girl's education. All children dream of going to school to learn and be of value to themselves and their communities. However, for many, this dream is a far chase because their parents cannot afford to send and sustain them in school. Reach out to poor communities and help a girl realize her dreams.

Empower women to engage in their communities. There are several organizations whose cause is to support women empowerment. Nonetheless, strategic focus to actively engage women in their communities will lead to a positive ripple effect across families and communities. Training women as community facilitators to educate members of their communities on aspects of nutrition, modern farming techniques, general health, good sanitary and hygienic practices to environmental conservation, is key. According to women for women International, when mothers are educated and empowered to make good

choices in their lives, they are in position to support their daughters to stay in school and complete their education.

Adapted from the Daily Monitor of Monday April 02, 2018 Pg. 15.

a) In not more than 90 words, summarize the problems affecting women and girls.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

b) In about 90 words, summarize the step that should be taken towards girls and women empowerment.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. a) **Read the following and answer the following questions.**

Subjecting students to excessive tests instead of concentrating on teaching, partly explains the poor performance of learners in national examinations, according to the First Lady and Minister of Education and Sports, Mrs. Janet Museveni.

Mrs. Museveni while releasing senior four national examinations yesterday, said; “There has been a slight decline in performance and the causes appear to be combination of factors.”

The education minister, who was flanked by the state ministers for education – Dr. John Chrysostom Muyingo and Rosemary Sseninde, explained that she has learnt that “teaching nowadays is **geared** towards passing exams and those schools have excessive trial examinations.”

“Schools spend a lot of financial resources and time on making students sit for various forms of the so-called ‘mock’ examinations prepared by various groups,” she explained.

“Teachers no longer carry out assessment of their own students and therefore, are not in position to discover the difficulties their learners may be experiencing.”

The minister, who was releasing her second set of national examinations results since taking over as education minister, also said; “These numerous tests also take away **valuable time** that should have been used to teach.”

Parents in some private and government schools, have for years been complaining about the excessive costs they incur when setting these examinations for their children. With the First Lady’s concern, this comes as a relief to their worries.

Studies have shown that some teachers can hardly set reasonable tests. The 2013 National Assessment of progress in Education shows that most secondary teachers lack the skills necessary for setting, testing and constructing score marks and some of them are not qualified to teach.

According to the study, 17.8% of the teachers are not qualified to teach mathematics and 11.6% not qualified to teach biology. This partly explains why half of the students failed to pass sciences in the recently released results. The same report shows that 82.2% of the teachers could not describe the **attributes** necessary for preparing a standard test. When a sample was presented to those who claimed to have been trained in testing; only 5% could identify a test blueprint.

“Whereas 83.4% of the teachers said they do give tests and exams at the end of the term, it is just done as a **routine**; the tests and exams given neither inform teaching nor the learning process,” the report says.

The First lady also cited inadequate teaching, theoretical teaching and speculation as to what is likely to be set, as the reason for a good number of students failing in national examinations.

Adapted from The New Vision of Wednesday 1st February 2017, Pg. 5.

Questions

2.1. Suggest a suitable title for the passage.

.....

2.2. From the passage, we understand that the Mrs. Museveni has a
attitude towards the tests.

2.3. What is the problem with the tests according to Mrs. Museveni? Mention two problems.

.....
.....

2.4. What is the parents’ view on the test?

.....
.....

2.5. Identify the other factors responsible for the poor performance.

- (i)
- (ii)
- (iii)

2.6. Mention the ministers at the function.

- (i)
- (ii)
- (iii)

2.7. Give the meaning of the following words as used in the passage.

- (i) geared
- (ii) valuable time
- (iii) attributes
- (iv) routine

2. b) Read the following passage and answer the questions that follow.

Malnutrition in its broad sense means bad nutrition, and can be applied to both undernutrition and over nutrition (overeating). In the following sections four examples of malnutrition will be examined. Two of these are typical of developed countries, namely anorexia nervosa and obesity. Two are typical of developing countries, namely starvation or general undernutrition and protein deficiency.

Anorexia nervosa has become more common in the last 30 years and is associated mainly with affluent western societies, perhaps because such societies tend to stress that ‘thin is beautiful.’ The term anorexia nervosa means literally ‘loss of appetite through nervous causes’, but strictly speaking, the condition is not caused by a loss of appetite because the typical victim will be extremely hungry. Despite this, there is a constant fear of putting on weight and this overcomes the desire to eat.

Anorexia is associated mainly with young women (only 10% of cases are men), often at the beginning of adolescence. It most commonly starts as a result of dieting. Gradually the dieting becomes more and more exaggerated and the woman eats less and less until the fear of putting on weight becomes an obsession. At this stage, psychologically, the woman may still be thinking

of herself as overweight even if she is becoming severely underweight and beginning to show signs of starvation.

Physically the body returns to pre-adolescent state, for example menstruation may cease. Also soft, downy hair may grow around the edges of the face and over the shoulders, as in marasmus. Starvation may lead to emaciation, which is an extremely thin body, and other symptoms typical of marasmus may appear. The body is usually deprived particularly of carbohydrate and fat, which are the foods that diets focus on. The body may therefore start to use protein as a source of energy. Muscles contain a high proportion of the body's protein, so muscles and other body tissues start to waste away. Other side effects include increased incidence of constipation, low blood pressure, tooth decay (dental caries) and susceptibility to infection. Vitamin and mineral deficiencies may occur. Severe cases may be fatal.

Obesity on the other hand, is the most common nutritional disorder in Britain today and is just as great a problem in most European countries and in North America. A survey of British adults in 1991 showed that 13% of men and 15% of women were obese. A person is described as obese if they weigh at least 20% more than the average for someone of their height and overall frame size. It can be measured more scientifically by measuring the amount of fat in the body compared with total body weight. For young men fat is about 12% of normal body weight and for young women about 26%. A figure of more than 20% for men and 30% for women could be considered as indicating obesity.

Obesity is caused when energy input as a result of eating is greater than energy used. Extra fat, carbohydrate, protein or alcohol can be converted into body fat. This does not necessarily mean that the person eats a lot. Surveys have shown that many obese people eat no more than thin people. Other factors such as little physical exercise may be important. There are expectations. One man who weighed 365kg (57 stone) used to eat 15 chickens at a time. The amount of excess food needed to produce obesity may be relatively small. Over time regular small excesses accumulate and cause obesity. Apart from quantity of food, the nature of the food may also be a factor. High energy foods such as carbohydrates and fats are more likely to cause problems.

Obesity often runs in families and there is probably some genetic predisposition in some sufferers. Occasionally it is due to a physiological disorder, particularly involving the hypothalamus or underactivity of the thyroid gland.

Cardiovascular disease is more common in obese people because blood cholesterol levels are typically high and high blood pressure is more common. There is a greater tendency for

atherosclerosis in the coronary arteries, with more heart attacks in middle life as a result. There is also an increased incidence of varicose veins.

The extra load on the skeleton commonly causes mechanical difficulties. Flat feet, osteoarthritis of joints, slipped disc and back problems are more common. Hernias are also more common. Movement becomes restricted and difficult and is often slow and awkward. Accidents may happen as a result. Diabetes and some cancers (e.g. gall bladder) are more common in obese people.

Obesity can create emotional problems. Children may become figures of fun and subject to teasing and bullying. Adults are constantly reminded of the association between attractiveness and a slim body by advertising.

Adapted from Biological Science 1 & 2 by D.J Tayler, N.P.O Green & G.W Stout Pg. 261.

2.8. According to paragraph one, Ugandans are more likely to suffer from?

- A. Anorexia nervosa
- B. Obesity
- C. Kwashiorkor
- D. All the above.

2.9. Anorexia nervosa mainly affect

- A. Small and thin people
- B. White female adolescent
- C. Women
- D. Fat women.

2.10. Anorexics look

- A. Very small
- B. Like marasmus patients
- C. Adolescents
- D. Very sick.

2.11. According to the passage, obesity is likely to affect.....

- A. People that eat a lot for example 15 chicken.
- B. Women mostly
- C. People with white collar jobs.
- D. People in Europe and America.

2.12. Obese people are more likely to die from

- A. Being fat
- B. Heart disease
- C. Inability to walk
- D. Too much food.

3. *Rewrite each item 3.1 to 3.10 according to the instructions. Do not change the meaning of the original sentence.*

3.1. He often called Mr. John a silly ass. This was rude of him.

(Re-write as a single sentence using a suitable **relative pronoun**)

.....
.....

3.2. Please open the window..... (Supply a suitable **question tag**.)

.....
.....

3.3. It rained heavily in Kampala yesterday. (Re-write using;**catsanddogs**.)

.....
.....

3.4. Nakyejwe did not continue with school. She got married instead.
(Re-write the sentences as one beginning “**Instead**”.)

.....
.....

3.5. “The Physics teacher taught us yesterday that water boils at 100C.” Ahmed explained to the class. (Re-write in **indirectspeech**.)

.....
.....

3.6. Everyone was surprised by the behavior of the chairman.
(Begin: **What**.....)

.....
.....

3.7. Mukiibi’s attention being divided between the instructor and the nymphet, he did not really understand the assignment (Begin; **With**.....)

.....
.....

3.8. He looked very different. I did not recognize him. (Re-write using **so**..... **that**)

.....
.....
3.9. He is so young. He graduated with a PhD in Medicine. (Re-write using; **In spite**)

.....
.....
3.10. He ran very fast. He did not win the race. (Re-write using; **enough**.)

.....
.....
*Re-write the sentences 3.11 – 3.20 with the most suitable answer among the given alternatives.
Put a ring around the option of your choice.*

3.11. She has got as much money as I have.

- a) Two times
- b) Only half
- c) Three times
- d) None of the above

3.12. When we got to the mortuary, we could hardly recognize him. he had been
by a car.

- a) knocked
- b) knocked down
- c) run over
- d) hit

3.13. A person who makes people furious is described as person.

- a) an infuriated
- b) a furious
- c) an infuriating
- d) a fury

3.14. He thought he had heard a voice,?

- a) hadn't he
- b) had he
- c) didn't he
- d) wasn't it

3.15. Barelystarted off when Mr. Muyanja arrived at the stage.

- a) the bus had
- b) had the bus
- c) the bus
- d) hadn't the bus

3.16. When a person grows old, his vitality and creative power.....

- a) deteriorates
- b) disappears

c) slows down

d) evaporates.

3.17. I would like to go watch the world cup in Russia and I know you are great fan of football. Do you mind going with me?.....

a) I do mind

b) I don't mind

c) I will go

d) I would go

3.18. I was not sure

a) which team was he supporting.

b) which teams was he supporting.

c) which team he was supporting.

d) the team which was supporting.

3.19. Change the following sentence into indirect speech. 'Do you have a driving license?' the policeman asked. "No", I replied.

a) The policeman asked me if I had a driving license and I answered, no.

b) The policeman asked me if I have a driving license and I answered, no.

c) The policeman asked me if I had a driving license and I said I didn't.

d) The policeman asked me if I had a driving license and I said I hadn't.

3.20. The teacher tried his level best to dissuade Johntaking at a science combination at Advanced level.

a) from

b) at

c) in

d) for

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

Most criminals are highly trained to specialize in home invasions, that is why they wear masks to stop people from identifying them and gloves so they do not leave finger prints.

They carry knives and firearms and have the proper tools with them for breaking and entering into our homes. Some are calm and collected in order to get what they want, but are not afraid to use force if necessary.

Robbers use different gimmicks to break into our homes. In a house without a ceiling they access it through a roof, cutting a hole or remove an Iron sheet to access the interior. On getting inside, they gather all they need and open the doors for a comfortable exit. Pouring acid in the outside padlocks and door frames from the gate to the main house and quarters. After, they open the inside locks and start robbing and vandalizing. Some even hurt the occupants.

Others remove two or three ventilators above the main door to access the upper locks. After opening them, they force the door open by shaking and pulling the lower locks. Attacking at 3:00am is another trick they use. At this time, many people are dead asleep, unable to hear petty thieves that get away with phones, woofers and laptops. Be careful when driving into the gate and house at night because some invaders tactfully cling onto your car or hide behind dark corners of the home to gain access to the interior at night.

Before sleeping, check all dark corners under the beds and rooms for safety.

Some people wake up after several hours to an empty house to realize that even their beds were taken after having been sprayed with chloroform through the ventilators at night. Children are used in some robberies. They cut the burglary proof bars in the metallic windows or doors to create a hole in which they pass a small boy to open for them in the wee hours of the night.

Watch your steps and those you deal with 'you can be tracked by impersonators for days all the way from the bank. A ladder can be used to climb over the fence into your compound and your house. A tree next to the fence can be used so we should avoid leaving items outside. During the day, as others are gone for work, impersonators can use house helps to get away with valuables such as TVs and laptops among others. They usually disguise as Umeme and National Water and Sewerage Corporation staff to access the house. Houses with doors attached to windows are also prone to attacks. When the thugs force windows open they easily reach in to open the metallic door locks to access the interior.

Avoid leaving your wallet in your trousers because some thugs open the windows and use a long hooked stick to pull the clothes they suspect to have money. With this trick, they also pull handbags, phones and shoes. The thugs often attack at night and steal newly installed windows and door frames, if the house is not guarded for days until the items are firm.

They also attack and rob during the night when it is raining because even if you make an alarm no one will come to your rescue. Cooking food outside can be lethal because invaders can add chloroform. After eating especially at night, you could pass out, hence simplifying the attacker's mission. Train your dogs not to be fed by strangers. This will stop invaders from giving them food containing poison. If your door is not strong enough, thugs can force it open by throwing on it a big rock.

The gourd can also be made drunk with alcohol or chloroform. Some even attack and kill them before breaking into the house.

Always be mindful of your home and its surroundings lest the thieves outwit you and vandalize what you've worked for yourself in just hours!

Adapted from Saturday Vision November 26, 2016 (Pg

24).

Question

In not more than 125 words, show the tricks criminals use to access our homes.

Rough copy

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Fair Copy

2. A. Read the following passage carefully and answer the questions that follow;

That cold January night I was growing sick of my life in San Francisco. There I was trudging home at one in the morning after a **disheartening** rehearsal at the theater. With opening night only a week away I was still **botching** my lines, I was having trouble juggling my temporary job at the bank and my acting at night. I thought seriously about quitting both acting and San Francisco. City life had become too much for me.

The bus I usually took home sat at the bus stop a block away. I made a run for it, but just as I was crossing the street the driver pulled away. I yelled “STOP” at the top of my theater – trained voice but the bus continued moving. At that hour, the next bus wouldn’t come soon. I began the long walk home.

As I walked down empty streets under tall building I felt very small and vulnerable. My face stiffened against the sharp wind. I began jogging, both to keep warm and to elude any potential **muggers**. Very few people were still out only a few sad- looking homeless people bundled up under blankets or **huddled** in cardboard boxes.

About a block from my apartment, I heard a sound behind me. I turned quickly, half expecting to see someone with a knife or a gun. The street was empty. All I saw was the glow of a streetlight. Still, the noise had made me nervous. So I started to jog faster. Not until I reached my apartment building, climbed up the six flights, unlocked the door and **plopped** down on the couch did I realize what the noise had been. The noise I’d heard hadn’t been a stalker. It had been my wallet – with my credit, my driver’s license and my ID cards – falling to the sidewalk.

Suddenly I wasn’t cold or tired anymore. I was just desperate. I ran out the door and back to where I’d heard the noise. Although I retraced my steps exactly and searched the pavement frantically for fifteen minutes, my wallet was nowhere to be found. As search slowed to a halt, I heard a garbage truck pull up to the curb next to me. When a voice called from the inside of the cab “Alisa Camacho?” I thought I was dreaming. How could this guy know my name? The door to the truck swung open, and out popped a small red-haired man with an amused look in his eyes “Is this what you’re looking for?” he asked, holding up a small oblong shape.

I hardly remember walking home; I think I must have floated an inch from the ground. In my memory I kept hearing my voice thanking the sanitation workers and their laughter as they told me how I had added a little excitement to their evening. After I returned home, I opened my wallet. By this time I was not surprised to see that everything was still there cash, credit cards, everything.

It was nearly 3:00am by the time I collapsed into bed. I wouldn't get much sleep that night, but I had gotten my wallet back. I realized that the city couldn't be a bad place as long as people were willing to help each other.

Questions

2.1. Give two negative aspects of the society in which the writer lives according to the story.

(1mark)

(i).....

.....

(ii).....

.....

(iii).....

.....

2.2. What two misfortunes befell the story teller that night?

(i)

.....(1m

ark)

(ii)

.....(1m

ark)

2.3. Why do you think the word “stop” is in capital letter?

(2marks)

.....

.....

.....

.....

2.4. Compare the writers feelings at the beginning of the passage with his feelings at the end of the passage.

(2marks)

.....
.....
.....
.....

2.5. Give the meaning of the following words as used in the passage.

(i) Disheartening (½
mark)

.....
.....
.....

(ii) huddled (½
mark)

.....
.....
.....

(iii) plopped (½ *mark*)

.....
.....
.....

(iv) muggers (½ *mark*)

.....
.....
.....

2B. Read the following passage carefully and answer the questions that follow.

When you listen to a tape or CD of your favourite singer you are actually listening to the work of many people. Recording a collection of songs takes the efforts of the performers one or more musician, a producer, various types of engineers, and assorted other workers. Each of these people has a specific job to do.

Before the recording session begins, someone has to compose the music and write the lyrics for the songs. Some performers compose their own music. Others choose to record songs written by someone else. Once music is chosen an arranger plans what musical instruments will be used and exactly how the singer will perform the song. Some singers arrange their own musical material or work closely with the arranger.

Many people assist the singers during the recording stage of the process. The record producer is in charge of everything non-technical during a recording session. The record producer obtains studio space. If musicians are needed to perform the arrangement, the record producer will hire these musicians. The session engineer is responsible for everything technical such as the microphones and the recording equipment. Another of the session engineer's jobs is to decide where all equipment should be placed in the studio to achieve the proper effect on the recording. Each musician and singer records at a different microphone. This method of recording produces separate tracks or recordings for each performer. With this method, the engineer has more control over how each performance will be combined in the finished recording. If there is a mistake in one person's performance, this mistake is easier to re-tape than a combined performance would be. When all the tracks are made, the session engineer mixes the tracks to create the recording.

After the recording is completed, mastering engineers makes a master tape from the recording. This master tape will be used to manufacture millions of copies of tapes and CDs for the singer's Eager fans.

When you play a recording, you may hear only the voices of the singers, but many other people have also worked to create the final product. Some of these people's names may be known only from the fine print on the recording's list of credits. These behind – the – scenes workers, however, are just as important to the success of a recording as the performer in the spotlight.

Choose the Best alternative by circling.

2.6. The following is true about recording music except;

- A. The most important person in the recording process is the engineer.

- B. Some performers compose and arrange their own music.
- C. The record producer is in charge of everything non –technical during a recording session.
- D. The master tape is used to manufacture as many copies as one wishes.

2.7. The following is why each musician and singer records at a different microphone except.

- A. To produce different tracks
- B. The engineer has more control over the performance.
- C. One can produce a different song from each microphone
- D. Mistakes are easier to be corrected.

2.8. The most suitable title for this passage would be

- | | |
|----------------------|---------------------|
| A. Tapes and CDs | B. The music makers |
| C. A combined effort | D. Sweet music |

2.9. The following is true about recording a song except

- A. Lyrics of the song must be written
- B. The performer must be the only one to write the lyrics of the song.
- C. The record producer is in charge of all non-technical issues
- D. It takes the effort of many people to produce a song.

2.10. Producing a song “goes through the following stages chronologically”.

- A. composing, styling the music for recording, producing a master tape
- B. Composing, Recording, arranging the music, producing a master CD.
- C. Styling the music for recording, writing lyrics, recording, produce a master tape.
- D. recording, writing lyrics, using the microphone, produce a master piece.

3.A. Re-write the following according to the given instructions without altering the meaning of the original statement.

3.1. Most parents prefer boarding schools to day schools. *(Re-write beginning: Many)*

.....
.....
.....

3.2. It is appalling that some students do not value the money that their parents invest in their education. (Re-write to end appalling)

.....
.....
.....

3.4. The only reason I did not attend your wedding was that I was out of the country.

(Begin: If only)

.....
.....
.....

3.5. They jumped into the river like crocodiles. *(Begin: Into)*

.....
.....
.....

3.6. No matter what you do, you will not win the match. *(Begin: Whatever)*

.....
.....
.....

3.7. I did not grind the groundnuts in time. *(Re-write in the passive)*

.....
.....
.....

3.8. Aron has never made such a bad mistake *(Begin: This)*

.....
.....
.....

3.9. "We must complete the examinations next week", the candidates said.

(Re-write without quotation marks)

.....
.....
.....

3.10. The boy has a poor accent. He has been jailed. *(Join using a relative pronoun).*

.....
.....
.....

3B. Complete the following by circling the best alternative

3.11. If my parents had money, they

- A. Wound drive
- B. would have driven
- C. will be driving
- D. will have driven

3.12. Lets practice summary writing,

- A. should we
- B. shall we
- C. don't we
- D. do we?

3.13. By the time they left the field, they were in a melancholicmood. The underlined word means;

- A. Joyous
- B. Prayerful
- C. sad
- D. passive

3.14. The dress has been perfectly

- A. sown
- B. sewed
- C. sowed
- D. sewn

3.15. The two dogs went foreach other vigorously. The underlined words are

grammatically termed as

- A. verb plus adverb
- B. phrasal verbs
- C. irregular verbs
- D. regular verbs

3.16. I can't make my parent out. The above statement could best mean

- A. can't draw a nice picture of my parents
- B. Can't understand my parents
- C. Can't identify my parents.
- D. can't like my parents.

3.17. All my siblings are good Maths

- A. at
- B. in
- C. with
- D. upon

3.18. The bridge isfrom extreme weather conditions.

- A. on danger
- B. on risk
- C. at risk
- D. on attack

3.19. Choose the correctly arranged adjectives.

- A. The black, long, aged snake is dangerous
- B. The long, aged black snake is dangerous
- C. The aged, black long snake is dangerous
- D. The black, long, aged snake is dangerous

3.20. This house comprises four rooms.

- A. in
- B. for
- C. of
- D. none of the answers is correct

INSTRUCTIONS: *Answer all questions.*

1. Read the passage below and answer the question that follows.

Teenagers are a unique and often self-contradictory breed. As a group, they strive for individuality yet crave peer acceptance. They act like they know everything and yet lack much experience. They feel invincible and yet are often insecure. Some teenagers thrive on testing and challenging authority. A few may be self-destructive. It's not easy when you have to deal with difficult teenagers in your life, whether they are your children, students, athletes, group members, or employees.

One of the most common characteristics of difficult teenagers is that they love to push your buttons and make you react negatively. This can be done in a variety of ways, including and not

limited to teasing, disobeying, not listening, back talking, temper throwing, rule breaking, dismissing, haggling, and provoking. During these moments, the more reactive and upset you become, the more the teenager will think he or she has power over you - she has succeeded in pushing your buttons! It is important to keep your cool when dealing with teenagers. The less reactive you are to provocations, the more you can use your better judgment to handle the situation. When you feel upset or challenged by a teen, before you say or do something that may worsen the situation, take a deep breath and count slowly to ten. In many instances, by the time you reach ten, you would have regained composure, and figured out a better response to the issue, so that you can reduce, instead of exacerbate the problem.

Since most teenagers want to experience greater independence and selfhood, some will inevitably challenge you in order to test the extent of their power. In these situations, it's very important to set boundaries in order to maintain a workable and constructive relationship. The boundaries need to be articulated clearly and specifically. The most effective boundaries (they can also be called ground rules, house rules, team rules, or codes of conduct) are those which are fair, reasonable, and can be applied consistently. If you've been dealing with a difficult teen for some time without communicating clear boundaries, state that from this point forward things will be different, and back up your statement with actions. The first and foremost boundary in almost any situation is that you will be treated with respect. This means if the teen(s) is respectful towards you, then you will also accord her or him certain respect and privileges. In addition to respect, and depending on the situation, there may also be a list of interpersonal, family, classroom, team, or employment ground rules. The list of boundaries should be relatively short but clear, and indicated in writing whenever appropriate. Of course, some teenagers may deliberately challenge your boundaries to see if you mean what you say, and test how much they can get away with.

Many teachers know that when they face a group of disruptive students in class, it's not necessary to deal with each offender individually. Often times, by being firm on the leader and having her fall in line, the rest of the group will follow. Another management technique is to separate the challenging persons physically (via assigned seating, different workgroups, etc.) so they're less likely to form a clique and feed off of each other. What works with students can also work with teenagers in other situations, whether they're your children, athletes, employees, or group members. By focusing on the leader, and dividing and conquering unseemly behavior, a body of teenagers is more likely to behave appropriately. In relatively mild situations when a teenager is being difficult, show empathy by not over-reacting. Respond with a smile rather than a frown. Say to yourself with some humor: "there she goes again," and then get on with your business. Avoid telling a teenager what to do in trivial matters. Persistent unsolicited advice may be interpreted as picky at best, and a threat to the young person's individuating selfhood. At worst this may make you the "enemy" or "other side". Allow reasonable room for the teenager.

Many difficult teenagers behave as they do because they don't believe adults really listen. When you see a teenager upset or under some distress, offer the young person the option of talking with you. Say, for example, "I'm here to listen if you want to talk, okay?" Make yourself

available and remind the teenager of this from time to time, but don't insist on it. Use the "pull" strategy and let the young person come to you if and when he's ready.

In appropriate situations when you're communicating with a teenager about his or her experience, listen without comment (at least for a while). Just be there and be a "friend", no matter what your actual role is in relation to the young person. Allow the teenager to feel at ease disclosing with you. Before offering any input, ask the teenager if she's willing to hear it. For example, say "Do you want to hear what I think about this? If not, it's okay. I'm still here to listen. When talking over issues, include the young person in discussions on problems and solutions. Solicit input. Ask, for example, "Given the desired outcome, how would you handle this issue?" See if they come up with any constructive ideas. Whenever possible, avoid insisting on a single course of action. Examine several reasonable options with the teenager's input, and arrive at a mutually acceptable arrangement.

When a teenager insists on violating reasonable rules and boundaries, and won't take "no" for an answer, deploy consequence. The ability to identify and assert consequence(s) is one of the most powerful skills we can use to "stand down" a challenging person. Effectively articulated, consequence gives pause to the difficult individual, and compels her or him to shift from resistance to cooperation.

Although difficult teenagers are not pleasant to deal with, there are many effective skills and strategies you can employ to minimize their defiance and increase their cooperation. It's one important aspect of leadership success!

Question

In about 150 words, show the ways in which teenagers are rebellious and how parents can deal with this problem.

ROUGH COPY

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

FAIR COPY

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

2A. Read the passage and answer the questions that follow

A boarding school is an institution where students live on the premises of the facility under the supervision of teachers. Here, students are separated from their family members throughout their education. It is hotly debated whether the boarding school environment is beneficial or harmful for students. Although the issue is highly controversial, boarding schools benefit students by providing them with increased opportunities for education and growth.

Firstly, a boarding school has more independence than a student at a traditional school. From an early age he is used to doing his own work by himself. A student learns how to make decision in different circumstances. Boarding school students find themselves in many difficult situations in which he is forced to fend for himself, without the support of his parents. They could be faced with challenges of dealing with strained relationships or allocating priorities for their more challenging subjects. In so doing, they achieve the capacity to function on their own both in the present and the future. In addition, those who live in boarding schools learn to do their own chores in the quickest time possible. These unique characteristics make a student more viable in the work place as they will be self driven. At a higher level of education, they will be able to contain the pressure required of them thanks to the earlier rigorous training.

A student becomes a more social person while he lives in boarding school compared to those who stay home. Ordinarily, boarding school students need to collaborate with different types of people from diverse age groups. This causes them to develop as a more sociable person. For instance, in a school hostel a student has to share his room with others, which teach him to grow up with a collaborative mentality. He learns the ability to communicate with other students independently without any difficulty.

Nevertheless there are some challenges faced by students in boarding school. They stay away from their close family and adopt a whole new family. This causes them to sever ties with their families. It takes a lot of hard work for parents and children alike to ensure that they continue to enjoy a close relationship. It is no wonder that many parents are surprised when they are called to their children's school to be informed about the mischief of their children and the parent is taken aback by what the school administration has to report. The child is at home for too short a time for a parent to realize any deviant behavior.

In some extreme cases a child in boarding school may acquire values contrary to the family's own values. It is said that a tree can only be shaped before it grows old. In the same way, given that a child is away for months on end and given that when he/she returns home it is while the parents are busy working or the time period is too short to recognize any of this strange development, a child may not be steered back on the right course. These developments are challenging to deal with more especially because values are not necessarily visible.

In conclusion, boarding school fosters the growth of a social, self dependent and inquisitive person who is capable of living prosperously in this challenging world.

Questions

Answer questions 2.1 – 2.5 below.

2.1. a) Name two ways in which a student benefits from boarding school.

2.2. Show how a student benefits in future as named in a) above.

2.3. How is a family affected when a student goes off to boarding school?

2.4. Give one reason why a parent whose child is in boarding school is not able to instill right values in their child.

2.5. Give the meaning of the following as used in the passage

i) Controversial

ii) Rigorous

iii) Sever ties

iv) Taken aback

v) Deviant

2B.: **Read the following passage carefully and answer the questions that follow:**

Costa Rica had not known a rabies case for more than twenty-five years. Wise rules introduced long ago to prevent this disease were no longer kept. There were doctors who had grown up without ever having been called upon to treat a case of rabies. Many knew only that Louis Pasteur had developed the vaccine that limited its threat. Perhaps a few recalled text-book descriptions of the awful suffering in store for the unhappy victim of this disease. The ill person has a wild overpowering desire for water but has fits at its very sight. It is useless to attempt to pour water down his throat because it leads to more fits that close the muscles around his throat and force him to fight for every breath he takes. In the end death mercifully puts an end to his suffering.

This, then, was the terror brought back to Costa Rica, after long absence, by a strange dog. Costa Rica has many packs of dogs wandering through the village streets, begging for food and fighting for it among themselves. One dog from the north fell with such a pack in the little city of Liberia about eighty miles south of the northern Costa Rica border.

In a fit of anger the stray dog bit several other dogs.

Rabies is spread only by the bite of an infected animal. The virus of the disease is introduced into the nerves torn by the bite. It takes from three to six weeks to develop, though sometimes much longer. In August the bitten dogs began to show signs of rabies. They were restless, they wandered aimlessly, hitting against objects; they ate strange things –clothes sticks, stones. They barked as if something were stuck in their throats.

They bit other dogs, and so the circle of infection widened, but no one noticed. It seems strange that no one would pay attention to this problem.

Some months later another dog carrying rabies bit several school children. Later other cases were reported in which people had been bitten ____

some two hundred, all told.

The people who were bitten were given the Pasteur treatment, which calls for injections of vaccine daily for two weeks. When the Costa Rica supply of vaccine was all gone, they arranged for more supplies to be flown in from Mexico and the United States. None of the people vaccinated became ill, but in the meantime other dogs had carried the virus farther along the road. There were outbreaks among the animals in several villages, but none of the infected dogs was caught. Some might have been caught if the public had shown greater interest.

Finally the government of Costa Rica became alarmed and asked for help from the world Health Organization. The best international rabies specialist, a Peruvian doctor, was sent to Costa Rica. He was put at the head of a group to fight the disease in that country. They left at once for the field, taking with them vaccine for treatment of human beings, poison for killing dogs, and papers from the government giving them power to take whatever measures they thought necessary.

During the next five days the group vaccinated more than eight thousand dogs in nearby villages and destroyed the packs of stray dogs by the use of poison.

Answer questions 2:6 to 2:10 by selecting the best alternative. Show the letter of your choice by putting a ring around your best choice.

- 2:6. In Costa Rica doctors knew about rabies because.....
- A. the world Health Organization warned them.
 - B. they had seen a number of cases in practice.
 - C. they had studied it in textbooks.
 - D. they read reports about it.

- 2:7. Which of these symptoms is NOT found in Rabies?
- A. thirst
 - B. fits
 - C. breathing difficulty
 - D. unconsciousness

- 2:8. When the Costa Rica government asked the World Health Organization for help, they sent...
- A. money
 - B. a laboratory
 - C. a specialist
 - D. some soldiers.

- 2:9. A person who has rabies and is not treated usually
- A. is ill for life
 - B. gets well completely after a long period of time.
 - C. dies.

- 2:10. The people in the villages where rabies was found.....
- A. were very helpful
 - B. insisted on more help.
 - C. joined health teams.
 - D. weren't interested.

3A. Rewrite items 3.1 – 3.10 as instructed without changing the meaning

3.1. Both magezi and Mukasa cannot read very well.

(Join using:.....neither.....)

.....
.....

3.2. The players were told to go to the field by the coach. The players did not do so.(Rewrite using: 'who')

.....
.....

3.3. She will get married this year. That is certain.(Rewrite beginning: That.....)

.....
.....

3.4. "What are you going to do with your mother's furniture?" asked the dealer "if you want to sell it I'll give you a good price."(Rewrite without quotation marks)

.....
.....

3.5. She worked far into the night everyday to the detriment of her marriage.(Use detrimental instead of detriment)

.....
.....

3.6 . He is quite aware of the dangers. (Use alive instead of aware)

.....
.....

3.7. It is not necessary to buy a first class ticket. (Begin: You

.....
.....

3.8. The farmer did not appreciate how often he used his tractor until it broke down.(Rewrite beginning: It was.....)

.....
.....

3.9. I did not see him there. Nobody else saw him there. (Rewrite as one sentence using: 'either')

.....
.....

3.10. You must do one of the following: paying or leaving the place.(Use: You
.....either.....)

.....
.....

3B. For items 3.11 – 3.20, select the best alternative by putting a circle around the best choice.

3.11 I am going to give away this sofa, it takes too much space.
A. down B. up C. off D. away

3.12 There was a time when he French fluently.
A. speaking B. is speaking
C. used to speak D. would have spoke

3.13 I am coming in your car,?
A. don` t I B. isn` t it
C. shan` t I D. aren` t I

3.14 She wore shoes.
A. old leather brown C. brown leather old
B. leather old brown D. old brown leather

3.15 Mr. Carton is very sympathetic his staff.
A. to B. for C. at D. of

3.16 She used a little butter. This means:
A. She did not use much butter.
B. She did not like butter.
C. She does not eat butter anymore.
D. She use enough butter.

3.17 Nothing ever happens here. This place is completely.....
A. drown B. gone C. over D. dead

3.18 depends on how much time she has.

- A. Whether she call again
- B. Whether will she call again

- C. Whether she will call again
- D. However will she call again

3.19 We to the National Theatre every year for the festival.

- A. were going
- B. used to go

- C. had going
- D. been

3.20 She gave

- A. the money to John
- B. to John the money
- C. the money John
- D. John the money

Together we can: 2020

END