

Name:..... Centre/Index No.....

School: Signature:.....

112/2
ENGLISH LANGUAGE
Paper 2
2 hours

STANDARD HIGH SCHOOL ZZANA
UGANDA TEACHERS' EXAMINATIONS SCHEME

Uganda Certificate of Education

ENGLISH LANGUAGE

Paper 2

2 hours

INSTRUCTIONS TO CANDIDATES:

All questions are to be attempted

*All your answers **must** be written on this question paper.*

FORWARD SCANNED ANSWERS TO stahiza2020@gmail.com

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

Your blood stream carries the alcohol to every cell of your body. None of them are more affected however, than those of the brain. Simply put, alcohol slows down the brain. It acts as a sedative, blocking certain chemical reactions and nerve endings. Communication between brain cells slows or shuts so the brain can't do its job properly.

Since the brain is your body's control center, alcohol also slows the control of your nerves, muscles and senses. It affects your coordination, depth perception and reflex actions. When you've had a certain amount of alcohol for instance, your body can no longer quickly sense the difference between hot and cold. If you were drunk enough, a stove or candle might burn you before you even noticed your hand was there.

Another important sense affected by alcohol is your vision. Normally if you are in a dark room and someone flashes a light in your eyes and then turns it off, your eyes will be blinded for a few seconds, then adjust. Drinking, however, slows ability to focus your eyes and adapt to light. This loss of ability may pose no problem in a dark room but what about on a highway at night when headlights flash.....accidents.

Since your senses don't work well with too much alcohol in the bloodstream, the decisions you make based on their information aren't always the best either. These decisions may be as simple as how to put the key in the lock of your front door. They may unfortunately have much more serious consequences like the decision of when to put your foot on the brake of your car.

Since alcohol affects all parts of the brain, your emotional behavior changes as well. The first part of the brain slowed by alcohol is the one that controls your reason and judgment. So, with a little alcohol in your system, you may notice a lowering of inhibitions. You may find yourself saying things that you might ordinarily think, but would never say out loud. You might do things that your everyday self would never do.

As the amount of alcohol in your system increases, it can cause mood changes. You may start laughing hilariously at things that aren't funny. You could sob because a friend didn't say hello. You might shed your intelligent behavior and throw a punch at a good buddy. If you continued to drink, your body would slow down even more. The alcohol would depress the activity of your lungs and heart, which would in turn slow your breathing and circulation. Next, you would most likely pass out or get very sick. The term "dead drunk" has some basis in truth; with enough in your body alcohol can paralyze breathing completely and cause death.

After drinking, many people experience a hangover with a lot of miserable symptoms including a furry mouth, headache, fatigue and the feeling of being very, very dry. A hangover is really the process the body undergoes to rid itself of alcohol. If someone is a moderate drinker, the body has little trouble reversing the damage caused by alcohol. If someone abuses alcohol for a long time, however, it will cause permanent health problems from nerve and brain damage to heart damage. Since the liver breaks down alcohol, it is frequently alcohol's worst victim. Cirrhosis of the liver (most commonly, though not exclusively, caused by alcoholism) is among the 10 leading causes of death by disease in the United States.

Yet disease isn't the only damage caused by this drug. Consider the following facts; alcohol is involved in half of our country's crimes. Individuals who have been drinking commit almost 75 percent of all murders. And that's also true of one-third of all attempts. Every year, 25,000 people are killed in alcohol-related automobile accidents. And six out of ten teenage highway fatalities involve alcohol.

When heavy drinking however, does lead to alcoholism in a family, it creates a very painful set of problems. You may never know, for example, if your dad is going to come home drunk and yell at you for nothing at all. Or, your mother may embarrass you in front of your friends.

Your mom might fall asleep with her face on the table or be moody or unpredictable. You dad may hug you a lot when drunk and be grouchy when he's sober. You might stick up for the alcoholic in your family, which makes your brother or sister mad, or your older sister might feel that she must replace your mother (since your mom is always drunk), and you don't like.

Life with an alcohol parent also affects how your nonalcoholic parent acts. Your nonalcoholic parent can confide his or her bad feelings about your alcoholic parent and make you feel in the middle. You may hate to see your nonalcoholic parent lie and make excuses for his or her partner, tempers may be short, and you may not be getting the attention and love you require.

Question:

In not more than 100 words, summarize the effects of alcohol

Turn Over

ROUGH COPY

[illegible]

[illegible]

2. A. Read the passage below and answer the following questions.

On March 5th, we arrived at the port of Tilbury, near London. Now, for the first time, I was in the white Man's world – the United Kingdom. After customs clearance, we traveled by train from Tilbury to London.

In London I had hoped that Mr. Njonjo would be waiting for me, but since he was not at the station I decided to take a taxi to his address. Njonjo was in Scotland, but he returned two days later and got me a room at one of the hostels provided by the Welfare Section of the Colonial Office to accommodate overseas students. There were many students from the West Indies, Nigeria, the gold coast (now Ghana), Uganda and Zanzibar. This was the first time I had met fellow students from other parts of Africa. I had to come to Britain to make my first **Pan – African contacts**.

Most of the students were very busy, and had it not been for the kind attention of a blonde Scottish secretary at the hostel I would never have been or seen in London. I was very grateful to her, and even now look back on her friendliness to me as the high point of the trip. She did much to open my eyes to the fair-mindedness and friendliness of **liberal** British people. I visited the BBC, St. James' Park, the British Museum, the Haymarket and Madame Tussaud's. I asked someone to take me to No. 10 Downing Street to see where the Prime Minister lives. I think what impressed me most in my rambling around was that Nehuru and Gandhi were among the famous ones at Madame Tussau's.

In English I found myself in a culture which was very different from Indian culture. English culture was very dynamic and aggressive. It was much more aggressive and demanding than I had experienced in Nairobi when I first encountered urban life. As regards the British people, I must say that they impressed me very highly in particular by their courtesy. I was amazed at the difference between the British people in Great Britain and in Kenya. In Kenya they were very arrogant, if not **snobbish**, and shortsighted. Their general outlook appeared circumscribed by their selfishness though there were, of course exceptions here and there.

As for freedom of speech, press and assembly I thought that Great Britain was **the classic example**, even though I had not traveled all over the world in order to make a comparison. I visited Hyde Park where different groups of people gathered to expound their varied political and religious philosophies. I was surprised to see African speakers up on their stands side by side with white men speaking their minds vigorously and without fear. Speakers there were saying just what they wanted to say and drawing crowd to listen to them

Questions

- 2.1 (a) What disappointed the writer when he had just reached London?

(02 marks)

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.....

- (b) Using two suitable adjectives describe the character of the Scottish secretary who helped the writer. (01 mark)

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.....
.....

- 2.2 What struck the writer most about the English culture in general? (02 marks)

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

- 2.3 Compare the British people in Britain with those in Kenya. (01 mark)

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.....
.....

- 2.4 Name two things that impressed the author most about the speakers in Hyde Park. (02 marks)

(i)
.....

(ii)
.....

- 2.5 Explain the meanings of the following words/expressions in the context of the passage. (02 marks)

(i) Pan-African contacts
.....
.....

(ii) Liberal
.....

.....

Turn Over

(iii) The classic example

.....
.....

(iv) Snobbish

.....
.....

2B. Read the following Passage and answer the questions that follow;

Mr. Abu, the laboratory attendant, came in from the adjoining store and briskly cleaned the blackboard. He was a retired African Sergeant from the Army medical Corps and was feared by the boys. If he caught any of them in any petty thieving, he offered them the choice of a hard smack on the bottom or of being reported to the science masters. Most boys chose the former as they knew the matter would end there with no long interviews, moral arguments and an entry in the conduct book.

The science master, a man called Vernier, stepped in and stood on his small platform. Vernier set the experiments for the day and demonstrated them then retired behind the “Church Times” which he read seriously in between walking quickly along the rows of laboratory benches advising boys. It was a simple heat experiment to show that a dark surface gave out more heat by radiation than a bright surface.

During the class, Vernier was called away to the telephone and Abu was not about, having retired to the lavatory for a smoke. As soon as a posted guard announced that he was out of sight, minor pandemonium broke out. Some of the boys raided the store. The wealthier ones took rubber tubing to make catapults and to repair bicycles, and helped themselves to chemicals for developing photographic films. The poorer boys, with a more determined aim, took only things of strict commercial interest which could be sold easily in the market. They emptied stuff into bottles in their pockets, soda for making soap, magnesium sulphate for opening medicine, salt for cooking, liquid paraffin for women’s hair-dressing and fine yellow iodoform powder much in demand for sores. Kojo objected mildly to all this. “Oh, shut up!” a few boys said.

Sorie, a huge boy who always wore a fez indoors commanded respect and some leadership in the class. He was gently drinking his favourite mixture

of diluted alcohol and bicarbonate – which he called “gin and fizz” – from a beaker.

“Look here, Kojo, you are getting out of hand. What do you think our parents pay taxes and school fees for? For us to enjoy – or to buy a new car every year for Simpson?” The other boys laughed. Simpson was the European headmaster feared by the small boys, adored by the boys in the middle school and liked, in a critical fashion, with reservation by some of the senior boys and African masters. He had a passion for new motor-cars, buying one yearly.

“Come to think of it” Some continued to Kojo, “you must take something yourself, then we’ll know we are safe. “Yes you must” the other boys insisted. Kojo gave in and unwillingly, took a little nitrate for some gun powder experiments which he was carrying out at home. “Someone!” the lookout called.

The boys ran back to their seats in a moment. Sorie washed out his mouth at the sink with some water. Mr. Abu, the laboratory attendant, entered and observed the innocent expression on the faces of the whole class. He looked round fiercely and suspiciously and then sniffed the air. It was a physics experiment but the place smelled chemical. However, Vernier came in then. After asking if anyone was in difficulties, and finding that no one could in a moment think up anything, he retired to his chair and settled down to an article on Christian reunion.

(Adapted from: As the Night the Day by Abioseh Nicol)

Now answer questions 2.6 to 2.10 by selecting the best of the four choices. Put a ring round your best choice.

- 2.6 The boys were afraid of Mr. Abu because
- A. he had been an army sergeant and had military ideas of discipline.
 - B. he reported them to the science masters whenever he caught them petty thieving.
 - C. he was cruel
 - D. he believed in strict discipline.
- 2.7 When the boys were caught petty thieving, they usually chose to be beaten by Mr. Abu because;
- A. he gave them only one hard smack instead of six from their teachers.
 - B. they did not want to get a bad reputation with their teachers.
 - C. they were afraid of their science masters.

D. his punishment was quicker than their teachers.

Turn Over

- 2.8 Some boys took chemicals like soda and iodoform powder because
- A. they liked to set up stalls in the market and sell things, like traders.
 - B. they were too poor to buy things like soap and medicine.
 - C. they wanted money and could sell such things quickly.
 - D. they needed things like soap and medicine for sores.

- 2.9 Mr. Vernier
- A. did not seem to be interested in teaching the boys science.
 - B. seemed more interested in his magazine than his pupils.
 - C. know that the pupils did not need his help for such a simple experiment.
 - D. Should have been a priest rather than a teacher.

- 2.10 A big difference between Kojo and Sorie was that;
- A. Kojo took chemicals for some useful experiment but Sorie only wasted his in making an alcohol drink.
 - B. Sorie was rich but Kojo was poor.
 - C. Kojo had a guilty conscience but Sorie did not.
 - D. When Kojo objected, Sorie proved that what they were doing was reasonable.

3.A ***Re-write the following sentences according to the instructions given without changing their meaning.***

3.1 Ganza intervened. The dispute ended. (Rewrite using..... hadn't)

.....
.....

3.2 Ahmed has not answered yet. Hussein has not answered either. (Rewrite beginning: Neither.....)

.....
.....

- 3.3 He is quite aware of the risks. (Use: ‘alive’ instead of ‘aware’)
.....
.....
- 3.4 If he had not been generous, the poor would have starved to death.
(Begin But.....)
.....
.....
- 3.5. She gets a great deal of mails and you would think she was extremely popular.
(Begin: Considering that)
.....
.....
- 3.6. You were telling me about a singer. How old is he? (Join into one sentence
Beginning: How.....)
.....
.....
- 3.7. “I will resign here and now”, the Chairperson angrily said, “if that is what you
want me to do”. (Use the reported speech)
.....
.....
- 3.8. Far too many people forget that good sanitation prevents the spread of
diseases (Begin: Not many.....)
.....
.....
- 3.9 For several seconds tension was at fever pitch. (Begin: Tension rose.....)
.....
.....
- 3.10 Eliot wrote over thirty poems. Many readers regarded him as the greatest poet
of all. (Rewrite as one sentence: whom)

.....
.....
Turn Over

3B. Complete sentences 3.11 to 3.20 with the most suitable answer among the given alternatives. Put a ring around your best choice.

- 3.11 What exactly is he guilty?
A. about
B. Of
C. with
D. on
- 3.12 The staff would rather the students didn't attend the dance. This means;
A. the staff wanted to attend the dance without the students.
B. The staff proffered to see the students not go to the dance.
C. the students wanted to attend the dance.
D. the students failed to attend the dance.
- 3.13 I am your best friend..... (Add a suitable question tag)
A. I'mn't I?
B. Isn't it?
C. aren't I?
D. not so?
- 3.14 By next week, sheEnglish for three years.
A. will be learning
B. Will have been learning
C. had learnt
D. has been learning
- 3.15 The prosecutor produced a verbatim transcription of a tape recording of a conversation between the murdered shopkeeper and the alleged murderer. The underlined word means.....
A. Verbal

- B. written
 - C. word for word
 - D. Complete
- 3.16 They all tried to concentrate on the broad cast but the noise in the next room
- A. put them on
 - B. put them out
 - C. put them in
 - D. put them off
- 3.17 My sister wondered whether she was..... for the job, but they said she was not old enough.
- A. illegal
 - B. illegible
 - C. legible
 - D. eligible
- 3.18 The head prefect was accused of..... the school to violence.
- A. luring
 - B. enticing
 - C. inciting
 - D. tantalizing
- 3.19 Scarcely what to say about it.
- A. does she know
 - B. doesn't knows
 - C. she knows
 - D. she doesn't know
- 3.20 "When will you come back?" the teacher asked.
- A. The teacher asked when will you be back.
 - B. The teacher asked that when will I be back.
 - C. The teacher asked when I would be back.

D. The teacher asked when would I be back.

END