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**112/2**

**ENGLISH**

**LANGUAGE**

**PAPER 2**

**JUNE, 2018**

**2HOURS**

**SMG**

**Uganda Certificate of Education**

**ENGLISH LANGUAGE**

**PAPER 2**

**2 HOURS**

**INSTRUCTIONS TO CANDIDATES:**

* *Attempt all questions*
* *All your answers must be written on this paper.*

1. **Read the following passage and answer the question after it.**

The growing importance of providing Early Childhood Development (ECD) education to pre-school children from global, national and community perspectives continues to attract attention. Recently, the education ministry called for a framework that would see nursery schools teaching in local languages.

Educationally, ECD is of remarkable brain development that lays the foundation for later learning. Economically it is more cost effective to institute preventive measures and support for children early on to compensate for disadvantages as they grow older.

It is therefore, gratifying to see that government is taking positive steps towards ensuring that pre-school children in Uganda get access to ECD services.

One of the important issues that are yet to be addressed is the language of instruction. The existing ECD provision by private sector prefers English as the medium of instruction, which is in conflict with the local language as medium policy in the thematic curriculum for early primary classes one to three.

Apart from disjuncture between current ECD provision and the local language policy in early primary, there are a number of reasons why local languages need to be incorporated in the proposed ECD policy framework.

In UNESCO’s 2016 policy paper number 24, published recently and titled ‘If you don’t understand, how can you learn?’

It is strongly argued that using the local language as a medium of instruction has a positive impact on learning. Children taught in their local languages speak with more confidence to their teachers or among themselves. This increases interaction and learning becomes more enjoyable to learners especially for those in pre-primary. Since learning is more enjoyable and full in fun, children will not look at school as an alien place which they should escape from at any given opportunity.

The use of learners’ home language in the classroom promotes a smooth transition between home and school. It means learners get more involved in the learning process and speed up the development of literacy skills. It also enables more flexibility, innovation and creativity in teaching preparation.

Using the learner’s local language is also more likely to get the support of the general community in the teaching, learning process and creates an emotional stability, which translates to cognitive stability, hence better educational outcome.

Teaching ECD in local language will mean developing instructional materials and learning aids in children’s local languages. If properly implemented, this will create demand for these local learning materials which inevitably will nurture the growth of the local publishing industry.

Currently there is a scarcity of learning materials in local languages chiefly because there is no effective demand for them; or simply put, no users. Unless local languages are given market value through educational provisions in ECD and early primary, no amount of policy change at school level can guarantee their use in high status functions.

Finally, local languages in ECD will ensure that children do not despise their languages later in life, which the famous prolific Kenyan Writer Ngugi wa Thiongo calls colonial alienation. He explains that due to this alienation, children taught in languages other than their own tend to disassociate themselves from their languages. These days as a result of learning in English, few children in primary or secondary school can tell folk stories in their languages or sing any traditional song. This amounts to embarking on a journey of cultural death. It is now common to listen to speeches from university graduates, which are a mixture of English and local language words.

Therefore, government efforts in ECD provision need to be supported by providing practical ways of implementing this, particularly in marginalized communities.

***(Adapted from: The observer, Monday, March 14th,2016)***

Write a connected summary of not more than 130 words showing the importance of teaching children in their local language.

**ROUGH COPY**

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**FAIR COPY**

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

Young people have a tendency to resist authority and therefore often want to do the opposite of what they are asked. This is tied up with the desire to be recognized as individuals and their own friends’ amusements, clothes and books. The parents reluctance to grant this independence and their efforts to try into the affairs of their children, their refusal to allow them a key, so that they known when they come in and as where they have been, their failure to trust, all lead to constant friction.

Another important reason for friction is the fact that young people are beginning to think for themselves. Whereas previously a parent’s word was accepted, there now has to be a good reason for a parental edict. Parents find that their past authority is now being questioned and they don’t like it. They are not accustomed to having their word questioned. One frequent reply. “Because I say do does not go down well with a young person.” When a young person, on being reprimanded, tries to explain his or her reasons many parents will snap back, ‘Don’t answer back!’

Young people can provoke friction at home in other ways. They may withdraw from the family circle into seclusion, they may direct scathing comments and sarcasm at their brother and sisters; and they may be selfish. Also choice of clothes, hairstyle and boy/girl friends all lead to friction. When thwarted in their desires. Some young people will call their parents ‘horrible’. Adults too have their personal problems. Much of the friction with children is due to their parents’ Intolerance, impatience and bad temper. Some teachers become angry with children who are slow to learn. Parents are impatient when children fail to understand instructions or forget what they have been told to do.

Another fault of parents is their failure to appreciate the sensitiveness of young people, who are readily offended by comments about their friends. Young people particularly recent being reprimanded in front of brothers and sisters; they hate to feel that derogatory remarks about them are being made behind their backs.

On the other hand parents feel thwarted because of their failure to stop various habits and forms of behavior which they dislike in their adolescent children. When parents fail to stop young people from making their rooms untidy, looking stupid in front of strangers because of shyness or refusing to admit to a theft or breakage there is bound to be a deadlock.

**Questions**

2.1 Why according to the author do young people tend to resist authority?

……………………………………………………………………………………………………………………………………………………………………………………

2.2 In the second paragraph, what does the writer say the causes of friction are?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

2.3 How do adults cause friction between them and their children?

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

2.4 What would be the title for the passage?

……………………………………………………………………………………………………………………………………………………………………………………

2.5 Give the meanings of the following words and phrases according to the passage.

1. *Reprimanded*

………………………………………………………………………………………………………………………………………………………………………………………………………………

1. Thwarted in their desires

……………………………………………………………………………………………………………………………………………………………………………………

1. Derogatory remarks

……………………………………………………………………………………………………………………………………………………………………………………

1. A deadlock

………………………………………………………………………………………………………………………………………………………………………………………………………………

**2. B) Read the passage below very carefully and answer the questions after it.**

In spite of the efforts of town planners, the drift to the towns continues, and large urban areas are becoming even larger. A good indication of this is the growing number of cities with over a million inhabitants. In 1900 only eleven cities had populations which topped the million mark, but today the list contains well over a hundred such cities and gets longer every year. By far the greater proportion of these cities with more than a million inhabitants are in the industrial areas of northern hemisphere. Tropical areas, with the exception of India, have few examples.

Currently, however, the developing countries are experiencing the greatest rate of urban growth, and it is here that the problems of urban life are most acute.

When people are packed together in large numbers, it becomes difficult to provide them with housing, transport and recreation in a healthy environment. Disease is easily spread, and often arises from the unsanitary conditions of towns. A pure water supply is essential and in vast quantities. The local rivers and streams may not be large enough to give an adequate supply of water. Thus Manchester gets some of its water by aqueduct from the lake strict, and Birmingham from reservoirs in Wales. Los Angeles, with its dry climate, has an aqueduct 240km long from Sierra Nevada Mountains. Many leisure activities such as sailing, water skiing, swimming and angling are becoming popular, and adding to the demands for water.

The waste water from houses and factories also has to be carried away, as sewage. The sewers of a town normally run down hill, in trains under the streets, to a sewage works. This is usually situated on flat land by the river, and there the sewage is treated so as not to pollute the river further. Sewage works are expensive, however, and in many towns, particularly in the less developed countries, there are only cesspits – covered deep holes into which the sewage runs. Even worse, in some, untreated sewage is discharged straight into the nearest river or, if the city is a coastal one, into the sea.

Solid rubbish also presents problems: there are enormous quantities to be carried away somehow. The most modern flats have waste disposal units which reduce rubbish to fine particles that can be flushed away, but these are rare. In most western cities, rubbish is collected and buried in old quarries and gravel or clay pits, or burned in incinerators. Seaside towns sometimes have their solid rubbish loaded into barges and dumped at sea. In many tropical countries, garbage is simply tipped on to waste land, where it forms food for birds, rats and flies.

Much air pollution also occurs in towns, from house and factory chimneys, and from car and other motor vehicle exhausts. Not only are these atmospheric pollutants a hazard to health, they damage or dirty buildings and mental structures, and the suspended solids of soot and ash in particular may increase the incidence of fog and cloud before they are deposited on the surface. In the past, air pollution affected the shape of towns. The better-quality houses were built up wind of factories. Nowadays the problem of air pollution is partly overcome by open spaces – if there is plenty of parks and gardens, the town is more healthy – and partly by laws against smoke from factory and house chimneys.

As we have seen, the larger the town, the more people who live on the outskirts. Most of the jobs are in the central business district, and consequently there are many commuters. A million people travel each day in London; in Paris the daily total for commuters is 900000. The rush-hour is a very well-known feature of large towns, when thousands of passengers pour out of trains, buses and cars. Handling so much traffic requires very careful organization.

***Adapted from: Environmental studies, by Terry Jennings, Pitman Publishing Pty Ltd***

**Questions**

2.6 “In spite of the efforts of town planners ………………” this expression implies that;

1. their efforts have not produced the desired expectations
2. the efforts referred to were not meant to yield any positive results
3. large urban areas are becoming even larger
4. there is a growing number of cities.

2.7 Problems of urban life

1. are being experienced by developing countries only
2. are most acute in developing countries
3. affect the rate of urban growth
4. lead to people being packed together in large numbers

2.8 A pure water supply is essential because

1. people are packed together in large numbers
2. it is difficult to provide people with housing transport and recreation in a healthy environment.
3. local rivers and streams may not provide an adequate supply of water
4. unsanitary conditions of towns lead to easy spread of disease

2.9 Much air pollution occurs in towns since

1. atmosphere pollutions are a health hazard
2. it affects shapes of towns
3. there are more houses, factories and moving vehicles than anywhere else
4. there are by laws against smoke from factory and house chimneys

2.10 It is true from this passage that

1. the effects of pollution are experienced more in developed than developing countries
2. there is more air pollution in other places than urban centres
3. developing countries suffer more the consequences of waste than the developed ones
4. there is little planning for the growing number of cities with over one million inhabitants.

**3. A) Rewrite the following sentences according to the meaning with changing the meaning.**

3.1 Our elder sister has died. (Re-write beginning: Death……….)

………………………………………………………………………………………………………………………………………………………………………………………………………

3.2 The hall was too small to accommodate all the visitors.

(Re-write using: big)

………………………………………………………………………………………………………………………………………………………………………………………………………………

3.3 Good children will always look for good constructive ideas to build their reputation positively. (Re-write using: …………seek………….)

………………………………………………………………………………………………………………………………………………………………………………………………………………

3.4 Everyone was amazed when he calculated complicated mathematical sums with ease. (Re-write beginning: To……………………………..)

………………………………………………………………………………………………………………………………………………………………………………………………………………

3.5 There has been plenty of rain this month.

(Re-write using: How and use wet)

………………………………………………………………………………………………………………………………………………………………………………………………………………

3.6 ‘I will report you to the class teacher if you keep teasing me like this,” Said the new comer.

(Re-write beginning: The new comer threatened …………)

………………………………………………………………………………………………………………………………………………………………………………………………………………

3.7 The ladder which was ten metres long was propped against the wall.

(Re-write beginning: A ten………………………..)

………………………………………………………………………………………………………………………………………………………………………………………………………………

3.8 It is difficult to recognize her from the crowd due to her dark colour.

(Re-write using recognized instead of recognize)

………………………………………………………………………………………………………………………………………………………………………………………………………………

3.9 She commonly forgets the pin cord to her mobile account.

(Re-write to begin: Rarely……)

………………………………………………………………………………………………………………………………………………………………………………………………………………

3.10 His father told him to return back home promptly in time from the market whenever sent.(Remove the repetition)

………………………………………………………………………………………………………………………………………………………………………………………………………………

1. **B) Select the most suitable alternative by putting a ring around your choice**.
2. Babirye is ……………………… of the twins.
3. the kindest C. Kinder
4. the kinder D. Kind
5. The host did not enjoy the play and the spectators did not ………………………
6. again C. also
7. as such D. either
8. The students left for their trip ……………….. train.
9. with C. by
10. in D. on
11. “I do not entertain answers which are amorphous. This means ……………..
12. much C. many
13. non-specific D. scattered
14. Having been tired after the day’s work, my mother ………………. outside on a mat under the tree shade.
15. laid down C. had lain
16. lay down D. layed down
17. The teacher furiously said that we couldno longer………………… with our uncouth behaviour.
18. cope with C. cope up
19. cope D. cope up with
20. If the plane left Nairobi at dawn, it should have landed in Dubai a short while ago. This means:
21. The plane did not leave
22. The journey by plane takes a short while
23. Probably the plane has just landed
24. The plane was supposed to land a short while after dawn.
25. Every woman wants to be
26. A man of himself
27. A woman of herself
28. His own woman
29. A woman herself
30. Many parents are not pleased with poor performing children. They feel they do not get …………..
31. the worthy of their money
32. their money with worth
33. their money’s worth
34. the worth of their money
35. Teachers must always encourage students to avail themselves ………………….the library books.
36. of C. with
37. for D. on

***\*\*END\*\****