**THE CONVERSATION (FINAL SEASON)**

**TUSIMBUDDE 4**

**English Language Paper 112/2**

In the following imaginary conversation, a brilliant and focused candidate asks a teacher all the issues required in passing English Language Paper 2. The teacher answers the questions thoroughly and professionally. From their dialogue, pick what you can apply in order to excel. Enjoy.

**SUMMARY WRITING**

1. **Teacher, I fear the summary!**

Do not worry my dear. By the end of this chat, you will be an expert in summary writing and you will have no problem in your final exam. In fact you will be as good as an examiner.

PARAGRAPHING\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

1. **Thank you teacher. First of all I want to know whether it is allowed to use more than one paragraph.**

It is not allowed. You must put all your points in one paragraph.

1. **Even when the issues are more than one, for example *causes* and *effects*, must I put them in one paragraph?**

Oh yes.

1. **How then do I show that I’m turning to the other side?**

You must write some sort of *‘transition’* which is a word or statement that introduces the other part. Let me illustrate with the micro summary below about the *advantages* and *disadvantages* of a large family.

|  |  |
| --- | --- |
| **The stupid way** | **The clever way** |
| A large family has the advantage of enough labour. The head of the family is respected. There is better security and the household is lively. A large family faces high expenditure, shortage of necessities and noisy quarrels. | A large family has the advantage of enough labour. The head of the family is respected. There is better security and the household is lively. **However,** a large family faceshigh expenditure, shortage of necessities and noisy quarrels. |

1. **Is the word ‘However’ the only word that should be used in the transition?**

Noooo. For example in the same summary instead of **‘*However’*** you could say: ***A large family has disadvantages like*** *high* *expenditure,* *shortage* *of* *necessities* *and* *noisy* *quarrels*. Don’t cram the word *‘However’*. The transition statement depends on the question, and it’s not hard to get.

1. **What if it is one question but I separate the two issues using sub-titles?**

That is not allowed. If it is one question, you must write one paragraph and one title then separate the two issues with a transition.

1. **Sometimes they bring two summary questions and I panic.**

There is no need to panic. Simply handle each question normally. Usually the words for each question are relatively few. You just have to be careful not to mix up the points and the spaces for the Rough and Fair copies.

1. **Thank you teacher. Paragraphing is now clear to me.**

You’re welcome. Do not forget that the paragraph **must** be **indented**, not in a block form. To indent is to leave a space from the margin in the first line of the paragraph.

THE TWO COPIES\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

1. **Can I write a Fair Copy without a Rough Copy?**

That is so silly. It is like a woman wanting to push a child without becoming pregnant first. The Fair Copy is a child of the Rough Copy. You must write both copies.

1. **Teacher, you’re funny. Can I write the Rough Copy “roughly” just as the word suggests? And should I cross it out since it is rough work?**

The Rough Copy is not “rough work.” It is officially part of the answer and the teacher studies it before marking the Fair Copy. You can cross some individual words as you edit the Rough Copy but please do not cross it out.

1. **Okay, so the word ‘Rough’ is misleading?**

Somehow it is. The actual summarizing is done in the Rough Copy. You must take it seriously and write it in a proper paragraph.

1. **This means that I’m not allowed to jot down my points by listing, numbering, using dashes, bulleting or any other form of outlining.**

You are not allowed. Both copies must be in a proper paragraph. Writing the Rough Copy in a proper paragraph helps you to organize the required information and regulate the number of words.

NUMBER OF WORDS\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

1. **Must I count the words one by one?**

It is a must to count the words **one** **by** **one**. The counting is done in the Rough Copy.

1. **If I use more than the required number of words but I indicate that I have used less, will I get away with this wise trick?**

Wise trick my foot! Teachers hate liars. The teacher will count the words one by one and the points beyond the word limit will not be marked. It is an offence to exceed the word limit.

1. **Is it also an offence not to reach the word limit?**

Well, not really, but it is risky if your words are too far below the word limit. For example if you are asked to use about 120 words and you use only 50, 60, 80 or even 100, it means that you have left out a good number of points. You will be the loser.

1. **Are the words in the title counted and are the punctuation marks also counted as words?**

Before I answer that question, let me give you a ‘wise trick’ to help you avoid exceeding the word limit. As you are writing the Rough Copy, stop at least two times during the writing and count the words you have used so far in relation to the points that are remaining. This helps you to regulate yourself and by the time you finish the Rough Copy, you know whether you are within the word limit or you have a few excess words to edit out. This style is known as write-as-you-count and count-as-you-write style.

1. **That’s a very sensible thing to do.**

Thank you. Now to answer your question, the words in the title are not counted and the punctuation marks are not counted since they are not words.

1. **What is the difference between “*In not more than*” and “*In about*” when it comes to the number of words?**

When the question says, “In *not* *more* *than* X words,” you must not exceed even by a single word. But when it says, “In *about* X words,” you are allowed to use **not** **more** **than** **five** extra words.

1. **Thank you teacher. Is there anything else concerning the words?**

Avoid joining and separating words. This is careless stupidity. When you write, ‘***alot’***instead of ‘***a******lot’***or ‘***in******doors’***instead of ‘***indoors’***, you get zero. You should also avoid contractions if they are not used in the passage, e.g. *isn’t, can’t, etc.* Hyphenated words like ***mother-in-law***, figures like ***10,000,000***and abbreviations like ***UNEB*** are counted as one word.

THE TITLE\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

1. **Is it necessary to write the title? What happens if I forget it?**

It is a must to write the title on both copies. I advise you to write the title in CAPITAL LETTERS and NOT to underline it. If you underline it when written in capital letters, you will lose a mark. Writing the title in small letters is also allowed but it has some terms conditions which you may easily forget, so I advise you against it.

1. **Can I create a title of my own? Or if the passage has a title, can’t I simply use that one for the summary?**

The title must be got from the question. A wrong title and a mistake of any kind will fetch a penalty. Don’t put a full stop on the title.

1. **Am I allowed to shorten the title if I think that it will be too long?**

You are not allowed. Some titles are short and others are a bit long. Do not worry about the length of the title.

THE SUMMARY WRITING PROCESS\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

1. **Teacher, briefly take me through the steps of writing the summary.**

**Step** **one**: Read the question to know the topic and the number of words to use.

**Step** **two**: Read the passage carefully while noting the sentences that have the points. Keep on looking back at the question.

**Step** **three**: Read the passage again while underlining the sentences or sections of the sentences which have the relevant points.

**Step** **four**: Write the Rough Copy neatly and carefully from the underlined sentences. Wisely lift the exact words of the passage while using the word-reduction methods that you learnt in S.3. Count the words in the Rough Copy using the style I gave you earlier, that is, ‘write-as-you-count’ and ‘count-as-you-write’.

**Step** **five**: If the words are within the limit, simply transfer your work to the space for the Fair Copy, but if they are a few extra ones, first carefully edit and reduce them before transferring.

WORD-REDUCTION METHODS\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

1. **Please throw more light on the word-reduction methods hinted on in step four. That is my major challenge.**

The first method is to pull out individual words from a sentence which you think can be left out without affecting the meaning. For example in a sentence like: *Each and every citizen must have love for his mother country, (10 words),* you can leave out the underlined words and say: *Every citizen must love his country. (6 words)* However, for some sentences you cannot take out any word and you have to copy them as they are. Then the other thing you should know about this method is that there are some descriptive or qualifying words that you must not touch because they are key to the accuracy of the meaning. For example for a sentence like: *Taking excessive alcohol* *impairs one’s reasoning capacity*, if you remove the word ***excessive*** and simply say: *Taking alcohol impairs one’s reasoning capacity*, the exactness of the meaning will not be the same and you will be given ½ a mark instead of a full mark. At least you can remove the word ***capacity*** and it remains: *Taking excessive alcohol impairs one’s* *reasoning*. In some cases the meaning completely changes when you leave out a word. For example these sentences have totally different meanings: *Workers are* *not paid well*. / *Workers are not paid*.

1. **Teacher, you are the best.**

Don’t flatter me. The second method is to leave out a whole clause or section of a sentence that you think is unnecessary. For example you could be summarizing the qualities that boys due for circumcision should have and in a sentence like: *The candidates for circumcision must show courage, just as their predecessors have done for generations, (15 words)* you can leave out the underlined segment and simply say: *The candidates for circumcision must show courage. (7 words)* The third method is to leave out indirect repetitions, that is, the same points that are repeated using different words. For example in a sentence like: *Overpopulation leads to scarcity of jobs because if there are too many people compared to the job opportunities available, many people will be unemployed, (24words)* you can simply stop at saying: *Overpopulation leads to job scarcity (5 words)* and leave out the underlined info because it is basically repetition.Then the fourth method is to use grammatical reconstruction skills. For example in a sentence like: *Students that have no discipline find it difficult to excel in academics, (12 words)* you can simply say: *Undisciplined students find difficulty in excelling academically. (7 words)*

1. **Oh Teacher, I wanna give you a hug!**

You! Leave me alone. The last method is to use one word to replace a set of many words. For example in a sentence like: *Boys do not like to wash saucepans, plates, cups and bowls, (11 words)* you can simply say: *Boys hate to wash utensils. (5 words)* When you combine the above methods efficiently, you will have effective word-reduction.

KEY PRACTICES\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

1. **Thank you teacher.**

You are welcome. I now want to educate you on a few key practices that you should observe in summary writing. I’ve already hinted on one of them, which is the need to lift the exact words of the passage. Yes, you can use your words, but just a little.

1. **Why do I have to stick to the wording in the passage?**

It is because the teacher makes the marking guide using the words of the passage. So if you overuse your words, you might distort the points.

1. **Okay.**

Then, most students fail because of miscopying words. Therefore, be extremely careful as you copy the word, especially those with almost similar pronunciation or spelling. You can easily write ***steep mother***instead of ***step******mother.***You can say ***medical car***instead of ***medical care****.* You can easily say ***it’s*** when you want to mean ***its.*** Instead of ***declining fish stocks***, you can carelessly say ***declining fish stalks***.

1. **Oh, that is crazy!**

The other habit that you should guard against is the joining and splitting of words that I referred to earlier. This is a major source of failure these days. All in all, you have to write *perfect* and *correctly* *punctuated* English. If you miss a full stop or a vital comma somewhere, you end up with zero. If you don’t use a capital letter somewhere or misspell any word, you lose the mark. So, you have to be extra careful my dear.

THE OPENING SENTENCE\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

1. **Thank you very much. Now help me on how to properly open my summary.**

The first sentence is called the topic sentence. It must mention the topic or subject of the summary. What is the summary about? Is it about accidents, traffic, child abuse, education, the death penalty, wildlife, Covid-19, etc? Whatever the summary is about must be clearly mentioned in the first sentence. For example if the question is: *In about 100 words, summarize the usefulness of religion*, **religion** is the subject or topic of the summary and must be mentioned in the opening sentence.

1. **So for that question, for example, I should begin by saying: *Religion is useful because it teaches people to avoid sin and love each other.***

That is correct because you have clearly mentioned the subject (religion). If you don’t mention the subject, you will lose a mark. For example if you say: *People are taught to avoid sin and love each other*, that sentence, though it has the points and is grammatically correct, will be deficient because you have not specifically mentioned **religion** as its subject.

1. **Am I allowed to refer to the subject using a pronoun in the opening sentence? For example can I start by saying: *It is useful because it teaches people to avoid sin and love each other*? After all the word ‘Religion’ appears in the title.**

The *subject* in the first sentence MUST be in *noun* form. If you use the *pronoun* in your first sentence, you will lose a mark. For example if the summary is about the causes of traffic jams, you are expected to start like: ***Traffic******jams*** *are caused by the big number of vehicles in the city.* Don’t start by saying: ***They*** *are caused by the big number of vehicles in the city.*

1. **But I’m free to use the pronoun in the other sentences.**

Yes, after the first sentence you are very free to use the pronoun as much as you want although you are advised to reuse the noun here and there. The other thing is that you don’t need to repeat the opening words in every sentence or for every point. This will be too monotonous and increase the word-count unnecessarily. Compare these summaries about the benefits of going to school.

* Going to school has the benefit making people literate. Going to school has the benefit of enabling people to interact. Going to school has the benefit of teaching good social behaviour. Going to school has the benefit of training people for jobs. (42 words with monotonous repetition of the subject)
* Going to school has the benefit making people literate. It enables people to interact, teaches good social behaviour and trains people for jobs. (Only 23 words in a naturally well expressed format)

COLONS AND COMMAS\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

1. **Teacher, educate me about the use of colons and commas.**

These two punctuation marks have some restrictions in summary writing. Let me begin with the semi colon **(;)** and colon **(:)**. Please totally avoid using these two when introducing your points. If possible, avoid words which tempt you to use the colons.

1. **How is that, teacher?**

For example if you start your sentence like this: *The following are the causes of traffic jams:………….* or *The reasons behind traffic jams are as follows****;****………….* or *The causes of traffic jams are****:****…………..*, each point you give after the colon will get ½ a mark until the end of that sentence. Let me illustrate what I mean with the following micro summary about the *disadvantages* *of* *overpopulation*.

|  |  |
| --- | --- |
| **The improper way** | **The proper way** |
| The disadvantages of overpopulation are**:** pressure on land, scarcity of jobs and insufficient amenities. (1½outof3) | The disadvantages of overpopulation are pressure on land, scarcity of jobs and insufficient amenities. (3outof3) |

1. **Now let us turn to the commas. Am I allowed to use as many commas as I want?**

If you don’t want to lose marks, you should not use more than two commas in one sentence to give out your points. The simple formula is: Point-1, Point-2, Point-3 and Point- 4. This means that the maximum number of points that you can join with commas is **four**. In fact personally I recommend Point-1, Point-Point- 2 and Point-3.

1. **I’m a bit confused.**

Let me illustrate. Imagine you are summarizing the disadvantages of female circumcision. It is **not** **acceptable** to write like this: *Female circumcision leads girls into early marriage, forces girls to get very old husbands, leads to poor performance in school, prevents the girl from enjoying her childhood, makes the girl prone to abuse, leads to a lot of pain and makes the girl suffer psychological damage.*

1. **Surely the commas are too many and the sentence sounds clumsy. Kindly show me how I should do it.**

I thought you would try it since you are the candidate but since you want me to spoon feed you, you should say: *Female circumcision leads girls into early marriage, forces girls to get very old husbands, leads to poor performance in school and prevents the girl from enjoying her childhood. It makes the girl prone to abuse, leads to a lot of pain and makes the girl suffer psychological damage.*

1. **Thank you teacher, but wait a moment. What if the sentence in the passage is the one with very many commas and I simply copy it as it is? Will I still be punished?**

Yes it will be your fault if you copy the many commas as they are in the passage. It’s your duty to make some changes so that not more than two commas or semi colons appear in one sentence. This means creating another sentence from the original sentence.

1. **Now, what if I overuse conjunctions and connectors?**

That is also not acceptable because you will end up with a long and queer sounding sentence. Like the commas, there should not be more than two conjunctions or connectors in a sentence. Dear candidate, do not be desperate to chain up your points abnormally.

1. **What if I don’t use a single punctuation mark in my summary?**

You will get zero. Communication without punctuation does not make sense and it’s like a death sentence because you are forcing someone to read your work without pausing to breathe.

INCOMPLETE SENTENCES\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

1. **Tell me about using incomplete sentences.**

Yes, using incomplete sentences is not allowed since it is equivalent to listing. Unfortunately many candidates can’t differentiate between half and full sentences. One can start with a capital letter and end with a full stop and yet he has not written a full sentence. When you use such a statement, you get ½ a mark.

1. **Give me some examples, teacher.**

Let me see…okay, for example you could be writing a summary about the causes of cholera and then you write like this: *Drinking water that is not boiled. Touching the stool of an infected person. Not having toilets. Not washing hands after visiting the toilet. Eating cold food.* I think you realize that much as these are correct points, they sound more like hanging points than meaningful information simply because they are not written in full sentences.

1. **Yes, teacher. Moreover cholera is not mentioned as the topic of the summary. Can I try to give those points in full sentences?**

Go on.

1. **Cholera is caused by drinking water that is not boiled, touching the stool of an infected person and not having toilets. It is also caused by not washing hands after visiting the toilet and eating cold food.**

Great. Let me give you a tip on how to avoid the risk of writing an incomplete sentence. You must try as much as possible to use the style of beginning with the words that guarantee a full sentence. For example in your answer above, you started very well with the words: ‘**Cholera** **is** **caused** **by**…..’ When I see these words, I’m 100% sure that the sentence is going to be full. But when you start by mentioning the points, I’ll anxiously wait until the end to see if you have added the key words that make your statement a full sentence. Many students who use this style forget these key words, thereby leaving their points hanging and incomplete.

1. **Show me that style so that I can avoid it.**

Still using the example of cholera, you can start by saying: *Drinking water that is not boiled, touching the stool of an infected person, not having toilets and not washing hands after visiting the toilet* ***lead to cholera****.* The words ‘**lead** **to** **cholera’** are the ones that have made it a full sentence and they have come at the end. Some students forget to add these key words and end up losing marks. That is why I am advising that, to be on the safe side, these key words should be mentioned at the beginning. Let me give more examples:

* **Style** **1** (Safe & highly recommended): **People drink alcohol** to be sociable, relax after a tiring day and to be accepted among peers.
* **Style** **2** (Risky & not highly recommended): To be sociable, relax after a tiring day and to be accepted among peers **are reasons why people drink alcohol**.

TENSE, NUMBER AND PRONOUN\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

1. **Apart from the number of words, what other things should I be careful about?**

Your answer must be in the same ***tense***, ***number*** and ***pronoun*** as that of the question.

1. **What do you mean, teacher?**

Let me begin with the tense. Imagine a summary about students’ morning routine and the passage is written like this: *The students usually* ***woke*** *up at 5:00 am. They* ***bathed*** *and* ***went*** *for morning prep. After prep they* ***went*** *for breakfast and then* ***assembled*** *for prayers before they* ***started*** *the lessons at 8:00 am.* This is past tense, isn’t it? However if the question is put in the present tense: *Summarise the things that the students* ***do*** *every morning,* will your answer be in the past tense or the present tense?

1. **It will be in the present tense and I’ll say: *The students wake up at 5:00 am, bathe and go for prep. They go for breakfast, assemble for prayers and start the lessons at 8:00 am.***

That’s very good. So, always use the tense that is used in the question.

1. **I will do that, teacher. Let us look at number.**

Number simply means whether the question requires you to use **singular** or **plural**. The example we have seen above talks about students in the *plural* but the question can be in *singular* i.e. *Summarize the things that the* ***student******does*** *every morning.*

1. **And the answer will be: *The student wakes up at 5:00 am, bathes and goes for prep. He goes for breakfast, assembles for prayers and starts the lessons at 8:00 am.***

Excellent! It could also be the other way round, from singular to plural. Whatever the case, you should stick to the number used in the question.

1. **Thank you teacher. Now let us go to the pronoun.**

Hmm…this applies when the passage is written using **First** **Person** pronouns.

1. **First person? Kindly explain.**

**First** **Person** is when people are talking about themselves. If it is one person, the pronouns are: *I,* *me,* *my,* *myself* and *mine*. If they are many the pronouns are: *we,* *us,* *our,* *ourselves* and *ours*. When we put our example in First Person it will go like this: ***I*** *usually wake up at 5:00 am.* ***I*** *bathe and go for* ***my*** *morning prep. After prep* ***my*** *friends and* ***I*** *take* ***our*** *breakfast.* ***We*** *then assemble for prayers before starting* ***our*** *lessons at 8:00 am.* When you are summarizing the student’s morning routine, will you use those pronouns?

1. **No, that would be as if I’m talking about myself. Instead I will say: *The student wakes up at 5:00 am. He bathes and goes for his morning prep. He and his friends take their breakfast. They assemble for prayers and start their lessons at 8:00 am.***

That is good and note that the pronouns you have used are: *he, his, their* and *they.* These are called Third Person pronouns. When First Person pronouns are used in the passage, you should not forget to change them into Third Person in your summary.

DIRECT AND INDIRECT SPEECH\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

1. **Thank you teacher. Now what do I do if the point is in someone’s direct speech with quotation marks and a speech tag?**

You will get zero if you maintain the quotation marks and the speech tag in your summary. We are interested in the points, not the speaker, so you should only extract the points. For example, in a sentence like: *“Lack of enough capital is one of the major factors that limit business development in Uganda,” says Mr. Mugisha, one of the prominent business consultants in the country. (28 words)* you shouldn’t use the quotation marks and mention the speaker. Simply say: *Lack of enough capital is a major factor limiting business development in Uganda. (13 words)*

1. **Wow!**

Actually even for reported speech, you don’t have to mention the speaker. For example in a sentence like: *According to Mrs. Oyet, a retired head teacher of Polong Primary School, girls drop out of school because of lack of sanitary pads. (23words),* you should simply say*: Girls* *drop* *out* *of* *school* *for* *lacking* *sanitary* *pads*. *(9 words****)***

Actually this is also a method of reducing the number of words in addition to those that we saw earlier.

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1. **Thank you teacher. Before we end the summary, what are the things that annoy the teacher most?**

Candidates who write excess words and present untidy work are very foolish and extremely annoying. They deserve life imprisonment. Those who give off-track points, use broken English, vomit incomplete sentences and poorly punctuate their work ignite an inferno of roaring rage in the teacher. I need to add that writing tiny eye-straining letters is lousy, outdated, not advisable and not cool at all. What if the examiner has poor sight and is marking at night under poor lighting?

1. **Eeh, teacher! Okay, what are the things that impress the examiner?**

The candidate who is neat, uses attractive handwriting with visible letters and organizes the points meaningfully and grammatically will send the examiner riding on a wave of blissful ecstasy to cloud nine. Such a student is a sweet super star!

1. **Wow! I promise to make you proud. I’m no longer intimidated by the summary question.**

Thank you my little expert. Lastly let me give you seven samples of a partial summary answer adapted from one past paper. It is about domestic violence on women with the title: WHY WOMEN ARE BEATEN. Assess each sample and judge whether it is acceptable or not and why.

SAMPLE 1

|  |
| --- |
| *For neglecting children. Going out without informing the husband. Arguing with the husband. Denying a husband sex. For burning food. Because of being poor and uneducated. Disagreements over money.* |

SAMPLE 2

|  |
| --- |
| *They are beaten for neglecting children, going out without informing the husband, denying a husband sex, burning food, because of being poor, being uneducated and for disagreements over money.* |

SAMPLE 3

|  |
| --- |
| *Women are beaten for the following reasons: neglecting children, going out without informing the husband and denying a husband sex. Other reasons are; burning food, being poor, being uneducated and disagreements over money.* |

SAMPLE 4

|  |
| --- |
| *Women are beaten for neglecting children and going out without informing the husband and denying a husband sex plus burning food as well as being poor and uneducated and also due to disagreements over money.* |

SAMPLE 5

|  |
| --- |
| *Women are beaten for neglecting children going out without informing the husband denying a husband sex they are beaten for burning food being uneducated for disagreements over money.* |

SAMPLE 6

|  |
| --- |
| *Womens are bitten four neglect childrens, and go out with out inform hasbunds. deny ahusband six burning food poor, uneducated disagrement money.* |

SAMPLE 7

|  |
| --- |
| *Women are beaten for neglecting children, going out without informing the husband and denying a husband sex. They are beaten for burning food and because they are poor and uneducated. Another cause is disagreements over money.* |

**COMPREHENSION PASSAGES**

1. **The comprehension passages terrify me.**

Why?

1. **I always have a feeling that the passages will be tough and long.**

Do not worry. Neither the language nor the size of the passages will be unfair.

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1. **Advise me on what to do.**

Do **four** simple things. Be **confident**. Read the passage **carefully**. Write **brief** answers. Use **simple** English.

1. **I usually write a lot to impress the teacher.**

Don’t write a forest of words because they might hide the critical answer and the teacher might not have the patience to look for it. You should also avoid using the ‘big vocabulary’ of Paper 1 in Paper 2. Big words might distort your answer and confuse the one who is marking.

1. **So, what should I do?**

Give your answer in one or two easy sentences. Write full sentences for the major questions, unless the nature of the question doesn’t demand for it.

1. **Teacher, this reminds me of the habit by most of us students to repeat the words in the question before giving the answer. Is that correct?**

Give me an example.

1. **Let me see…for example the question could be: *Why did the mother struggle to control her anger towards her daughter?* Then I begin the answer like this: *The mother struggled to control her anger towards her daughter because she wanted to avoid putting a curse on her.***

Oh no, it is not necessary to repeat all those words from the question. That is done by primary school kids. That answer has 20 words which are unnecessarily too many. You can simply say: *The mother didn’t want to curse her. /The mother wanted to avoid cursing her.*

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1. **Teacher if my answer is correct but the English is broken, will I get some marks?**

Please don’t annoy me with that silly question.

1. **I’m sorry.**

Your English must be perfect. Then just as we saw in the Summary, your answer must be in the **tense**, **number** and **pronoun** required by the question. If it is not, you will get zero.

1. **Thank you teacher. Now talk to me about a question which requires me to somehow talk about two sides of something.**

Thanks for reminding me. For such a question, you must refer to both sides in your answer. If you talk about only one side, you will get only half the marks. Consider this question: *Why do children like their mothers more than their fathers?* If you say: *It is because the mothers are kind to them,* you will get 1 mark but if you say: *It is because the mothers are kind to them while the fathers are too strict,* you will get 2 marks. Many students forget to talk about both sides and lose marks.

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1. **Now teach me how to explain the meaning of the words and expressions which are selected from the passage. This question is a big challenge to students.**

In the first place, the meaning should be explained according to how the word is used in the passage. When I say: *Her plans of buying land were* ***buried*** *when her money was stolen,* it doesn’t mean that her plans were covered with soil in a pit. Therefore try to establish whether the word is intended to convey its *basic* *dictionary* *meaning* or some other *implied* *meaning*.

1. **I get you perfectly. When someone says: Fire making is *an* *art* among the Indians, the term ‘an art’ means ‘a talent’ or ‘a skill’. It doesn’t mean ‘a beautiful drawing’.**

That is very good. Now, the basic principle in this question is that you **must** get a completely different word to replace the one you have been asked to explain. For example in the sentence: *The winner of the jackpot thanked God for his* ***fortune****,* the words that can replace ***fortune*** are ***luck*** or ***chance***. These are called synonyms.

1. **But teacher, if it is not just one word but a phrase containing more than one word, what do I do?**

You simply get a different word for each of the key words. For example to explain a phrase like: *“keep harmony”*, you have to get a word to replace *“keep”* and another one to replace *“harmony”.* If you give answers like ***“keep peace”*** or ***“ensure harmonious living”*** you will not score because of using the words *“keep”* and *“harmonious”* which are already reflected in the question. You can say *“ensure solidarity” / “promote co-existence” / “maintain unity” etc.*

1. **I hear that if the word is a verb the answer must be in the same tense.**

That’s right. For example when explaining a statement like *“divided the loot”* it would be wrong to say, *“sharing the stolen things”.* What do you think the correct answer should be and why?

1. **It should be *“shared the stolen things”* because the verb *divided* is in the past tense.**

That is correct. If it was ***dividing*** you would say ***sharing****.* To sum it up, you must maintain similarity both of the tense and the part of speech. If the word is a noun, use a noun; if it is an adjective, use an adjective; if it is an adverb, use an adverb. For example in the sentence: *She looked at the food* ***longingly***, the word ***longingly*** can be explained as ***desirably****,* ***greedily****,* ***hungrily****, etc.*

1. **So for the word *‘fortune’* I should say *‘luck’*, for *‘fortunate’* I should say *‘lucky’*, for *‘fortunately’* I should say *‘luckily’*.**

Exactly! You have illustrated very clearly.

1. **Thanks teacher. Now is it a must to use full sentences when giving the meaning of these words like we do for the major questions?**

It is not a must. Actually I advise to write a single word or simple phrase even if the question asks you to explain. For example for a word like ***swift*** simply write ***very*** ***fast***, for ***cemetery*** simply write ***grave*** ***yard***, for ***lavishly*** simply write ***expensively.*** However at times you are asked to explain a whole sentence and in that case you can also use a full sentence.

1. **Teacher what should I do if they ask for the meaning of a word that I have never seen before?**

Try to guess its meaning from the context, that is, from the nature of information within which it is used in the passage.

1. **Thank you very much. Now let us turn to the passage of multiple choice answers.**

Before that let me give you the four types of answers expected of you, depending on the question. The first type is the “*copy* *and* *paste* *answer”*. This is the simplest because you just copy the exact words of the passage to answer the question. The second type is the “*read* *and* *reword* *answer*”. Here you are not supposed to copy the words of the passage but use your own words. The third type of answer is the *“read and reason answer”*. It is for sharp thinkers because it requires intelligent thinking, common sense, interpretative skills and reasoning capacity. The fourth type is the *“read and feel answer”*. This asks for your *feelings* or *emotions*. However, many students fail to describe *feelings* with the proper words. Let me ask a question to test you. *How* *do* *you* *feel* *about* *your* *parents’* *efforts* *to* *educate* *you?*

1. **I feel they want me to be successful in life.**

You see! That is a wrong answer becauseit has no word describing a *feeling*. That is an *opinion*, not a feeling; it is what you *think*, not what you feel. You should say: *I feel* ***happy*** *and* ***grateful*** *for their support.* Feelings come from the heart.

1. **What an eye opener! Indeed many of us describe feelings wrongly.**

Therefore you have to be careful. The common adjectives /nouns of ‘feelings’ include: *happy/ happiness, excited/ excitement, pleased/pleasant, joy/ joyful, fear/frightened, sad/ sadness, astonished/astonishment, remorse/ remorseful, pity/ pitiful, annoyed/annoyance, sympathy/sympathetic, empathy/empathetic, love, hate/hatred, mercy/merciful, shock/shocked* and many others*.*

1. **What if I simply describe my feelings as “good”, “bad”, “positive” or “negative”?**

You will get zero because those words are too *general*. The description of your feelings must be *specific* using words like those I have given you

1. **Now let us proceed to the passage of the multiple choice answers.**

My advice is to be extremely careful before you put a ring around the answer which you think is correct. You have to double check the source of your answer in the passage. It is good to underline the spot where you have located the answer.

1. **At times more than one option seems to be correct which is very confusing.**

You are right but there is always one option which is the *most* *correct*. So you have to be very careful since these answers can be extremely tricky. At times a question looks too easy when actually there is a trap set for you.

1. **Teacher, are you scaring me?**

No my dear I’m just cautioning you. Forewarned is forearmed. Yes, some questions are really simple but others may be deceptive.

1. **Thank you my teacher**. **My aim is to get 18 out of 20 from the two Comprehension passages.**

I want you to get 20 out of 20.

**GRAMMAR**

1. **What are the general errors and their penalties?**

Starting a sentence with a small letter = ½ **|** Failing to capitalize any other word that should start with a capital letter e.g. *james*, *france* = ½ **|** Contracting a word in your answer e.g. *isn’t*, *hasn’t* = ½ (unless it is also contracted in the question) **|** Not using a comma when it should be used = 0 **|** Using a comma when it should not be used = 0 **|** Joining words e.g. *aboy*, *nomatter*, *inspite, incase* = 0 **|** Separating a word e.g. *some* *body*, *how* *ever*, *what* *ever*, *in* *stead* = 0 **|** Any wrong spelling of a word = 0 **|** Any wrong punctuation e.g. lack of full stop, question mark, exclamation mark, misplacing quotation marks, putting the comma in a wrong place, etc = 0.

1. **Enlighten me on the rewrite instructions and what they require.**

Well, they can use clear statements like: *Rewrite beginning or Rewrite ending.* But when they say: *Rewrite using:* ***hardly****,* you are free to use the provided word anywhere in the sentence. If dots are used, they will be organized in such a way that you can easily know whether to use the word at the beginning *(We……..),* in the middle *(……since…...)* or at the end *(……….late.).*

1. **How should I approach the multiple choice grammar questions?**

You should not rush to jump on any answer since they might be very tricky. I advise you to study each alternative before you choose the best. It is easier to get the correct answer through the process of eliminating the answers that are obviously wrong.

1. **Teacher what topics can I spot in grammar?**

Spotting is out of the question. You ought to be ready for everything, even what you have not studied in class. However the following are some of the most commonly tested topics and areas.

* Punctuation: they can ask you to punctuate a sentence or pick the correctly punctuated sentence.
* Prepositions
* Spelling: they can ask you to choose the correctly spelt word
* Tenses
* Singular and plurals
* Countable and uncountable nouns *e.g. machines / machinery*
* Use of definite and indefinite articles i.e. *a, an, the*
* Vocabulary and meanings of words
* Word transformation (e.g. *expel* – *expulsion*)
* Modal verbs e.g. *may, can, might, ought to, etc*
* Phrasal verbs (e.g. *put off, call on, dispose of, keep up with, pass out, etc*)
* Idioms, proverbs, similes etc
* Beginning a sentence with: **To**… (e.g. *To qualify for university is not a mean achievement.*)
* Beginning a sentence with: **That**… (e.g. *That he managed to eat all that food is surprising.*)
* Beginning a non-interrogative sentence with: **What**… (e.g. *What I need is enough rest.*)
* **No** **sooner** **had**…..**than**…..
* **Hardly** **had**…..**when**…..
* **Scarcely had…..when…..**
* **Barely had…..when…..**
* Use of **–ever** **clauses** i.e. *whoever, whatever, whichever, however, wherever, whenever (e.g. Whoever is chosen as our leader, we shall support him.)*
* Use of **No matter clauses** *(e.g. No matter who is chosen to be our leader, we shall support him.)*
* Using: **though***,* **although***,* **even****though**
* Expressing contradiction using: **in****spite****of***,* **despite***,* **for****all***,* **as** and **though**(*e.g. For all my tiredness, I went to school. / In spite of my tiredness, I went to school. / Despite my tiredness, I went to school. /Tired as I was, I went to school. / Tired though I was, I went to school.)*
* Using the expression **“But for…”** to mean **“If it had not been for…” or “without”** *(e.g. But for his waking up in time, the bus would have left him.)*
* Correct order of adjectives: **NOPSHACOMP** (Number – Opinion – [Size,Height,Shape,Weight] – Age – Colour – Origin – Material – Purpose)
* Correct order of adverbs: **MAPLATI** (Manner – Place – Time) *e.g. Judith sang beautifully in the church last Sunday.*
* Using: **since**, **for** and **ago**
* Using: **As** **soon** **as** / **Immediately**
* Exclamations *(e.g. What a wonderful time we had at the party! / How stupid I was to accept a lift from a stranger!*
* Comparison using:…**than**…/ …**as**…**as**… *(e.g. Jane is brighter than Nancy/ Nancy is not as bright as Jane.)*
* Comparatives and superlatives: *e.g. strong…stronger…strongest / beautiful…more beautiful…most beautiful.*
* Using: **It** **is** / **It** **was** for emphasis *(e.g. It was in Kampala that I was born.)*
* Expressing preference e.g.: ***Prefer*** *(something)* ***to*** *(something else) /****Prefer*** *(doing something)* ***to*** *(doing something else) /* ***Prefer*** *(to do something)* ***rather******than*** *(do something else) /* ***would******prefer*** *(to do something)* ***rather******than*** *(do something else) /* ***would******rather*** *(do something)* ***than*** *(do something else) /* ***would******sooner*** *(do something)* ***than*** *(do something else)*
* Using: **It is high time…**/ **It is time…** **+ the past** to refer to an action which needs to be done now *(e.g. It is high time we left. / It is time we left.)*
* **Direct** and **Indirect** speech i.e. changing sentences from one speech to the other
* **If** **1** *(If + Present) + Future: e.g. If I get enough money I will buy a car.*
* **If** **2** *(If + Past) + would: e.g. If I got enough money I would buy a car.*
* **If** **3** *(If + Past Perfect) + would have: e.g. If I had got enough money I would have bought a car.*
* **Beginning If 3 with ‘Had…’:** *e.g. Had I got enough money, I would have bought a car.*
* **Active** and **Passive** voices i.e. changing from one to the other: *e.g. He took the ball. / The ball was taken by him.*
* **Relative** **clauses**: *e.g. The car which you saw was mine. / The boy who picked your money is here.*
* Using: *“****so******that****” / “****in******order******that****” / “****in******order******to****” / “****in******case****”* as expressions of purpose
* Using: ***as****,* ***since***and ***because***to give reasons: *e.g. As I was sick, I went to the hospital. / Since I was sick, I went to the hospital. / I went to the hospital because I was sick.*
* Using the phrase *‘***used****to***’* ether to mean **accustomed** **to** or to refer to a **regular** **action** **in** **the** **past**. *(e.g. I used to walk to school on foot. / I am used to walking to school on foot.)*
* **Question tags**: *e.g. You have malaria, don’t you? / I am clever, aren’t I? / Give me that book, will you? They have arrived, haven’t they?*
* Using: **too** *e.g. He is too young to work. / The bag is too heavy for me. / The water is too cold for him to bathe.*
* Using: **so…that** / **such…that** *e.g. I’m so excited that I cannot eat. / So excited am I that I cannot eat. / It was such a hard test that everyone complained.*
* Using: **enough** *e.g. We have enough water. / We have enough water for bathing. / The water we have is enough for us to bathe.*
* Using: **some** and **any** *e.g. There is some sugar left. / There isn’t any sugar left. / Is there any sugar left?*
* Using: **either…or…/ neither…nor…***e.g. He is either sick or tired. / She is neither cruel nor selfish.*
* Using: **both…and** *e.g. Jane is both beautiful and intelligent.*
* Using: **not only…but also** *Jane is not only beautiful but also intelligent.*
* Using other conjunctions: **and, so, but** *e.g. He made fun and we laughed. / I was sick so I did not go to work. / He beat her but she just laughed.*
* Using: **much, many, a lot of, plenty of, a great deal of**
* Using: **little, a little, few, a few**
* Using: **needn’t** *e.g. You needn’t invite many people. / You needn’t have invited so many people.*
* Using: **Not** **until** / **It** **was** **not** **until…** *Not until we heard Jane sing did we know how good she is./ It was not until we heard Jane sing that we knew how good she is.*
* Using: **Having / Not having** *e.g. Having finished supper, I went to bed. / Not having done my homework, I was punished.*
* Using: **The present participial phrase (**-**ing** phrase) *e.g. Being bright, he found no problem to pass the interview. / Standing on the top of the hill, I could see the entire city.*
* Using: **The past participial phrase**: e.g. *Caught red handed breaking into a* *shop*, the thief was beaten by the crowd. / *Killed in their thousands for their* *tusks*, elephants have greatly reduced in number over the years.

I think those are enough. They are not the only areas but I’m sure more than two thirds of the questions are likely to be set from those topics.

1. **Thank you very much teacher for the tips you have given me. I’m now confident that I can get a Distinction in English Language.**

You are welcome my dear child. You will definitely get a D1 if you apply the knowledge we have shared and do your best in Paper 1. I pray that the Spirit of God guides you in your forthcoming examinations. I wish you the best at A Level.

TO GOD BE THE GLORY