PRESENTATION BY MR. NDYATUNGA SIMON

ENGLISH LANGUAGE

PAPER CODE 112

Examination formats

| **Subject** | **Number of Papers** | **Paper structures** | **Marks for the Papers** | **Duration of papers** |
| --- | --- | --- | --- | --- |
| English Language | 2 | Paper 1 is functional writing with two sections. Candidates attempt one item from each section | 40 | 2 hours |
| Paper 2 assesses areas of summary, comprehension and grammar | 60 | 2 hours |

**PAPER 112/2- SUMMARY WRITING, COMPREHENSION AND GRAMMAR**

**SUMMARY WRITING**

* **Summarizing, or writing a summary, means giving a concise overview of a text’s main points *in your own words.***
* **A summary is always much shorter than the original text.**

**STEPS THAT CAN HELP YOU TO WRITE A SUMMARY**

1. **Read the text.**

* **Read the article/text more than once to make sure you have thoroughly.**
* Scan the article to get a sense of the topic and overall shape/general idea=====Read the question(s) to establish what it is that you are required to summarize.

1. **Break the passage down into sections**

* **Before dealing with the whole passage as an entity, deal with single paragraphs. It is easier to pick points from individual paragraphs than it is to handle the whole passage.**

1. **Identify key points from each section.**

* Now it’s time to go through each section and pick out the key points. The question is your guide. It will clearly state what it is you are required to summarize.
* Get a pencil and underline the key points. These are parts of the passage that will contribute to your summary.

1. **Transfer the underline parts to the Rough draft (rough copy)**.

* A rough copy is a provision for preparation for a final summary, so it is not given marks.
* However, failure to write it will call for a penalty.
  + **NOTE:**
  + **Write a heading, before writing a rough copy.**
  + **The question will help you to formulate a heading**
  + **The rough copy can be written in a paragraph form or in an outline form. One will not be penalized for the format of a rough copy.**
  + **Here, you are allowed to add and remove some words.**
  + **After all alterations, count the number of words you have used to be sure that you are within the minimum and maximum word limit.**
  + **Do not cancel your work with a slanting line. Any work that you cancel will not be considered.**

1. **Writing a final draft (Fair copy)**

* Working from the notes in your rough copy, write a final copy in a neat hand.

**WHEN WRITING A SUMMARY, TAKE NOTE OF THE FOLLOWING**

1. Give your summary a title. It should be formulated from the question. Write the title in capital letters.
2. One paragraph is expected even when the question is two sided.
3. While writing a summary, we do not necessarily write the exact words used in the passage. One can express the point using his or her own words (paraphrasing).
4. Write your summary in a paragraph. Avoid outlining points.
5. Write grammatically correct sentences. Failure to do so will lead to a penalty.
6. Be mindful of the spellings. Avoid spelling mistakes.
7. Use conjunctions to join two or more points together.
8. Use connectors like, furthermore, in addition, also, etc., to bring unity to your points.
9. A topical phrase is expected at the beginning of the summary.
10. Write your summary within the limit given (number of words) Put into consideration the number of words required. Otherwise the points beyond the required number of words will not be considered. Count the number of words you have used and indicate them in brackets at the end.
11. If you are required to summarize two or more aspects like causes and effects, problems and solutions etc., always signal to the examiner with words like; however, on the other hand, and others to show that you are moving to the second or third aspect.
12. vii. Write legibly putting into consideration the spellings, the tense and punctuation.
13. viii. Only three punctuation marks are expected when writing the summary, that is, the capital letter at the beginning of the sentences, the comma to separate the points and a full stop at the end of the sentence.
14. **NOTE: ALL THIS IS DONE IN ABOUT 35 MINUTES.**

**EXAMPLE.**

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

Tough interviews can be stressful and challenging, but if you can make it through unscathed, you will prove your strength and professionalism. A job interview is a chance for you to assess the company and your future potential colleagues. So, how can one prepare for a job interview?

Keep in mind, this company called you. From the sack of Curriculum Vitae (CV) they received, something about you gave them the confidence in your qualifications and abilities to want to get to know you better. That knowledge alone should put a spring in your step and arm you with the confidence necessary for a successful interview.

Save the bright colors for the first casual Friday at your new job. For the interview though, keep it neat and professional. Doing so will immediately create an air of quiet confidence that will be evident in how the interviewer responds to you.

Few things in life can boost your confidence levels like a good round of exercise. Try to schedule a vigorous workout routine as close to the interview time as possible. Doing so will keep the butterflies in your stomach at bay, and will help you to interview from a standpoint of strength versus weakness.

Get plenty of rest the night before. You may be thinking to yourself, is this important?" But believe it or not, many job seekers are so nervous they find it hard to sleep and wind up pacing the floor half the night, only to be exhausted by the time they get to the interview, I don't have to tell you how adverse this condition can be to an interviewee.

Don't forget to eat. Studies have proven, time and again, that a nutritious breakfast increases concentration. The ability to focus is essential for a winning interview. And besides, few things are distracting as the sound of a growling stomach.

Equip yourself with ample research on the company's needs. Visit as many websites as possible, read between the lines about how their current growth patterns, product or marketplace positioning and so forth speaks to present and future needs their areas of pain. From that information, ferret out where you sense their needs and your needs intersect and paint a picture that you are their solution.

Hire an interview coach to act the part of the interviewer. This will go a long way to quieting those nerves by giving you an opportunity to practice your tone and ensuring you will not verbally stumble during the actual event.

The person interviewing has one goal in mind: fill a vacancy with the best qualified candidate possible. So practice, prepare and be cognizant of the fact that this company would not have called you, if they did not need you.

Before attending the interview, you should review the job specification and identify any requirements where your skills do not quite match up. Once you understand your shortcomings for the role, you can begin to plan how to answer any difficult questions around them..

Ideally, you should be able to demonstrate what actions you will take to minimise the impact of your weaknesses and also what you are doing to build your skills in that area. By taking this approach you are meeting the issue head on and quickly minimising any worries the interviewer might have about you.

**Question: In not more than 120 words, summarize how one can prepare for a job interview.**

***PASSAGE TWO***

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

Children the world over, from those living with the most sophisticated families in big cities to those living in remote villages in developing countries, spend much time 'just playing' Of course, only grown-ups would put the word 'just in the previous sentence, implying that somehow play is an indulgence only the very young are entitled to and that nothing much is happening when children play.

Nothing could be further from reality, however, for a great deal happens when children are playing They are developing skills and habits and attitudes that will stay with them throughout their lives. As they play they learn to cope with frustration, to continue to try to improve, to share with others, to give vocal expression to their thoughts and fantasies. They literally 'play for keeps.'

Like crying or walking or making sounds, children don't have to be taught how to play. That doesn't mean their parents and teachers aren't important in helping children advance developmentally through their play, for interaction with someone else is critical in the process. But, entirely on their own, and often with only the crudest of toys, little children play. I have watched little boys in Guatemala pushing the bottom of a match box along a garden wall while making car sounds. And with delight, I have seen children in India hold their arms like wing make motor sounds, and run about, pretending to be airplanes. And such behaviors are not unique to the modern age: remains of dolls have been found alongside mummies of children are thousands of years old.

Although play is important for people of all ages (witness the current fitness craze for adults grown-ups who are just playing'), it is especially meaningful and important for young children Actually play is their work, and they give a tremendous amount of energy and effort to it. If you doubt this, just watch for a few minutes as a 1-year-old struggles to get a ring on a color cone stand in the background as a 3-year-old tries to fit a puzzle piece into the proper spot. Or, if roll a ball back and forth to a 2-year-old, just expect to be the first one to want to quit the game your partner often wants to go on and on.

There are at least three ways in which play is important for young children: skill development social development, and imagination and creativity. Learning occurs in all areas of develop as young children play-and the learning, too, is for keeps.

We can observe skill development as we watch young children play with their toys. When, a very young infants, they reach for and do something with a rattle, they learn to coordinate movements of their hands with what their eyes see. The great pediatrician, Dr. Arnold Gessel once wrote that "The mind of man is hand-made. This statement recognizes tremendous importance to a young child of having exciting objects to hold and listen to and feel and manipulate. And, as young children struggle to create a desired effect with a toy, they discover that it isn't always easy They realize that there is perhaps a problem to be solved and that the have to practice to acquire and improve the skills necessary to achieve their goal

Play with other children is critical for the development of social skills. At first adults are the most important playmates, but soon they become eager to interact with children of similar ages. And it is through such play that they learn how to get along with others that hitting may get them a desired toy, but lose an equally desired friend, that the other children have wants, just as they do, that sharing and kindnesses bring more rewards than snatching and pushing.

Play is the crucible in which imagination and creativity can be cultivated and expressed. The child who pretends to be a cowboy, a mother, a fairy, a firefighter is demonstrating some knowledge of these roles and is working through his or her own ideas about all that they entail.

And the child who 'spanks' a doll while saying, 'I don't want you to do that again,' is releasing some of his or her own aggressive impulses via this make-believe route instead of trying to mount a direct attack on another person. Play provides just such an outlet for young children.

In **about 1:0 words, summarise the importance of play in children as explained in the**

**COMPREHENSION**

**A comprehension exercise** consists of **a passage**, upon which **questions** are set to **test** the student’s **ability to understand the content of the given text** and to interpret information and meanings from it.

**How to attempt a comprehension exercise/test**

* Read the passage **fairly quickly** to get the **gist**/**general idea.**
* Read again, **a little slowly,** so as to **know the details.**
* Study the questions **thoroughly**
* And then turn to **the relevant** parts of the passage, and read them again.
* Re write the answers in the spaces provided, **in your own words, neatly and precisely.**
* **Use complete sentences.**

NOTE: **IF YOU ARE ASKED TO GIVE THE MEANING OF ANY WORDS OR PHRASES,**you should express the idea **as clearly as possible** in your own words.

* Certain words require the kind of definition given in the dictionary, however, take care to frame the definition in conformity with the part of speech or tense given in the sentence, word or phrase.
* Certain words or phrases require **contextual meaning.** This is where the meaning of words is **reached at** by considering **the topic under study or reading a whole sentence or even a whole paragraph**. In such situations, knowing the dictionary meaning of the word(s) may not help.
* **CONSIDER THE PARAGRAPH BELOW.**

***How could he sleep? Just the previous day, his mother had been buried and covered with red earth. He lay on bed all night, twisting and turning. It was the longest night in his life***

*Earth has two meanings*

*The planet on which we live.*

*A layer of soil/the substance of the land surface.*

* *Contextually, the paragraph is about someone losing his mother. She was buried and covered* ***not with the planet*** *but with the soil, so the answer is****soil. --- Whoever gives “the planet we live on” as the meaning of earth in the paragraph above will be marked wrong.***
* If the word(s) under question are new, all you need to do is to read the whole sentence/paragraph and use the words you know in the sentence/paragraph to figure out what the writer/author was trying to mean.

**EXAMPLE**

**PASSAGE ONE**

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

**Clearly** if we are to participate in the society in which we live we must communicate with other people. **A great deal** of communication is performed on a **person-to-person**basis by the simple means of speech. If we travel in buses, stand in football match queues, or eat in restaurants, we are likely to have conversations where we give information or opinions, receive news or comments and very likely have our views challenged by other members of the society.

**Face to face** contact is by no means the only form of communication and during the last 200 years, the art of **mass communication** has become one of the dominating factors of contemporary society. Two things, above others, have caused the enormous growth of the communication industry. Firstly, inventiveness has led to advances in printing, telecommunications the transmission and reception of communications so that local news often takes a back seat to national news, which often is eclipsed by international news. The Israeli raid on Entebbe Airport, Uganda, in 1976 was followed by six books about the subject and two films within months of the events!

No longer is the possession of information confined to a privileged minority. In the last century, the wealthy man with a library of his own was indeed fortunate, but today there are public libraries. Forty years ago, people used to flock to the cinema, but now far more people sit at home and turn on the television to watch a programme that is being channeled into millions of homes.

Communication is no longer merely concerned with the transmission of information. The modern communications industry influences the way people live in society and broadens their horizons by allowing access to information, education and entertainment. The printing, broadcasting and advertising industries are involved with informing, educating and entertaining.

Although a great deal of the material communicated by the mass media is very valuable to the individual and the society of which he is a part, the vast modern network of communications

is open to abuse. However, the mass media are with us for better, for worse, and there is no turning back.

*Source: (A complete course for the new Cambridge Certificate for students (1986)* by Judy Garton- Springer and Simon Greenall)

***Questions***

2.1 What examples are given of person-to-person communication?

2. 2 What are the two main reasons for the development of mass communication?

2.3 Why is the cinema less popular than it was in the forty years ago?

2.4 Apart from information, what other material is communicated by mass media?

2.5 What do the following words or phrases mean in the context of the passage?

1. (i) Person-to-person ……………………..
2. (ii) Inventiveness …………………
3. (iii) Eclipsed ……………………
4. (iv) Contemporary ………………….
5. (v) Channeled……………………….

**PASSAGE TWO**

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

It was not until the beginning of the twentieth century that it was recognised that certain substances were essential in the diet to prevent or cure some diseases. These substances are now known as vitamins, and they are vital for growth, good health, and maintenance of the normal functions of the body. The Hungarian biochemist, Szentayorgyi, who first isolated vitamin C (ascorbic acid), defined the vitamin as a substance which makes you ill if you don’t eat it.

A well-balanced diet should provide all the vitamins we normally require. Those of us who are fortunate enough to be able to buy sufficient food should not suffer from vitamin deficiency. However, for various reasons, some people do not maintain a balanced diet. People often lose their appetite because of the illness. People living alone may not bother to eat proper meals, and people on diet may not eat sufficient quantities of necessary foods. Elderly people are at risk because they may be unable to shop and cook. Moreover, modern methods of preserving, freezing and long-term storage of food together with over cooking can destroy many of the vitamins. Food served in restaurants and canteens has often lost much of its vitamin content because it has been kept hot, or even prepared the day before. So you may have problems if you eat it.

Are you getting enough vitamins?

*Source: Judy Garton- Spenger: A complete course for the new Cambridge First Certificate’.*

***Questions:***

**2.6 Vitamins are necessary to**

A. Make it one ill

B. Keep the body in a healthy condition

C. Encourage vitamin deficiency

D. Make a balanced diet

**2.2 Loss of appetite may be due to**

A. Lack of vitamins

B. Not maintain a balanced diet

C. Not eating sufficient quantities of necessary foods

D. Illness

**2.3 The following are ways of destroying vitamins except**

A. Modern methods of preserving food

B. Freezing

C. Keeping and eating food fresh

D. Long term storage of food

2.4 Food served in restaurant may lose its vitamins because of

A. Being kept under hot temperatures or prepared overnight

B. Having been stored too long

C. Not being fresh

D. Being eaten regularly

**2.5 Elderly people may suffer ill health particularly because they**

A. May be unable to buy their food and prepare their meals

B. Do not know about balanced diets

C. Often eat in restaurants.

D. Always keep essential vitamins out of their diet

**GRAMMAR**

Grammar is a whole system and structure of language.

**English grammar** is the set of structural rules of English language. This includes the structure of **words, phrases**, **clauses**, **sentences** and as well as **whole texts.**

Eight parts of speech in English language.

* **Noun**
* **Verb**
* **adverb**
* **Adjective**
* **Pronoun**
* **Preposition**
* **Conjunction**
* **Interjection**

These parts of speech are examined in number 3A and B in UNEB English language paper 112/2

For a learner to pass this section, he/she needs to have practical command of English language grammar. The knowledge of the structure of, and rules governing grammar will assist a learner to write good compositions and essays in paper one, because writing a personal essay or composition requires a learner to know which part of speech he is using in each word, sentence or paragraphs and whether the rules of grammar allow it.

1. **Order of adjectives.**

**I met a young girl. She was tall. She was brown. She was beautiful. She was a Ugandan girl. (Rewrite as one sentence without using; a coma, which, that, and who)**

* This sentence requires one to use many adjectives(adjectives following each other before a noun
* **RULE. When used in series, adjectives follow the order below**

| **Number/An/a/** | **Opinion** | **Size/shape** | **height** | **age** | **color** | **origin** | **material** | **purpose** | **Noun** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | **Beautiful** |  | **Tall** | **young** | **brown** | **ugandan** |  |  | **Girl** |
| **An** |  |  |  |  |  |  |  |  |  |
| **This** |  |  |  |  |  |  |  |  |  |
| **Two** |  |  |  |  |  |  |  |  |  |
| **A pair** |  |  |  |  |  |  |  |  |  |
| **Three** |  |  |  |  |  |  |  |  |  |
| **Five** |  |  |  |  |  |  |  |  |  |

The answer: **I met a beautiful tall young brown Ugandan girl.**

**It may be hard to remember the order, we simplify it by writing it as;**

NOPSSHACOMPN

N - NUMBER

OP -OPINION

SS -SIZE/SHAPE

H -HEIGHT

A -AGE

C -COLOUR

O -ORIGIN

M -MATERIAL

P -PURPOSE

N -NOUN

In groups, let’s try these numbers. 2 minutes.

1. Aggrey bought a nice van. It was black. It was made in America. It was new. It was a passenger van.
2. I have a pair of sneakers. They are white. They are new. They were made in china. They are sports shoes. They are expensive. They are made of leather.

**TOPICS TO DISCUSS**

1. Tenses
2. Participle phrases
3. Conjunctions

* So that neither…nor
* …so ….that… both…..and
* …, so…. Not only…..but also
* In order to… although/though/even though
* In order that either….or
* So as to but
* Despite ETC
* In spite
* Irrespective
* Though
* As soon as
* No sooner
* Hardly/scarcely/Barely

1. QUESTION TAGS
2. PASSIVE AND ACTIVE VOICES
3. RELATIVE PRONOUNS-Which, that, who whose, whom, where
4. Direct and indirect speech
5. Conditional sentences
6. Wish/would rather/ refer
7. That clause
8. Comparatives
9. Clauses of purpose and reason, for, because, so as, in order, lest, in case, since, as.
10. Sentence inversion
11. Phrasal verbs
12. Idioms

**QUESTIONS**

**REVISION QUESTIONS**

Rewrite the following sentences as instructed in brackets without changing meaning unless you are told to do so

1. The villagers had never seen such a harvest. (Never...)

Never had the villagers seen such a harvest.

1. “I have often wondered why people can’t pass multiple choice questions by just guessing” (Begin: Nancy said that... )

Nancy said that she had often wondered why people couldn’t pass multile choice questions just by guessing.

1. When he received the news, my father immediately set off for Nairobi. (Begin: Upon....)

Upon receiving the the news my father set off for Nairobi.

1. In my opinion this is a waste of time. (Use: ask me)

If you ask me, I will tell you that this is a waste of time.

1. We intend to hold the party on Saturday even if it rains. (Begin: Whether)

Whether it rains or not, we intend to hold a party on sunday.

1. They have ignored our letter of complaint. (Use: notice)

They have taken no notice of our letter of complaint.

1. He said, "I am going now, and i will not be influenced by anything that anyone says. (Begin: He said……)

He said he was going then and he would not be influenced by anything that anyone said.

1. There must be someone who knows the answer to the question. (Begin: isn’t …)

Isn’t there anyone who knowa the anwer to the questions?

1. Most of the crops in the district have failed. The rains arrived late. (Join the two sentences using. Because….. and include the rain)

Because of the late arrival of the rains, most crops in the district have failed.

1. When Mr. Kago had counted the day’s takings, he locked up the shops and went away.( Begin Having…)

Having counted the day’s takings, Mr. Kago loked the shop and went away.

1. As the day was warm and sunny, almost everybody wore short sleeved shirts or light dresses (Use: Being…..)

Being a warm and sunny almost everyone wore short sleeved shirts and light dresses.

1. He insisted that he had been treated unfairly because of his religion (Use discriminated)

He insisted that he had been discriminated against because of his religion.

1. He is brave, but he cannot win against such overwhelming odds. (Begin: In spite of…)

In spite of his bravery, he cannot win against such overwhelming odds.

1. He talked louder and louder. People paid less and less attention. (The louder..)

The louder he talked, the less attention the people paid.

1. 1.The baby was left alone in the hut. The baby crawled towards the candle. The candle accidentally fell and put the hut on fire*.* (Begin: **Left alone** ….)

Left alone in the hut, the baby crawled towards the candle which accidentally fell and put the hut on fire.

1. Teachers should be recognized for the wonderful role they play in the nation*.* (Use: **recognition**)

Teachers deserve recognition for the wonderful role they play in the nation.

1. Brazil lost the game. It was a better team however. (Begin: **Despite**)

Despite being a better team, Brazil lost the game.

Despite the fact that Brazil being a better team, Brazil lost the game.

1. . Great things come only to those who wait.(Rewrite the sentence beginning: **It is**)

It is said that better things come to those who wait.

1. . The preacher said, “Every man has his price and every traitor has his day.” (Rewrite the sentence in indirect speech)

The Preacher said that every man has his price and every traitor has his day.

1. If the patient wakes up, I will require you to administer his third dose. (Begin: **Should** ……….)

Should the patient wake up, I will require you to administer the third doze.

1. . Did you close the door? Might you have left it open? (Join the sentences beginning: **Did**………)

Did you close the door or might you have left it open?

1. . The waiter brought me the bottle of beer. It was opened. I rejected it. (Join the three clauses using: **because**)

I rejected the bottle of beer that the waiter brought me because it was opened.

1. They are talented. They are intelligent. They are hardworking boys. (Rewrite the clauses as one sentence beginning: **The**...)

The boys are talented, intelligent and hardworking.

1. 10. He appeared a very honest employee but I found him to be a thief. (Use: . . . . . . . . . **he proved**….)

Despite appearing to be a very honest employee, he proved to be a thief.

1. Nabatanzi is a jolly girl most of the time. She loses her temper in a very short time. (Join the two sentences using ‘In spite of’…………)

In spite of being a jolly girl most of the times, Nabatanzi loses her temper in a very short period of time.

1. Some students are not aware that their indiscipline can make them be expelled from school. (Re-write ending……… indiscipline).

Some students are not aware that they can be expelled from school because of indiscipline.

1. The old man had entered his house when the storm started. (Begin: No sooner…………..)

No sooner had the old man entered the house when the storm started

1. “We shall do the operation tomorrow”, the doctor told the patient. (Re-write in reported speech.)

The doctor told the patient that they would do the operation the following day.

1. It is the boys who own that poultry farm. (Re-write using: boys’ in your sentence)

It is the boys’ poultry farm.

1. Most spinsters wish they could get married as soon as possible. (Use the opposite of the underlined word in the new sentence)

Most bachelors wish they could get married as soon as possible.

1. Ashraf is not going to sign that cheque if he is not sure that there is money on his account. (Use……unless....)

Ashiraf is not going to sign that cheque unless

1. The guest found the show terribly boring. The host found it boring too. (Join using “neither”)
2. . Both boxers were in the ring together with the referee. (Re-write with------beside…………...).
3. Obadiah had a detailed tour of Australia and he is going to tell us his experience this night. (Re-write using ………to share………….)
4. The extent to which smoking is popular depends on a number of factors.(Begin: How ……….. )
5. He is as kind as anyone could possibly be. (Begin: No one could….)
6. She will get married this year. That is certain. (Rewrite beginning : That she will succeed…)
7. Before he was promoted to the post of permanent secretary, his father was the Chief Education Officer. (Begin: Previous…)
8. “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.” (Begin: The dealer asked her…. Do not use inverted commas)
9. She will never see her husband again. (Begin: Never…)
10. As the following day was Sunday, we decided to go on a picnic. (Begin: The following……………………….)
11. She worked far into the night every day to the detriment of her marriage. (Use detrimental instead of detriment)
12. His wife won’t come to school this afternoon. He won’t come either. (Rewrite ending with his wife.)
13. He is quite aware of the dangers.(Use knows instead of aware)
14. He could not overtake the bus no matter how fast he drove.(Begin: **However**………………..)
15. It thundered dreadfully but the rain did not come. (Begin: **In spite of**………………………..)
16. It is no use for you to pretend that you did not know the time. (Use: …..'useless'……….)
17. The man was not generous. He was not forgiving either. (Combine into one sentence using:….. **neither generous**………………)
18. “Did you enjoy your first day at work?” the manager asked him. (Begin: **The manager**…………………………………………)
19. As a teacher, I cannot allow my students to cheat in the examinations.(Rewrite using……………..**as such**…………………
20. After the commander had reviewed the situation, he decided to advance. (Begin: **Having**………………..)
21. A vehicle travels fast. It is likely for an accident to occur.(Rewrite as one sentence beginning: **The faster**……………………)
22. Michael is not only absent-minded, but he is unlucky too. (Begin: **Not only**…………………..)
23. He wrote a book in order to earn a living. (Rewrite using……………………**so that**…………………..)
24. A tree branch hit one of the girls walking along the pavement. (Begin: Walking…..)
25. She was relieved to hear that her son had got a job. (Begin: To her….. )
26. I had not noticed the presence of the prime minister until he got up to give his speech. (Begin: It was not until…… )
27. The children burst out laughing immediately the matron shut the door behind her.(Use scarcely……..)
28. I cannot understand why some people are very unrealistic. (Begin: What…….)
29. “I wonder if my brother and his wife will notice my absence at the function,” Mary said. (Change to reported speech)
30. The students would have failed miserably had it not been for their teachers’ competence. (Begin: But for……)
31. He is a very good doctor. Everybody likes him. (use...so good….)
32. She must on no account move alone at night.(Begin: On no account…. )
33. Peter can watch this movie if he is above eighteen. (use …. provided…)
34. The robbers stole from two shops. The police caught them. (Begin: **Having**…………)
35. They finally accepted his offer. (End: ………………**accepted**).
36. Most of the examination papers were easy. All the candidates answered them. (Use: …..**enough**…………..)
37. Even though you arrive in time, you will still be punished for your rudeness. (Begin: **Arriving**…………………..)
38. The lazy student did not blame his teacher of Physics in anyway. (Begin: **In**……….)
39. The teacher told his students that if they were free that afternoon they would go and visit the sick class monitor. (Change to **direct** speech).
40. 57. It was true that Anna quite often despised those below her. (Use:….**down**…………….)
41. I did not invite her to the meeting because I had been told she was abroad. (Begin: **If**…………………)
42. He was a famous runner. He failed to better his own record. He suffered severe abdominal pains. (Rewrite as one sentence using: ……..**because** and **although**……….)
43. He is weak, but he will not stop smoking. (Begin: **Weak**……………)
44. Sylivia said he didn’t have to be office till midday the next day. (End with ……. ……..Sylivia said.)
45. Were she my sister, I would punish her. (Re-write using ‘If’)
46. I was sleeping in the room next to his when I heard the gun shots that rocked in the hotel. (Re-write beginning: Sleeping …………………….)
47. Did you read the book ‘things fall apart' yesterday? She asked me. (Punctuate the sentence correctly)
48. Mr. Opio is not a coward (replace ‘not’ with ‘no’)
49. . She built a beautiful house. (Re-write using ‘put’)
50. I have never seen such a thing. (Begin: Never…………..)
51. The Chief lays the table for dinner (Use the passive)
52. ‘Children must obey their parents,’ the preacher said. (Begin: The preacher said ……………)
53. Ken reached home late. She went straight to bed. She feared to ask he mother for food. (Re-write as one sentence without using ‘and’)
54. He wanted to go away and so he went. (Rewrite ending… to)
55. Judging from appearance, I would say she is very beautiful. (Begin: If ...)
56. The accused man said that he did not kill his wife. (Rewrite using … denied …)
57. People’s wants grow in proportion to their prosperity. (Use: The more …. the greater ….)
58. There was a patient in the surgical ward that could not sleep. (use ‘sleepless’)
59. He not only remained absent for a whole month, he also refused to pay school fees. (Rewrite using …. on top of …..)
60. The thief was given 50 strokes, but not even that was enough to make him confess. (Begin: Not even ….)
61. He is quite aware of the risks involved with teenage pregnancy. (Use informed instead of aware)
62. “I will resign here and now,” said the head prefect. (Begin: The head prefect remarked angrily that …)
63. 80. The speaker made us laugh. (Rewrite using … **reduced** instead of **made**)
64. 81.The cat jumped through the window. It fell in a bucket full of water. ( Begin: Jumping…..the cat…..)
65. .I had no sooner fallen asleep than it was time to wake up again. (Rewrite beginning: **No sooner**…)
66. He was too busy keeping the aircraft straight to indulge in self-congratulation. (Rewrite using: …….…**so**………. **that**………….)
67. We are young but we are not fools. (Begin: **Young**……………)
68. A leap year will only occur after four years. (Begin: **It is only**…………....)
69. Akello is too young to enter the competition. (Rewrite using: ………. **enough**…..) “The sun rises in the East,” the teacher told the students. (Rewrite the sentence in **reported speech**)
70. She is a great lawyer. She is also a celebrated author of literary books. (Join into one sentence beginning: **Not only**……………...)
71. It rained at lunch time but Sports Day was a great success. (Begin: **In spite**………..)
72. 90. That girl is very naughty. She can make a goat break its tether. (Rewrite as one sentence using: …………**such**………)
73. It was clever of him to build a house in the village. (Re-write beginning: How………………)
74. The city workers continued to sweep the streets when the President arrived. (Use: went…………………………..)
75. 93. The journey to the park is no less more dangerous to make on foot today than it was long ago. (Use:……………..just as……….)
76. 94. Perhaps it is because Cathy is so proud that he often doesn’t get what he asks for. (Re-write using: If………………………)
77. 95. “In Kampala, the food is more expensive than it has been,” admitted the bus conductor, “but then everything is.” (Begin: The bus conductor admitted…………………………)
78. The class teacher apologized for his inability to help his class with the German words, since German had always been French to him.(Re-write using the actual words the teacher may have used)
79. When the Minister of Education visited the school, he was met by the Headteacher. (Re-write beginning: On……………………)
80. The small boys quietly sat in the classroom. A few minutes later, they went out, played in the compound and enjoyed themselves. (Combine these sentences into one)
81. Linda rises early, except when she is seriously ill. (Re-write beginning: Only…………….)
82. In the car accident, his face was so bashed that one could not recognize him.’ (Re-write to end:…………………recognition)
83. I went to the post office in order to mail a letter. (Re – write using In order……………)
84. I lived in Kampala two years ago, but then I moved to another city. (Use: ‘anymore’)
85. He often works late. As a result, he finds it difficult to meet new friends outside work. (Re – write using ………consequently………..)
86. Bob plays football. I play football. (Re-write as one sentence using …..so…….
87. You should save your money. You should not waste money on computer games.(Re – write using …… rather …..)
88. …..106. The research workers face the sample problems. (Rewrite the sentence in the passive voice)
89. I know where you went. I know what you did. (Rewrite using …..both…)
90. Ali made a donation. (Re – write without using made)
91. It is possible for me to catch an earlier train. (Use possibility)
92. If it was not for my health, I would have danced myself lame. (Re – write using: But for …..)
93. I asked him the price of the car. (Use ‘Inquired’ in place of ‘asked’)
94. He was lucky that the teacher wasn’t there. [Begin: Luckily…………]
95. It was an unbelievable story. However, we enjoyed it all the same. [Join into one sentence beginning: Unbelievable…………]
96. 116. It was a mystery to us why he decided to leave. [Begin: Why………..]  
    ……………………………………………………………………………………………………………………………………………………………………………………………………………………
97. 117. No matter who or where you are, there are certain laws to be obeyed. [Begin: Whoever…………….]  
    ……………………………………………………………………………………………………………………………………………………………………………………………………………………
98. 118. It is better to spend a holiday at the coast than to go overseas.(Begin: Spending……………. Use “preferable” instead of “better”]  
    ……………………………………………………………………………………………………………………………………………………………………………………………………………………
99. The president’s whole life has been devoted to the service of the community. [Begin: The President has spent…………..]
100. Come back as soon as you possibly can. [Finish…………….possible.]
101. 121. She needs to concentrate to pass her examination (use: What in the middle of the sentence)
102. He so much wished to stay in power that he killed all his opponents. (Begin: His….was so great….)
103. Armed to teeththe rebels attacked the palace.(replace the underlined words with a similar phrase in meaning)
104. We suddenly burst into laughter. (Begin: Suddenly……………….)

……………………………………………………………………………………………………………….

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

1. He shouldn’t have confronted him. (Begin: I‘d rather………….)

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

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

1. 126. It takes courage to introduce such a plan. (Use: introduction)

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

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

1. Today’s work has failed considerably.(Use .. today….)

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

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

1. 128. I look back on my school boy adventures with regret rather than with pride. (Begin:Itis ………………)

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

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

1. 129. We all have faults. This cannot be denied. (Begin: That………………………)

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

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

1. 130. He hardly has a bath….. (Supply a suitable question tag)

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

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

1. 131. The coach was not at all responsible for the team’s poor performance. (Re-write beginning: In ……)

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

1. 132. Mr. Mukasa said he could not understand why his daughter had left her studies. (Re-write the sentence in direct speech.)

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

1. 133.Daniella is such a stubborn girl that every teacher in the school knows her. (Use … so ….)
2. …………………………………………………………………………………………………………………………………………………………………………………………………………………
3. .Kanshabe’s performance was not up to her teacher’s expectations. (Use …. as good ….)
4. The teacher entered the dormitory. The lights went off. (Join using …. hardly...)
5. We would not have been forgiven had it not been for his intervention.
6. (Begin: But for ….)
7. It would be pointless to ask him. (Use …. no point ….)
8. The Mayor has been invited to speak to the Senior Four students. He always lisps in his speech. (Join the two sentences using …. who …….)
9. Although he read hard for the exam, he still failed to meet the pass mark. (Begin: Despite ….)
10. Amon was the only student who had not washed his uniform. (Use: except)
11. The committee discussed the problem for two hours. They could not reach an agreement. (Begin: Having…...)
12. Being young, she didn’t know what to do. (Rewrite using an ‘as clause’)
13. As soon as the guest of honor arrived, everybody stood up to welcome her. (Rewrite using: No sooner…..)
14. 144. “ I cannot understand it! Why have I been chosen?” (Begin: He said……)
15. 145. The street child had some curious habits, but she was not mad. (Use: In spite ……)
16. 146. We cannot manage the whole affair if you do not help us. (Rewrite omitting ‘if’ do not use ‘unless’)
17. 147. You will not find such beautiful game animals anywhere else in the world. ( Begin: No where…..)
18. 148. As I ran through the bush, a thorn scratched my face. (Rewrite beginning: Running……)
19. When all the materials had been brought, the examinations commenced. (Rewrite beginning: Not until……)
20. She will pay for you. She will tell you to foot the bill yourself. ( Join using……either …or…..)
21. Let’s not panic,……….(add a suitable tag)
22. The student need not wear their uniforms on Sunday. (Begin: It………)
23. You should not have bought that red shirt. (Rewrite beginning: I’d rather….. )
24. 154. Mushambo is less wealthy than Oketch. (Rewrite ending……..Oketch)
25. Aggrey was standing very close to the cage. The lion nearly grabbed his fingers. (Rewrite as one sentence beginning: Standing…….)
26. 156. If the police had not arrived in time, the gun man would have shot us. (Rewrite beginning: Had…….)
27. 157. “Did you return my book yesterday?” Shallot asked, “No,” Mary replied. (Rewrite in indirect speech)
28. 158. Out of the whole team, four turned up to celebrate the victory. (Rewrite ending…….. celebration.)
29. 159. There is little sugar in this bowl. (Rewrite using ‘hardly’)
30. 160. He was a coward. He managed to beat his rival. (Begin: Despite his…….)
31. 161. It is appalling that some students do not value the money that their parents invest in their education. (Rewrite to end …………..appalling)
32. I did not grind the sim sim in time.(Rewrite in the passive voice)
33. Aggie has never made such a bad mistake. (Begin: This……)
34. “We must complete the examinations next week,” the candidates said. (Rewrite without quotation marks)
35. The boy has a poor accent. He has been jailed. ( Join using a relative pronoun)