

112/2
ENGLISH
LANGUAGE
PAPER 2
July /August 2011
2 hours



WAKISSHA JOINT MOCK EXAMINATIONS

Uganda Certificate of Education

ENGLISH LANGUAGE

Paper 2

2 hours

INSTRUCTIONS TO CANDIDATES:

- Attempt all questions in the spaces provided.

Turn Over

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

When the flow of water in a stream is interrupted or altered, the value of the stream is changed. Major in-stream uses of water are for hydroelectric power, recreation, and navigation. Electricity from hydroelectric power plants is an important energy resource. Presently, hydroelectric power plants produce about thirteen percent of the total electricity generated in the United States. Hydroelectric power plants do not consume water and do not add waste products to it. However, the dams needed for hydroelectric power plants have definite disadvantages, including the high costs of construction and the resultant destruction of the natural habitat in streams and surrounding lands. While dams reduce the amount of flooding, they do not eliminate it. In fact, the building of a dam often encourages people to develop the flood plain as a result when flooding occurs, the potential loss of property and lives is greater.

The sudden discharge from a dam of the impounded water also can seriously alter the downstream environment. If the discharge is from the top of the reservoir, the stream temperature rapidly increases. Discharging the colder water at the bottom of the reservoir causes a sudden decrease in the stream's water temperature. Either of these changes is harmful to aquatic life in the stream.

The impoundment of water also reduces the natural scouring action of a flowing stream. If water is allowed to flow freely, the silt accumulated in the river is carried downstream during times of high water. This maintains the river channels and carries nutrient materials to the river's mouth. But if a dam is constructed, the silt deposits behind the dam eventually fill the reservoir with silt.

In addition, impounded water has a greater surface area, which increases the amount of evaporation. In areas where water is scarce, the amount of water lost through such evaporation can be serious. This is particularly evident in hot climates. Furthermore, flow is often intermittent below the dam, which alters the water's oxygen content and interrupts fish migration. The population of algae and other small organisms are also altered. Therefore, dam construction requires careful prior planning.

Water tends to be a focal point for recreational activities like sailing, water skiing, swimming, fishing, and camping, all of which require water of reasonably good quality. Water is used for recreation in its natural setting and often is not physically affected. Even so, it is necessary to plan for recreational use, degrade water quality. For example, waves generated by power boats can accelerate shoreline erosion and cause siltation,

Dam construction creates new recreational opportunities because reservoirs provide new sites for boating, camping, and related recreation. However, this is at the expense of a previously free-flowing river. Some recreational opportunities, such as river fishing, have been lost.

Most major rivers are used for navigation. North America currently has more than 40,000 kilometers of commercially navigable waterways. Water ways used for navigation must have sufficient vessels.

Questions

- In not more than 40 words summarizes the advantages of damming.
- In not more than 90 words summarizes the disadvantages of damming.

1(a)

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Turn Over
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Marks 1(a)

1(b)

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Marks 1(b)

Total marks
On. 1

2 (A) Read the following passage and answer the questions that follow;

A BID FOR FREEDOM

Outside, it was very queer. He had never been up so early before. He went out of the back door, and got to the fence, leading into the first field, just beside the copse, he looked back. The house seemed very large seen from here, with all its windows shuttered and blank, like closed eyes, Kingshaw thought, I hate, hate, hate it. He turned away.

It was much colder than he had expected. He wore his jeans, a sweater over a t-shirt, and his anorak. It didn't seem enough. There was a thin, grey mist everywhere; it seeped damply through his clothes.

He climbed over the fence and was immediately **startled**, because he could not see very far ahead; up the field, the mist was quite thick. But he knew this first mile or so, from before, from the day the crow had followed him. He adjusted the string straps of the satchel, and set off over the grass. It was very wet. The sorrel and docks brushed against his legs, and damped through his jeans, very quickly. It was slithery, too; **he had to watch his footing**.

He came to a deeper rut, and recognized it as the place where he had fallen, and where the crow had perched on his shoulders. He could remember the feeling of the hard claws, as they dug into his flesh, the weight of the bird and the sound of its cowering. He shivered. After a moment, he turned again and looked back. He could no longer see the house at all, the mist had closed about it completely.

He had never experienced such silence. It had a sort thickness, partly because of the fog, and because there was no wind, no movement of air at all, only a coldness of his face. He could not even hear any birds in the middle of the field. There was only the faint, rushing sound deep inside his own ears. And his feet rustled and squeaked, over the wet grass.

He reached the fence, still, everything ahead of him was shrouded in mist, but the greyness of the sky was a bit paler. There was a hawthorn hedge, covered with beaded cobwebs. He went on, he felt absolutely alone; there might be no other person in the whole world. Walking through the mist, he thought he might be going to fall over the edge of something, down into a sea, or a deep pit. But he was no longer afraid; he **was too intent on plodding ahead**. He felt the wet jeans flapping about his ankles.

When he came towards the cornfields, the mist seemed to be much thinner, and he could just make out the dark shapes of the edge of hang wood, on the far side. The corn was a curious, dirty colour in the early light, and very still. At the edge of the field, there was a tractor. It **loomed** at him suddenly, out of the mist. It might have taken root, and grown up out of the ground here; it did not seem likely that any person had ever brought it, unless they had dropped it and abandoned it, like something left on the moon landscape.

He went over it. He put his foot on the step and hauled himself up. He felt high up. He tried to start it, twisting this way and that. It gave and he fell off it to the ground. He wasn't hurt, so he walked away, still alone. When he looked over his shoulder, again, and now, he could see much further; the mist was clearing slowly the tractor looked far larger, as he moved away from it, but more ordinary. Just metal.

Ahead, he could see the dark, blue-green line of oak trees, with the black spaces in between their trunks. He set off though the cornfields.

Extracted from; *I'm the King of the Castle* by Suzan Hill.

Turn Over

Answer questions 2.1 to 2.5 in the spaces provided.

- 2.1 What discomfort did Kingshaw experience as a result of his early morning departure from the house?

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- 2.2 What evidence is there in the passage to suggest that the boy knew where he was going once he had set out from the house?

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.....

- 2.3. In what ways did the morning mist affect the appearance of things?

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.....

- 2.4. Why do you think the tractor looked ‘more ordinary’ Once the boy had moved away from it?

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

- 2.5. Explain the meaning of the following word phrases as used in passage?

(i) Startled

(ii) ... had to watch his footing...

(iii) ... was too intent on plodding ahead...

(iv) Loomed

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

When Wednesday 26 May dawned, the sun was obscured, and heavy rain was turning the roads and paths into seas of mud. The weight of sticky red mud that clung to Pere Lourdel's shoes, making every step of his six mile walk one of discomfort and misery, was as nothing compared to the weight of anxiety in his heart. As he drew nearer to Munyonyo, his fears mounted. First, he met some fugitives among them the page Jamer Biti, who gave him further particulars of the events of the previous evening and told him of the arrest and mutilation of Honorat Nyonyintono; then he encountered bands of armed men, hurrying, off to raid and pillage the property of Christians and seize their leaders. Fearful of arriving too late to do any good, he tried to hasten his steps, and continued on his way, slithering and slipping at each step, in acute distress of mind and body.

At Munyonyo, meanwhile, Kabaka Mwanga had obtained the backing of his chiefs for further measures against the Christians.

First things in the morning, about six O'clock, he had summoned the principal chiefs to his private apartments. As no Christians were present, the account of what happened at the meeting was not received first-hand, but would seem to be substantially accurate.

After telling the chiefs, that he had found it necessary to order the execution of the 'rebellious' page Ssebuggwawo, Mwanga took the offensive and began to upbraid and blame his hearers for the disobedience of his pages. He said, "It is your duty to find me loyal servants, but you have given me only traitors the dregs of your clans, see how they have rebelled against me! Time and time again, I have forbidden them to practice religion, but they do not listen to me. They are disobedient and learn rebellion from the Whiteman. What am I to do with them?"

Some of his hearers, who like the chancellor, were pagan diehards, delighted to vote for the massacre of the Christians whom they hated. Others, who may have been more sympathetic, were dismayed by the suggestion that they themselves might be held responsible for the actions of those they had presented at court, and hastened to divert the royal anger from themselves.

"Master," said one of them, "when we gave you our children they were good. If now they have become bad, that is not our fault, but the effect of the spell which has been cast upon them. Kill them! We shall provide you with better ones!"

Others also expressed their approval of this suggestion, which was clearly what Mwanga wanted from them. Before withdrawing, the servile counselors went down on their knees and thanked the Kabaka for not making them accountable for the crimes of their children.

Satisfied with the subservience of his chiefs, Mwanga gave orders for all the pages to be assembled and brought before him; commanded the attendance of Mukajanga and his assistant executioners; and appointed Mbugano as royal legate, with powers to seize and plunder Christians in the villages away from Munyonyo.

Source: *African Holocaust*.- H.F FAUPEL

3. B) complete the sentences 3.11 to 3.20 with the most suitable alternative. Put a ring around your choice.

- 3.11 Amos works.....the American Embassy
a) in
b) for
c) with
d) at
- 3.12 The suitcase was so full of clothes thatof his books would fit in.
a) none
b) many
c) each
d) neither
- 3.13 He prophesized.....strange things to come about.
a) about
b) on
c) of
d) in
- 3.14 Parents think school terms are too short. They feel they do not get.....
a) the worthy of their money
b) their money with worth
c) their money's worth
d) the worth of their money.
- 3.15 If the plane left Entebbe at dawn it should have landed in Durban a short while ago.
This means;
a) the plane did not leave
b) the plane Journey takes a short while.
c) probably the plane has just landed.
d) The plane was supposed to land a short while after dawn.
- 3.16 Being tired, Molly.....on the way.
a) laid down
b) had lain
c) lay down
d) leid down
- 3.17 If you leave your money on deposit for a year, the interest will.....to a useful sum.
a) rise up
b) add up
c) swell up
d) grow up
- 3.18 Every man wants to be,
a) a man of himself
b) a man of his own
c) his own man
d) a man himself

- 3.19 Some announcements are to people of good taste
a) hostile
b) unsuitable
c) objected
d) offensive.
- 3.20 Sammy's friend..... us that he could double our money
a) cheated
b) convinced
c) swindled
d) deceived

Marks for Qn 3B.	
Total Marks for Qn 3.	

END

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

Signature

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LANGUAGE
PAPER 2
July / August 2009
2 Hours**

WAKISSHA JOINT MOCK EXAMINATIONS

Uganda Certificate of Education

ENGLISH LANGUAGE

Paper 2

2 Hours

INSTRUCTIONS TO CANDIDATES:

Attempt all questions

All your answers must be written on this question paper.

Question 1

1. Read the following passage and answer the questions that follows:-

CALL RATES TO GO UP

TELECOM chiefs are foreseeing a rise in call tariffs as the industry takes a hard bite from increasing operational costs. "There will be a point at which we might have to push tariffs slightly up just to adjust to those unfortunate circumstances we find ourselves in. It is rough, it is not as easy as it was four or five years ago," said Themba Khumalo, the new MTN chief executive officer.

Experts say the telecoms industry is one of the few services in emerging market that has not seen an increase in tariffs in recent years. Major drivers of the economy like fuel and electricity rates have all been going up. According to Khumalo, telecoms have tried to sustain (low rates) for a long time. This is bent to change with the increasing high economic pressure that is impacting "on us in a big way." No specific timelines have been set for a revision of tariffs upwards as sources say the players are in full discussions.

A meltdown in the global economy that has trickled down here has not helped matters as remittances have dwindled; disposable incomes have been wiped off leaving the average Uganda with little or no money to spend on airtime. This has resulted in a steady decline in telecom companies' profit margins. Top industry sources say four out of the five telecom players have made losses the last financial year.

Also, government did not increase excise duty on airtime in the 2009/2010 budget. The 12% excise duty remains the single biggest point of contention in the industry. Uganda's excise duty is also the highest in the region with Kenya and Tanzania charging just 10%.

A reduction in this tax according to telecom bosses would spiral a rise in penetration.

"We were expecting a reduction in excise duty in the last budget that did not happen. So I think all operators will be facing increasing pressure," said Khumalo.

Yesse Oenga, Zain Uganda chief executive officer admits that "at a certain point in time, the market will have to give in" and increasing tariffs may be inevitable.

"Days are running out, the costs are high and getting worse, fuel just went up again. Half of our base stations run on generators. We did most of the investment when the shilling against the dollar was at sh1,600 (it is now about sh2,200). So the pressure is there for real," said Oenga.

Sources say setting up a base station costs between \$300,000-\$500,000 and it costs about \$4,000 to run a single station in a month. This is besides other overhead costs.

The chief executive officer of WARID telecom, Zul Javaid says in the current circumstances, only shrewd investors who plan long term will survive in a market that has increasingly been speculating about mergers and acquisitions among the current five players in order to stay afloat.

"There is growth after fall, if penetration reaches 55%, everyone will be making money. Even at 30%, we are making money. Think about what will happen when the oil starts pumping and DRC becomes stable," said Javaid.

Yet despite the tough economic situation, Uganda's telecom scene, one of the most vibrant in Africa is seeing unprecedented competition. There is indication that two more players are joining the market "probably this year or early next year.

"That will take us to seven players," said Khumalo.

Khumalo cautions that the regulator, Uganda Communications Commission must ensure that such new players are not just coming to "cream the market but must make serious investments in the market."

A recent report from Deloitte titled "Taxation and the Growth of Mobile in East Africa" indicates that mobile phones account for 95% of all telecoms connections in East Africa. The report further indicates that a 10% increase in mobile penetration leads to a 1.2% increase in GDP in the long run across countries.

By David Mugabe, *Business Vision*
July 9th 2009

In not more than 110 words, explain why the call rates will go up.

ROUGH COPY

FAIR COPY

Marks for Q 1

Question 2 A.

Read the following passage and answer the questions that follow.

We set off in the greyness of early morning for the station. At last I should know exactly to what district we were going, for I had not understood a word of the explanations given me the day before in the dining-room. The station was situated in a part of the town which was still asleep, and it looked more like a farm station than a railway station. A sort of little toy train of five or six carriages was already waiting, its doors invitingly open.

The Engine was puffing about on its own in little sidings, as if gathering strength to begin the journey. Each compartment had one very narrow window in the door, and that was all. These old-fashioned wagons reminded me of the third-class carriages on the train to Perpignan in which I had traveled when I was a child.

A bell was rung to warn any belated travelers to hurry, and the station master ran out to cast a last glance up the deserted street before playing a little tune on his trumpet. The guard blew his whistle, to which the engine replied by a low groan, and off went the train. It strolled familiarly about the streets of the Piraeus for a while; friends exchanged greetings, women threw parcels to the engine driver, who also acted as carrier, then it reached the outskirts of the town and rushed wildly off at fifteen miles an hour.

What an enchanting experience is this journey from the Piraeus to Athens at sunrise. The train ran through orchards of pomegranates, and lemon and orange groves. Everywhere there were roses, fields and forests of roses. In the distance the Acropolis stood on its mountain all gilded with the rising sun and pensive ruins here and there added poesy to the scene. Then suddenly all this vanished, as the train burrowed into the station of Athens, which smelt smoke, coal-tar and fish.

After half an hours' pause to meditate on the advantages of civilization, off we went again. The line immediately curved westwards; round the sides of the blue and rose mountains we had seen the day before from the sea, rising from the golden carpet of flowers. Here and there were pale yellow or pink houses with flat, tiled roofs, standing among olive groves and vineyards. Great, dark cypresses stood up very still in the clear air. Then we reached a belt of red-trunked pine trees, which filled the air with their resinous perfumes, and ever as we climbed the sea spread wider behind us.

Answer questions 2.1 to 2.5

- 2.1 Quoting evidence from the passage, how long had the writer been in the country?

- 2.2 Why was the street deserted?

- 2.3 What signals were given before the train set off?

- 2.4 Do you think the traveler enjoyed the journey?
Why?

- 2.5 Explain what the following words or phrases mean as used in the passage.
(i) "Invitingly"

- (ii) "strolled familiarly"

- (iii) "outskirt"

- (iv) Enchanting experience

Marks for Q 2A	
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Question 2 B.

Read the following passage and answer questions 2:6 to 2.10 by putting a ring around the most correct alternative.

They had killed a goat and put a tatter of its flesh in among the reeds. Robert lay on the river bank above the reeds and watched and waited for the murderer. When, at last, he saw the thing that looked like a piece of drifting wood, nosing forward towards the reeds, he slid forward the safety-catch and moved the rifle and he had the snout of the crocodile in his sight.

He followed the slow stealthy movements of the crocodile with the barrel of his rifle but he did not fire. He would wait until the creature raised its head and shoulders from the water to take the bait and exposed the soft flank above its heart.

'Why are you going?' the river people had asked. 'Why are you leaving us? 'As he watched the crocodile move in towards the reeds, Robert thought of the answers he had given and of the answers that perhaps he should have made.

'You are free now', he had said. 'You are independent.' But in the dialect of clicks and consonants the words somehow had a different sound and a different meaning from the shouts of the crowds -in the towns and the headlines in the politicians' papers. 'Who now', they had asked, 'will listen to our troubles and protect us from the townsmen, and shoot our crocodiles?' Robert had averted his face and looked at the harsh sun setting in the pale blue bowl of sky. 'My time is finished', he had said. 'It is the will of God that I should go.'

'Ah....' they had intoned, and 'Eh....', the sounds long drawn out and full of incomprehension and of doubt and of dismay.

The crocodile was now within a foot or two of the bait and Robert held his breath. As it reached out to take the bait, Robert took in the first of the trigger's slack.

The sound of the shot split the silence of the river. Birds rose in fluttering panic from the reeds and the sandbanks. Tiny gazelle froze in their delicate attitudes, a lion in the distance crouched silently in the long, dry grass, the buzzards and the vultures bent their beaks and eyes downwards in hungry curiosity.

The crocodile sank slowly out of sight. But there was no flurry on the water's surface, and no blood. The only blood was on the river bank where it oozed slowly from the wound in Robert's head.

(From The River People by D. Bates published in 'The Listener')

- 2.6 From the first paragraph it would appear that the goat's flesh was placed among the reeds to.....
- (a) offer a sacrifice to the sacred crocodile.
 - (b) serve as a lure for the crocodile.
 - (c) provide food for a murderer nearby.
 - (d) scare away the crocodile.
- 2.7 Robert did not fire at the crocodile immediately because...
- (a) he wanted to follow its slow, stealthy movements.
 - (b) it looked like a piece of drifting wood.
 - (c) the safety-catch of his rifle was on.
 - (d) he was aiming for a clear shot at a vulnerable part of its body.
- 2.8 The third paragraph introduces a new idea. It is that.....
- (a) Robert was about to leave the river people.
 - (b) Robert regretted the answers he had given to the questions of the river people.
 - (c) the river people were concerned about the imminent departure of Robert.
 - (d) the crocodile was advancing towards the reeds.

'Why are you leaving us?' This question of the river people suggests that they

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- (a) were glad to see the last of Robert;
- (b) are very inquisitive;
- (c) were unhappy about his departure;
- (d) had a feeling he was deserting them.
- (e)

Actually Robert was leaving them because

01.5

- (a) it was the will of God;
- (b) his time had finished;
- (c) his services were no longer required;
- (d) their country had become independent and he was to be replaced by a local hand.

Marks for Q 2B	
Total marks for Q2	

Question 3 A.

Re-write each of the following items according to the instructions given after each. Do not change the meaning unless you are told to do so.

3.1 Do not enter the Chemistry laboratory until you are told to do so.

(Begin: Keep...)

3.2 I had never seen such a model.

(Re-write beginning: Never...)

3.3 Alice is better than Jane at Chemistry.

(Re-write using ... not as good...)

3.4 "Do you think you are smarter than your father?" angrily asked the teacher.

(Re-write without quotation marks)

3.5 It is not surprising that the thief was set free after pleading guilty.

(Begin: That...)

3.6 I was out of Kigali at the time. (Begin: I happened...)

3.7 The doctor advised Peter to rest because he was sick. (Begin: Being...)

3.8 I prefer playing football to watching films. (Re-write using ... rather...)

3.9 This is the last time I come here. (Re-write beginning: Never...)

3.10 Tired as we were, we decided to continue with the journey. (Begin; Despite...)

Marks for Q 3A	
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For each of the items 3:11 to 3:20, choose the best answer and put a ring around it.

3.11 If you _____ this tale before, stop me at once

- A. had heard
- B. have heard
- C. heard
- D. were hearing

3.12 "Please _____ the candle and go to sleep." Said my Mother

- A. blow out
- B. put out
- C. put on
- D. put off

3.13 He ran _____

- A. so quick.
- B. quick.
- C. quickly.
- D. so quickly.

- 3.14 The old man caught the viper with his _____ hands
A. bear
B. two
C. bare
D. both
- 3.15 The Head teacher asked us, ...
A. whom we had met on the way.
B. who did we meet on the way?
C. that who did you meet on the way?
D. as to who we met on the way.
- 3.16 It was a strong force, armed...
A. to the teeth.
B. head to toe.
C. all over.
D. shoulder to shoulder.
- 3.17 We expected heavy rain but all we got was just...
A. a trickle.
B. a drizzle.
C. a scatter.
D. scanty.
- 3.18 Please dance with me, ...
A. will you?
B. would you?
C. won't you?
D. can you?
- 3.19 Some students gave up studying Latin, but the few who _____ got distinctions.
A. persisted
B. persevered
C. resisted
D. insisted
- 3.20 Are there any objection _____ our plans?
A. against
B. from
C. for
D. to

Marks for Q 3B	
Total marks for Q3	

END

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

Signature

**112/2
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PAPER 2
July / August 2009
2 Hours**

WAKISSHA JOINT MOCK EXAMINATIONS

Uganda Certificate of Education

ENGLISH LANGUAGE

Paper 2

2 Hours

INSTRUCTIONS TO CANDIDATES:

Attempt all questions

All your answers must be written on this question paper.

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

John Donne, my favourite poet and I share a few similarities. We were both born at home under a cacophony of church bells and sirens respectively.

Unlike the Rev. John Donne, the decision to give birth to me at home was one enforced on my parents by the government of the day. There was a curfew that night and no excuse enough to break it.

My mother was among the 70% of sub-saharan women who would deliver at home that year. Mother and I were lucky, however, because were attended to by my grandmother, a highly skilled birth attendant and my father a young budding pediatrician then. Such good fortune does not befall the vast majority of African mothers and children.

In the year of my birth, thirty years ago, there were roughly half a million mothers who succumbed to pregnancy- related complications worldwide. That year, for every 100,000 of Ugandan babies born alive, roughly 500 mothers died in child birth or pregnancy- related complications. Countries in Sub-saharan Africa that year averaged roughly 1,000 maternal deaths per every 100,000 live births.

My own mother survived, but only just, countless other women did not or were permanently disabled from what is supposed to be the most noble and unnatural act a woman can ever take part in. Those damning figures are one of the few statistics that have remained unchanged throughout medical and world history.

Today roughly the same mothers will die in Uganda and sub-saharan Africa as they did in my year of birth. This is despite the seemingly impossible feats that have been accomplished elsewhere in the thirty years since. For example, small pox has been eradicated, polio is on its way out, the Cold War ended, Apartheid was kicked out of South Africa as it hosted World Cup. In addition, Kampala then had just hosted an Organization of African Union (OAU) summit, similar to the one being hosted today.

African presidents and bureaucrats have since come and gone, but to this day a woman in sub-saharan Africa still has a one in sixteen chances of dying in pregnancy or child birth related issues than compared to a one in four thousand risk in developed countries. This is the largest difference between poor and rich countries of any health indicator. Reducing maternal deaths is clearly not rocket science.

A child who is tragically left motherless at birth is ten times more likely to die within two years, babies continue to die before or during or in the first week of life.

At least 20% of the burden of disease in children below the age of five is related to poor maternal health and nutrition, as well as quality of care at delivery and during the new born period.

Ensuring that every pregnant woman sees and gives birth in the presence of a skilled worker is extremely important to ensure survival. Empowering that provider with the skills and means to give effective, curative and preventive inventions is imperative in tackling maternal and child mortality. Such inventions are cheap, easily available and have been wide spread in developed nations for more than thirty years.

Up to 70% of all new born and countless mothers would survive child birth if every mother and child had access to antibiotics or injections, sterile blades to cut umbilical cords, drugs for preventing and stopping bleeding. Mothers should understand the importance of the immediate and exclusive breast feeding and skin- to- skin contact to keep their babies warm.

Clearly strengthening and optimizing the continuum of care between maternal and child health is extremely vital to reducing unnecessary death. Tools and technologies for early identification of dangerous conditions, as well as strategies to move rapidly, diagnose and treat mothers and babies, also provide a significant ability to achieve maximum health impact.

Universal access to these inventions should be the goal of all African governments if they are to tackle the new Millennium Development Goals that have proven difficult to achieve, ensuring maternal survival and reducing child-mortality.

Adapted from the New Vision Thursday, July 22, 2010.

Question

In not more than 120 words, explain the various ways maternal and child mortality can be prevented. (20marks)

Turn Ov

ROUGH COPY

FAIR COPY

Total marks Q.1

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

Culture in its broadest sense is a way of life fashioned by people in the **collective endeavor** to live and come to terms with their total environment. It is the sum total of their art, their science and all their social institutions, including their system of beliefs and rituals. In the course of this creative struggle and progress through history, there evolves a body of material and spiritual values, which endow that society with unique ethos. Such values are often expressed through the people's songs, dances, folklore, drawing, sculpture, rites and ceremonies. Over the years these varieties of artistic activities have come to symbolize the meaning of the word culture. Any discussion of culture inevitably centres around these activities, but we must bear in mind that they are derived from people's ways of life and will change as that way of life is altered, modified or developed through the ages. In our present situation we must in fact try to see how new aspects of life can be clarified or given expression through new art-forms or a **renewal of the old**.

We need to see Africa's cultural history in three broad phases. Africa before white conquest, Africa under colonial domination, and today's Africa striving to find its true self image. To do this is to indicate the obvious: that the pressures, inside, at the different stages of her growing up have changed Africa's cultural needs and outlook. Yesterday, for instance, there were many ethnic groups, each with a distinct cohesive culture: today, these groups are trying to form nations within wider and more inclusive boundaries of geography and politics. Hence we should examine the role of culture in our time within the **new horizons**, themselves made hazy by the often conflicting calls of the tribe, the nation, Pan-Africa and even the Third World.

Yet too often, as in the statement under discussion, we talk of Africa's culture as if it were a static commodity, which can and should be rescued from the **ruins and shrines of yesterday**, and projected on to a modern stage to be viewed by Africa's children, who, long lost in the **labyrinth of foreign paths** in an unknown forest, are now thirsty and hungry for the wholesome food of their forefathers. No living culture is ever static. Collectively, human beings struggle to master their physical environment and in the process create a social one. A change in the physical environment or, more accurately, a change in the nature of their institutions and general environment. It is a dialectical process. A profound change in a people's economy, or their dwelling place, thought, trade and migration, will make people organize themselves differently to meet the new ideas and values, over a period are also likely to alter.

[Adapted from *home coming* by Ngugi wa Thiongo, Heinrichmann]

QUESTIONS.

2.1 What are the “activities” that any discussion of culture usually focuses on?

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

2.2 What stages in Africa’s cultural sequence does the writer identify?

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

2.3 Why according to the writer is culture not static?

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

2.4 Explain the meaning of the following phases as used in the passage;

a) “collective endeavor”

.....
.....

b) “a renewal of the old”

.....
.....

c) “new horizons”

.....
.....

d) “ruins and shrines of yesterday”

.....
.....

2.5 What are the effects of the changing culture according to the passage?

.....
.....

(10marks)

Total marks Q.2A	
------------------	--

2B. Read the following passage carefully

Kisa was a man of substance that when he died the whole village attended his funeral. The traditional rituals of death were administered, bullets were fired and men dashed about in frenzy, slashing any green plant and slaying any animal that was manifested to their sight. It was absolutely warrior's funeral, and from morning till evening warriors came and went in their age groups.

Their bodies were painted with mixed colours that they administered from leaves, charcoal and chalk. Time and again, any ancestral spirit surfaced from the underworld. This was completely covered in raffia and could speak in tremulous or even unearthly voice. Some of these were rather malevolent, they could cause unconscious rash into a shelter for one's dear life. One would appear with a sharp matchet and could be prevented from being harmful by the two men who restrained him with the help of a strong rope tied round his waist.

Sometimes he however, turned round and made them take to their heels though they returned to the long rope he trailed behind. He wailed and sang in most horrific and terrifying voice speaking how the evil spirits had entered his eyes. But the most dreaded of all was yet to come. He was always alone and was shaped like a coffin. A sickly odour hung in the air wherever he went, and flies went with him. Even the greatest medicine-men took shelter when he was near.

Some of the spirits were harmless, one of them was so old and infirm that he leaned heavily on a stick. He walked unsteadily to the place where the corpse was laid, gazed at it a while and went away again to the underworld. The land of the living was not far removed from the domain of the ancestors. There was coming and going between them, especially at the festivals, and also when an old man died. The old man was very close to ancestors. A man's life from birth to death was a series of transition rites which brought him nearer and nearer to his ancestors.

Kisa had been the oldest man in the village and at his death, there were only three men in the whole clan who were older and four or five others in his own age-group. Whenever one of these ancient men appeared in the crowd to dance unsteadily the funeral steps of the tribe, young men gave way and the tumult subsided.

**Now answer questions 2.6 - 2.10, putting a ring around the most suitable answer
(2marks each)**

- 2.6 Paragraph one is a main indication of
A. Kisa's death.
B. how animals were slain.
C. how Kisa had been a great man.
D. elders dancing funeral steps.
- 2.7 With the appearance of the most feared spirit,
A. the respected medicine men confronted him.
B. the harmless spirits subsided.
C. he gazed a while at the corpse and went away.
D. the environment became undesirable.
- 2.8 The young men gave way because
A. old men were about to die.
B. it was a sad moment.
C. old men had been age-mates to the deceased.
D. of the respect they had for elders.
- 2.9 According to the author,
A. other five men were of the same age of Kisa.
B. no elder had lived to Kisa's age-brackets.
C. three men were older than Kisa.
D. five men assumingly lived to Kisa's age-brackets.
- 2.10 The passage shows how
A. the death and the living are contrary.
B. man's life span is affected by the spirits.
C. the living and the dead are related.
D. fearful spirits verses harmless spirits.

(10marks)

Marks Q.2B	
------------	--

A. Re-write each of the following items according to the instructions. Do NOT change the meaning unless you are instructed to do so. (1mark each)

3.1 Some people said that he had a gift of magic.

(Re-write beginning: It was said.....)

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

3.2 The boy stated that he did not steal any money. (Re-write using..... denied

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

3.3 The thief robbed the poor child and beat her up severely.

(Begin: Not only.....)

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

3.4 That is the girl with whom I went to the dance (re-write ending....with.).

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

3.5 "Did you see the teacher?" My father asked. "No I did not" I replied.

(Re-write as one sentence without quotation marks)

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

3.6 Such madness would not be allowed anywhere. (Begin: Nowhere.....)

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

3.7 Tourists sitting safely in the vehicles can photograph crocodiles.

(Re-write ending....vehicles)

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

3.8 I did not see her at the beach and nobody else who was there did. (Begin:
Neither I....)

.....
.....

3.9 Mukasa is richer than Okello. (Useas rich.....)

.....
.....

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

.....
.....

(10marks)

Mark for Q.3A	
---------------	--

3B. Complete sentences 3.11 to 3.20 with the most suitable answer among
the given alternatives.

(1mark each)

Put a ring around the letter with the correct answer.
3.11 The sailor..... the water out of the boat with a bucket.

- A. removed
- B. scooped
- C. took
- D. reduced

3.12 The boys listened carefully to what..... said

- A. the other
- B. each other
- C. themselves
- D. every another.

3.13 She made a good impression her teachers last year

- A. on
- B. of
- C. over
- D. to

Turn Over
11

- 3.14 She had..... dresses.
- A. English cotton blue short
 - B. English blue cotton short.
 - C. short blue English cotton
 - D. short blue English cotton
- 3.15 The stubborn door keeper..... refused.
- A. persistently.
 - B. patiently.
 - C. panctually.
 - D. pertinently.
- 3.16 When she came home, everybody began asking.....
- A. who was the lady?
 - B. which lady she was
 - C. the lady was who?
 - D. who the lady was.
- 3.17 "In the very unlikely event that your services will be needed, the manager will call you" this means.....
- A. you will not like the manager to call you.
 - B. the manager may not call you since he does not like you.
 - C. there are very limited chances that you will be called.
 - D. the manager will only call if there is an event that requires your services.
- 3.18 Was it you who gave me this pen or....
- A. it was someone else?
 - B. some one else did?
 - C. was it someone else?
 - D. did someone else?
- 3.19 Everybody says Kayaga stole the book but
- A. I do not think.
 - B. I do not doubt her.
 - C. I do not think so
 - D. She cannot be.
- 3.20 The food was good that everyone wanted some extra.
- A. too
 - B. so
 - C. very
 - D. to

(10marks)

Marks for Q.3B	
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END

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

Signature

112/2

ENGLISH

LANGUAGE

PAPER 2

July / August 2009

2 Hours

WAKISSHA JOINT MOCK EXAMINATIONS

Uganda Certificate of Education

ENGLISH LANGUAGE

Paper 2

2 Hours

INSTRUCTIONS TO CANDIDATES:

Attempt all questions

All your answers must be written on this question paper.

Question 1

1. Read the following passage and answer the questions that follows:-

CALL RATES TO GO UP

TELECOM chiefs are foreseeing a rise in call tariffs as the industry takes a hard bite from increasing operational costs. "There will be a point at which we might have to push tariffs slightly up just to adjust to those unfortunate circumstances we find ourselves in. It is rough, it is not as easy as it was four or five years ago," said Themba Khumalo, the new MTN chief executive officer.

Experts say the telecoms industry is one of the few services in emerging market that has not seen an increase in tariffs in recent years. Major drivers of the economy like fuel and electricity rates have all been going up. According to Khumalo, telecoms have tried to sustain (low rates) for a long time. This is bent to change with the increasing high economic pressure that is impacting "on us in a big way." No specific timelines have been set for a revision of tariffs upwards as sources say the players are in full discussions.

A meltdown in the global economy that has trickled down here has not helped matters as remittances have dwindled; disposable incomes have been wiped off leaving the average Uganda with little or no money to spend on airtime. This has resulted in a steady decline in telecom companies' profit margins. Top industry sources say four out of the five telecom players have made losses the last financial year.

Also, government did not increase excise duty on airtime in the 2009/2010 budget. The 12% excise duty remains the single biggest point of contention in the industry. Uganda's excise duty is also the highest in the region with Kenya and Tanzania charging just 10%.

A reduction in this tax according to telecom bosses would spiral a rise in penetration.

"We were expecting a reduction in excise duty in the last budget that did not happen. So I think all operators will be facing increasing pressure," said Khumalo.

Yesse Oenga, Zain Uganda chief executive officer admits that "at a certain point in time, the market will have to give in" and increasing tariffs may be inevitable.

"Days are running out, the costs are high and getting worse, fuel just went up again. Half of our base stations run on generators. We did most of the investment when the shilling against the dollar was at sh1,600 (it is now about sh2,200). So the pressure is there for real," said Oenga.

Sources say setting up a base station costs between \$300,000-\$500,000 and it costs about \$4,000 to run a single station in a month. This is besides other overhead costs.

The chief executive officer of WARID telecom, Zul Javaid says in the current circumstances, only shrewd investors who plan long term will survive in a market that has increasingly been speculating about mergers and acquisitions among the current five players in order to stay afloat.

"There is growth after fall, if penetration reaches 55%, everyone will be making money. Even at 30%, we are making money. Think about what will happen when the oil starts pumping and DRC becomes stable," said Javaid.

Yet despite the tough economic situation, Uganda's telecom scene, one of the most vibrant in Africa is seeing unprecedented competition. There is indication that two more players are joining the market "probably this year or early next year.

"That will take us to seven players," said Khumalo.

Khumalo cautions that the regulator, Uganda Communications Commission must ensure that such new players are not just coming to "cream the market but must make serious investments, in the market."

A recent report from Deloitte titled "Taxation and the Growth of Mobile in East Africa" indicates that mobile phones account for 95% of all telecoms connections in East Africa. The report further indicates that a 10% increase in mobile penetration leads to a 1.2% increase in GDP in the long run across countries.

By David Mugabe, *Business Vision*
July 9th 2009

In not more than 110 words, explain why the call rates will go up.

ROUGH COPY

FAIR COPY

Marks for Q 1	
---------------	--

Question 2 A.

Read the following passage and answer the questions that follow.

We set off in the greyness of early morning for the station. At last I should know exactly to what district we were going, for I had not understood a word of the explanations given me the day before in the dining-room. The station was situated in a part of the town which was still asleep, and it looked more like a farm station than a railway station. A sort of little toy train of five or six carriages was already waiting, its doors invitingly open.

The Engine was puffing about on its own in little sidings, as if gathering strength to begin the journey. Each compartment had one very narrow window in the door, and that was all. These old-fashioned wagons reminded me of the third-class carriages on the train to Perpignan in which I had traveled when I was a child.

A bell was rung to warn any belated travelers to hurry, and the station master ran out to cast a last glance up the deserted street before playing a little tune on his trumpet. The guard blew his whistle, to which the engine replied by a low groan, and off went the train. It strolled familiarly about the streets of the Piraeus for a while; friends exchanged greetings, women threw parcels to the engine driver, who also acted as carrier, then it reached the outskirts of the town and rushed wildly off at fifteen miles an hour.

What an enchanting experience is this journey from the Piraeus to Athens at sunrise. The train ran through orchards of pomegranates, and lemon and orange groves. Everywhere there were roses, fields and forests of roses. In the distance the Acropolis stood on its mountain all gilded with the rising sun and pensive ruins here and there added poesy to the scene. Then suddenly all this vanished, as the train burrowed into the station of Athens, which smelt smoke, coal-tar and fish.

After half an hours' pause to meditate on the advantages of civilization, off we went again. The line immediately curved westwards; round the sides of the blue and rose mountains we had seen the day before from the sea, rising from the golden carpet of flowers. Here and there were pale yellow or pink houses with flat, tiled roofs, standing among olive groves and vineyards. Great, dark cypresses stood up very still in the clear air. Then we reached a belt of red-trunked pine trees, which filled the air with their resinous perfumes, and ever as we climbed the sea spread wider behind us.

Answer questions 2.1 to 2.5

- 2.1 Quoting evidence from the passage, how long had the writer been in the country?

- 2.2 Why was the street deserted?

2.3 What signals were given before the train set off?

2.4 Do you think the traveler enjoyed the journey?
Why?

2.5 Explain what the following words or phrases mean as used in the passage.

(i) "Invitingly"

(ii) "strolled familiarly"

(iii) "outskirt"

(iv) Enchanting experience

Marks for Q 2A	
----------------	--

Question 2 B.

Read the following passage and answer questions 2:6 to 2.10 by putting a ring around the most correct alternative.

They had killed a goat and put a tatter of its flesh in among the reeds. Robert lay on the river bank above the reeds and watched and waited for the murderer. When, at last, he saw the thing that looked like a piece of drifting wood, nosing forward towards the reeds, he slid forward the safety-catch and moved the rifle and he had the snout of the crocodile in his sight.

He followed the slow stealthy movements of the crocodile with the barrel of his rifle but he did not fire. He would wait until the creature raised its head and shoulders from the water to take the bait and exposed the soft flank above its heart.

'Why are you going?' the river people had asked. 'Why are you leaving us? 'As he watched the crocodile move in towards the reeds, Robert thought of the answers he had given and of the answers that perhaps he should have made.

'You are free now', he had said. 'You are independent.' But in the dialect of clicks and consonants the words somehow had a different sound and a different meaning from the shouts of the crowds -in the towns and the headlines in the politicians' papers. 'Who now', they had asked, 'will listen to our troubles and protect us from the townsmen, and shoot our crocodiles?' Robert had averted his face and looked at the harsh sun setting in the pale blue bowl of sky. 'My time is finished', he had said. 'It is the will of God that I should go.'

'Ah....' they had intoned, and 'Eh....', the sounds long drawn out and full of incomprehension and of doubt and of dismay.

The crocodile was now within a foot or two of the bait and Robert held his breath. As it reached out to take the bait, Robert took in the first of the trigger's slack.

The sound of the shot split the silence of the river. Birds rose in fluttering panic from the reeds and the sandbanks. Tiny gazelle froze in their delicate attitudes, a lion in the distance crouched silently in the long, dry grass, the buzzards and the vultures bent their beaks and eyes downwards in hungry curiosity. The crocodile sank slowly out of sight. But there was no flurry on the water's surface, and no blood. The only blood was on the river bank where it oozed slowly from the wound in Robert's head.

(From The River People by D. Bates published in 'The Listener')

- 2.6 From the first paragraph it would appear that the goat's flesh was placed among the reeds to.....
(a) offer a sacrifice to the sacred crocodile.
(b) serve as a lure for the crocodile.
(c) provide food for a murderer nearby.
(d) scare away the crocodile.
- 2.7 Robert did not fire at the crocodile immediately because...
(a) he wanted to follow its slow, stealthy movements.
(b) it looked like a piece of drifting wood.
(c) the safety-catch of his rifle was on.
(d) he was aiming for a clear shot at a vulnerable part of its body.
- 2.8 The third paragraph introduces a new idea. It is that.....
(a) Robert was about to leave the river people.
(b) Robert regretted the answers he had given to the questions of the river people.
(c) the river people were concerned about the imminent departure of Robert.
(d) the crocodile was advancing towards the reeds.

'Why are you leaving us?' This question of the river people suggests that they

Q.5

- (a) were glad to see the last of Robert;
- (b) are very inquisitive;
- (c) were unhappy about his departure;
- (d) had a feeling he was deserting them.
- (e)

Actually Robert was leaving them because

Q.5

- (a) it was the will of God;
- (b) his time had finished;
- (c) his services were no longer required;
- (d) their country had become independent and he was to be replaced by a local hand.

Marks for Q 2B	
Total marks for Q2	

Question 3 A.

Re-write each of the following items according to the instructions given after each. Do not change the meaning unless you are told to do so.

3.1 Do not enter the Chemistry laboratory until you are told to do so.

(Begin: Keep...)

3.2 I had never seen such a model.

(Re-write beginning: Never...)

3.3 Alice is better than Jane at Chemistry.

(Re-write using ... not as good...)

3.4 "Do you think you are smarter than your father?" angrily asked the teacher.

(Re-write without quotation marks)

3.5 It is not surprising that the thief was set free after pleading guilty.

(Begin: That...)

3.6 I was out of Kigali at the time. (Begin: I happened...)

3.7 The doctor advised Peter to rest because he was sick. (Begin: Being...)

3.8 I prefer playing football to watching films. (Re-write using ... rather...)

3.9 This is the last time I come here. (Re-write beginning: Never...)

3.10 Tired as we were, we decided to continue with the journey. (Begin; Despite...)

Marks for Q 3A	
----------------	--

For each of the items 3:11 to 3:20, choose the best answer and put a ring around it.

3.11 If you _____ this tale before, stop me at once

- A. had heard
- B. have heard
- C. heard
- D. were hearing

3.12 "Please _____ the candle and go to sleep." Said my Mother

- A. blow out
- B. put out
- C. put on
- D. put off

3.13 He ran _____

- A. so quick.
- B. quick.
- C. quickly.
- D. so quickly.

- 3.14 The old man caught the viper with his ____ hands
A. bear
B. two
C. bare
D. both
- 3.15 The Head teacher asked us, ...
A. whom we had met on the way.
B. who did we meet on the way?
C. that who did you meet on the way?
D. as to who we met on the way.
- 3.16 It was a strong force, armed...
A. to the teeth.
B. head to toe.
C. all over.
D. shoulder to shoulder.
- 3.17 We expected heavy rain but all we got was just...
A. a trickle.
B. a drizzle.
C. a scatter.
D. scanty.
- 3.18 Please dance with me, ...
A. will you?
B. would you?
C. won't you?
D. can you?
- 3.19 Some students gave up studying Latin, but the few who ____ got distinctions.
A. persisted
B. persevered
C. resisted
D. insisted
- 3.20 Are there any objection ____ our plans?
A. against
B. from
C. for
D. to

Marks for Q 3B	
Total marks for Q3	

END

112/2
ENGLISH
LANGUAGE
PAPER 2
July /August 2011
2 hours



WAKISSHA JOINT MOCK EXAMINATIONS

Uganda Certificate of Education

ENGLISH LANGUAGE

Paper 2

2 hours

INSTRUCTIONS TO CANDIDATES:

- *Attempt all questions in the spaces provided.*

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

When the flow of water in a stream is interrupted or altered, the value of the stream is changed. Major in-stream uses of water are for hydroelectric power, recreation, and navigation. Electricity from hydroelectric power plants is an important energy resource. Presently, hydroelectric power plants produce about thirteen percent of the total electricity generated in the United States. Hydroelectric power plants do not consume water and do not add waste products to it. However, the dams needed for hydroelectric power plants have definite disadvantages, including the high costs of construction and the resultant destruction of the natural habitat in streams and surrounding lands. While dams reduce the amount of flooding. They do not eliminate it. In fact, the building of a dam often encourages people to develop the flood plain as a result when flooding occurs, the potential loss of property and lives is greater.

The sudden discharge from a dam of the impounded water also can seriously alter the downstream environment. If the discharge is from the top of the reservoir, the stream temperature rapidly increases. Discharging the colder water at the bottom of the reservoir causes a sudden decrease in the stream's water temperature. Either of these changes is harmful to aquatic life in the stream.

The impoundment of water also reduces the natural scouring action of a flowing stream. If water as allowed to flow freely, the silt accumulated in the river is carried downstream during times of high water. This maintains the river channels and carries nutrient materials to the river's mouth. But if a dam is constructed, the silt deposits behind the dam eventually fill the reservoir with silt.

In addition, impounded water has a greater surface area, which increases the amount of evaporation. In areas where water is scarce, the amount of water lost through such evaporation can be serious. This is particularly evident in hot climates. Furthermore, flow is often intermittent below the dam, which alters the water's oxygen content and interrupts fish migration. The population of algae and other small organisms are also altered. Therefore, dam construction requires careful prior planning.

Water tends to be a focal point for recreational activities like sailing, water skiing, swimming, fishing, and camping, all of which require water of reasonably good quality. Water is used for recreation in its natural setting and often is not physically affected. Even so, it is necessary to plan for recreational use, degrade water quality. For example, waves generated by power boats can accelerate shoreline erosion and cause siltation,

Dam construction creates new recreational opportunities because reservoirs provide new sites for boating, camping, and related recreation. However, this is at the expense of a previously free – flowing river. Some recreational opportunities, such as river fishing, have been lost.

Most major rivers are used for navigation. North America currently has more than 40,000 kilometers of commercially navigable waterways. Water ways used for navigation must have sufficient vessels.

Questions

- In not more than 40 words summaries the advantages of damming.
- In not more than 90 words summaries the disadvantages of damming.

1(a)

FAIR COPY

Marks 1(a)

1(b)

FAIR COPY

Marks 1(b)

Total marks

Qn. 1

2 (A) Read the following passage and answer the questions that follow;

A BID FOR FREEDOM

Outside, it was very queer. He had never been up so early before. He went out of the back door, and got to the fence, leading into the first field, just beside the copse, he looked back. The house seemed very large seen from here, with all its windows shuttered and blank, like closed eyes. Kingshaw thought, I hate, hate, hate it. He turned away.

It was much colder than he had expected. He wore his jeans, a sweater over a t-shirt, and his anorak. It didn't seem enough. There was a thin, grey mist everywhere; it seeped damply through his clothes.

He climbed over the fence and was immediately startled, because he could not see very far ahead; up the field, the mist was quite thick. But he knew this first mile or so, from before, from the day the crow had followed him. He adjusted the string straps of the satchel, and set off over the grass. It was very wet. The sorrel and docks brushed against his legs, and damped through his jeans, very quickly. It was slithery, too; **he had to watch his footing.**

He came to a deeper rut, and recognized it as the place where he had fallen, and where the crow had perched on his shoulders. He could remember the feeling of the hard claws, as they dug into his flesh, the weight of the bird and the sound of its cowering. He shivered. After a moment, he turned again and looked back. He could no longer see the house at all, the mist had closed about it completely.

He had never experienced such silence. It had a sort thickness, partly because of the fog, and because there was no wind, no movement of air at all, only a coldness of his face. He could not even hear any birds in the middle of the field. There was only the faint, rushing sound deep inside his own ears. And his feet rustled and squeaked, over the wet grass.

He reached the fence, still, everything ahead of him was shrouded in mist, but the greyness of the sky was a bit paler. There was a hawthorn hedge, covered with beaded cobwebs. He went on, he felt absolutely alone; there might be no other person in the whole world. Walking through the mist, he thought he might be going to fall over the edge of something, down into a sea, or a deep pit. But he was no longer afraid; **he was too intent on plodding ahead.** He felt the wet jeans flapping about his ankles.

When he came towards the cornfields, the mist seemed to be much thinner, and he could just make out the dark shapes of the edge of hang wood, on the far side. The corn was a curious, dirty colour in the early light, and very still. At the edge of the field, there was a tractor. It loomed at him suddenly, out of the mist. It might have taken root, and grown up out of the ground here; it did not seem likely that any person had ever brought it, unless they had dropped it and abandoned it, like something left on the moon landscape.

He went over it. He put his foot on the step and hauled himself up. He felt high up. He tried to start it, twisting this way and that. It gave and he fell off it to the ground. He wasn't hurt, so he walked away, still alone. When he looked over his shoulder, again, and now, he could see much further; the mist was clearing slowly the tractor looked far larger, as he moved away from it, but more ordinary. Just metal.

Ahead, he could see the dark, blue-green line of oak trees, with the black spaces in between their trunks. He set off though the cornfields.

Extracted from; *I'm the King of the Castle* by Suzan Hill.

Turn Over

Answer questions 2.1 to 2.5 in the spaces provided.

- 2.1 What discomfort did Kingshaw experience as a result of his early morning departure from the house?

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

- 2.2 What evidence is there in the passage to suggest that the boy knew where he was going once he had set out from the house?

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

- 2.3 In what ways did the morning mist affect the appearance of things?

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

- 2.4 Why do you think the tractor looked 'more ordinary' Once the boy had moved away from it?

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

- 2.5 Explain the meaning of the following word phrases as used in passage?

(i) Startled

.....

(ii) ... had to watch his footing...

.....
.....

(iii) ... was too intent on plodding ahead...

.....
.....

(iv) Loomed

.....

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

When Wednesday 26 May dawned, the sun was obscured, and heavy rain was turning the roads and paths into seas of mud. The weight of sticky red mud that clung to Pere Lourdel's shoes, making every step of his six mile walk one of discomfort and misery, was as nothing compared to the weight of anxiety in his heart. As he drew nearer to Munyonyo, his fears mounted. First, he met some fugitives among them the page Jamer Biti, who gave him further particulars of the events of the previous evening and told him of the arrest and mutilation of Honorat Nyonyintono; then he encountered bands of armed men, hurrying, off to raid and pillage the property of Christians and seize their leaders. Fearful of arriving too late to do any good, he tried to hasten his steps, and continued on his way, slithering and slipping at each step, in acute distress of mind and body.

At Munyonyo, meanwhile, Kabaka Mwanga had obtained the backing of his chiefs for further measures against the Christians.

First things in the morning, about six O'clock, he had summoned the principal chiefs to his private apartments. As no Christians were present, the account of what happened at the meeting was not received first-hand, but would seem to be substantially accurate.

After telling the chiefs, that he had found it necessary to order the execution of the 'rebellious' page Ssebuggwawo, Mwanga took the offensive and began to upbraid and blame his hearers for the disobedience of his pages. He said, "It is your duty to find me loyal servants, but you have given me only traitors the dregs of your clans, see how they have rebelled against me! Time and time again, I have forbidden them to practice religion, but they do not listen to me. They are disobedient and learn rebellion from the Whiteman. What am I to do with them?"

Some of his hearers, who like the chancellor, were pagan diehards, delighted to vote for the massacre of the Christians whom they hated. Others, who may have been more sympathetic, were dismayed by the suggestion that they themselves might be held responsible for the actions of those they had presented at court, and hastened to divert the royal anger from themselves.

"Master," said one of them, "when we gave you our children they were good. If now they have become bad, that is not our fault, but the effect of the spell which has been cast upon them. Kill them! We shall provide you with better ones!"

Others also expressed their approval of this suggestion, which was clearly what Mwanga wanted from them. Before withdrawing, the servile counselors went down on their knees and thanked the Kabaka for not making them accountable for the crimes of their children.

Satisfied with the subservience of his chiefs, Mwanga gave orders for all the pages to be assembled and brought before him; commanded the attendance of Mukajanga and his assistant executioners; and appointed Mbugano as royal legate, with powers to seize and plunder Christians in the villages away from Munyonyo.

Source: *African Holocaust*.- H.F FAUPEL

Turn Over

Answer questions 2.6 to 2.10 by selecting the best alternative. Show the letter of your choice by putting a ring O around it.

- 2.6. P'ere Lourdel felt uncomfortable because;
- The day dawned
 - The weight of the sticky red mud.
 - Of anxiety in his heart
 - James Biti scared him
- 2.7 From paragraph one, we can tell that;
- P'ere Lourdel lacked courage to face Kabaka
 - Stood firm amidst weariness
 - Fell on the way a number of times
 - Got sick
- 2.8. Mwanga took the offensive because;
- He ordered the execution of the rebellious page Ssebuggwawo
 - He blamed his hearers for the disobedience of his pages.
 - He thought chiefs were disloyal.
 - No Christians were present in the previous meeting.
- 2.9. From the passage, we can tell that;
- Kabaka's chiefs were united against him.
 - Kabaka's chiefs were divided in his court
 - Kabaka Mwanga sought chief's approval to kill the Christians.
 - Kabaka's chiefs were less to blame for selecting dregs and traitors.
- 2.10 "Satisfied with the subservience of his chiefs" means that;
- Kabaka was totally opposed to their disloyalty
 - Kabaka was angered by servants.
 - Kabaka accepted chiefs' will to support him
 - Kabaka got satisfied with disloyal chiefs.

Marks for Qn 2B.	
Total Marks for Qn 2.	

3. A) Re-write the items 3.1to3.12 according to the instructions. Do not change the meaning unless you are told to do so.

- 3.1 Her intelligent conversation made her attractive to me.
(Begin: What....).

.....
.....

- 3.2 There is no way people can access modern toilet facilities in Kampala city.
(Begin: In no.....)

.....
.....

3.3 The dog is no longer useful to its master.
(Rewrite using: out lived....)

.....
.....

3.4 Although the exercise was difficult; most students did it well.
(Begin: Difficult....)

.....
.....

3.5 The fools went into the dark room unarmed. They did not carry any light with them.
(Rewrite as one sentence using: Not only)

.....
.....

3.6 Unless you request him, he will not help you.
(Begin: If.....)

.....
.....

3.7 This is the most difficult test I have done this year.
(Rewrite usingthan....)

.....
.....

3.8 I will answer all your questions.
(Use: reply.....)

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3.9 He was promoted because he is humble.
(Use: because of.....)

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3.10 Whose pen is this?
(Write ending belong?)

.....
.....

Marks for Qn 3A.	
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Turn Over
9

3. B) complete the sentences 3.11 to 3.20 with the most suitable alternative. Put a ring around your choice.

- 3.11 Amos works..... the American Embassy
a) in
b) for
c) with
d) at
- 3.12 The suitcase was so full of clothes thatof his books would fit in.
a) none
b) many
c) each
d) neither
- 3.13 He prophesized.....strange things to come about.
a) about
b) on
c) of
d) in
- 3.14 Parents think school terms are too short. They feel they do not get.....
a) the worthy of their money
b) their money with worth
c) their money's worth
d) the worth of their money.
- 3.15 If the plane left Entebbe at dawn it should have landed in Durban a short while ago.
This means;
a) the plane did not leave
b) the plane Journey takes a short while.
c) probably the plane has just landed.
d) The plane was supposed to land a short while after dawn.
- 3.16 Being tired, Molly..... on the way.
a) laid down
b) had lain
c) lay down
d) leid down
- 3.17 If you leave your money on deposit for a year, the interest will.....to a useful sum.
a) rise up
b) add up
c) swell up
d) grow up
- 3.18 Every man wants to be
a) a man of himself
b) a man of his own
c) his own man
d) a man himself

3.19 Some announcements are to people of good taste
a) hostile
b) unsuitable
c) objected
d) offensive.

3.20 Sammy's friend..... us that he could double our money
a) cheated
b) convinced
c) swindled
d) deceived

Marks for Qn 3B.	
Total Marks for Qn 3.	

END

ame:
chool.....

Centre/Index No:

Signature.....

**112/2
ENGLISH LANGUAGE
PAPER 2
July/August 2018**

2 hours

<i>For examiner's use only</i>	
Q1	
Q2	
Q3	
Total	



WAKISSHA JOINT MOCK EXAMINATIONS

Uganda Certificate of Education

ENGLISH LANGUAGE

Paper 2

2 hours

INSTRUCTIONS TO CANDIDATES:

- *All questions are to be answered.*
- *All your answers must be written on this question paper.*

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

The Orient Express is a name associated with glamour and history. Writers like Graham Greene and Agatha Christie set intrigues on it. From its hey days in the 1920's and 30's the train slipped into gradual decline, its carriages got destroyed and scattered during the second world war.

An American company relaunched the train in 1982 after buying and refurbishing the carriages it could find. The inaugural trip on the shortened route to Venice in Italy was full of stars from stage and screen and the general aristocracy, I am told.

I started working as a cabin steward aboard the train in 1984. I worked on the continental European run between Boulogne in France and Venice. Most weeks I would leave on a Sunday morning and arrive in Boulogne about three hours before any passengers arrived. During this time we stewards would have our lunch and then each get into our carriages. For us who do the journey every week, there is excitement. As we put towels and various gifts in each cabin, some of the passengers go through the list to see if they are any famous people travelling as well.

By 5:00pm, the passengers board each to a cabin. We stewards are dressed in our blue uniforms modeled on the original design of the 1920's. Staff run about to each cabin introducing ourselves and explaining where everything is on the train. Although most of the passengers are English speakers, it helps to speak a little French, Italian or German. The passengers are sometimes nervous and we do our best to calm them. Others are brusque and demand for champagne and caviar.

The head waiter comes along and reserves a dinner table for each of the guests as we speed towards Paris. We cabin stewards relax for half an hour, have a little to eat and get ready for making beds. Gradually, the passengers reappear for dinner. The ladies are dressed in marvellous creations of lace and silk made by the top fashion designers in the world. The men are dressed in over powering suits that indicate wealth. As they glide to dinner, we make the passengers cabins ready for the night by tidying up and making beds. As each sleeping carriage accommodates eighteen people. This is the most tedious work of the whole trip for us and I usually have a backache by the end of it.

Once finished we stewards can relax. By this time we are at Paris station. We get time to discuss things of substantial nature as we race towards the city of Bale near the French – Swiss border.

Later in the night, the more drunken passengers start to gradually emerge from the bar. Others corner you and between hic coughs, tell you the story of their lives. Sometimes you even get a proposal of marriage! But by Bale they are all safely a sleep. The stewards then have a lonely vigil through the night.

Dawn breaks between Bale and Zurich. At Zurich we pick up freshly baked rolls for breakfast and cakes for the afternoon teas. Breakfast is usually served between 7:30am and 9:30am and for most of the time we are skirting Lake Zurich and then Lake Constance. On a good day the Alps stand snowcapped like a picture book scene in the distance, while ferries ply the lake nearer to us. It is a fine sight to wake up to and it tends to put the passengers in a good mood.

By 11:00am, all our cabins have been cleaned and the beds folded away by an internal method that fascinates any watching passengers. Then comes the drudge of washing all the breakfast dishes and pots. This is relieved by a brief break at a town called Buchs where we have to deal with our passenger passport formalities.

By the time we reach Verona, we are nearing the end of our two day journey and the passengers and staff become restless to get into Venice. A Few passengers head for the bar for a final drink as the bar pianist plays some soothing background music. The stewards help the passengers get their cases ready for unloading and checking nothing is left behind, as we think of the rest we are to have on the Italian beaches for the couple of days before the return journey.

(Source: Kevin Blyth)

Questions

- a) In not more than 70 words, summarize the attractions for passengers on the Orient Express.

SUMMARY

ROUGH COPY

FAIR COPY

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(8 marks)

Total marks for Q. 1a)	
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- b) In not more than 80 words, summarize the duties of a Steward on the Orient Express.

SUMMARY

ROUGH COPY

Turn Over
5

FAIR COPY

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(12 marks)

Total marks for Q. 1b)	
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Total Marks for Q. 1	
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2. A) Read the following passage and answer the questions after it.

‘People of the Diallobe, I salute you.’

A diffused and powerful hum of sound answered her. She went on; ‘I have done something which is not pleasing to us and which is not in accordance with our customs. I have asked the women to come to this meeting today. We Diallobe hate that, and rightly, for we think that the women should remain at home. But more and more we shall have to do things that we hate doing and which do not accord with our customs. It is to exhort you to do one of those things that I have asked you to come to this meeting today.

‘I come here to say this to you: I, the Most Royal Lady, do not like the foreign school. I even detest it. My opinion, nevertheless, is that we should send our children there.’ There was a muttering among the crowd. The Most Royal Lady waited until it had died down, then she continued calmly;

‘I must tell you this: neither my brother, your Chief, nor the Teacher of the Diallobe has yet taken a stand in this matter. They are seeking the truth. They are right. As for me, I am like your baby, Coumba.’ She pointed to Columba’s child, while they all watched her.. ‘Look at him. He is learning to walk. He does not know where he is going. He only knows he should lift one foot and put it ahead, then that he should lift the other and put it in front of the first.’

All those present remained motionless, as if petrified. Only the Most Royal Lady stirred. In the centre of the company she was like a seed in its pod.

‘The school in which I would place our children will kill in them what today we love and rightly conserve with care. Perhaps the very memory of us will die in them. When they return from the school, there may be those who will not recognize us. What I am proposing is that we should agree to die in our children’s hearts and that the foreigners who have defeated us should fill the place, wholly, which we shall have left free.’ Samba Diallo heard the sound of someone sniffing near him, and raising his head he perceive two great tears coursing down the rough cheeks of the master of the blacksmiths.

‘But, people of the Diallobe,’ she continued after a pause, ‘remember our fields when the rainy season is approaching. We love our fields very much, but what do we do then? We plough them up and burn them: we kill them. And what do we do with our reserves of seed? We would like to eat them, but we bury them in the earth.

‘People of the Diallobe, with the arrival of the foreigners has come the tornado which starts the great hibernation of our people. My opinion is that our best seeds and our dearest fields are our children. Peace be upon you.’

Answer questions 2.1 to 2.5 on the question paper.

- 2.1 What makes this meeting special? (02 marks)
-
-
- 2.2 Why does the speaker compare herself to a baby? (02 marks)
-
-
- 2.3 How according to the speaker, is the school likely to affect children in the area? (02 marks)
-
-
- 2.4 Explain what the speaker means by “with the arrival of the foreigners has come the tornado which starts the great hibernation of the people” (02 marks)
-
-
- 2.5 Explain what the following words and phrases mean as used in the passage. (02 marks)
- i) Exhort
-
-
- ii) Muttering
-
-
- iii) Petrified
-
-
- iv) Perceived two great tears coursing.
-
-

Marks for Q.2A	
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2. B) Read the following passage carefully and answer the questions that follow.

We are now in our English lesson and are all bending over our exercise books filling in the blanks – we are always filling in the blanks. To most of us, the whole exercise is ridiculous guess work. The new teacher doesn't seem to know what he is about. That's why the blanks are so many. He won't explain anything; he won't lead us to discover anything. He just comes into class with “blanks” written all over his face. I cannot see the difference

between "then" and "when" and I am filling the blanks in a most unusual way; I have then and when written up on two pieces of paper, which are rolled into tight balls, and the whole exercise is performed the way our current politicians go about their secret ballots; I juggle the two paper balls in my hands, smell them, dance them under the desk to confuse the whole issue of identity, pick one up, unroll it and fill in a blank. I have filled in number eight in the list and it reads, "I shall go home then the school is closed," and I get punished for this mistake.

English lessons! English lessons and blanks and interminable pronunciations of guttural sounds, of lisping sounds, of nasal sounds and ba-ba sounds and baa sounds and um-sounds, in which the forty-five of us make blabbering idiots of ourselves, and the while classroom is a perfect bedlam. English lessons and vocabulary; the same procedure day in day out.

"Take out your dictionaries" and whup! Flash comes green Dic (as we christened that Authority), who says on his front cover that he is a very concise dictionary and give a formidable impression of guarding, most jealously, what lies thereafter; take out your dictionaries and study the words on page....." I am studying the words on page..... but they don't mean anything to me. There's a word called "gargoyle" – which sounds rather funny. We make no attempt to learn the words nor even define them. They come from the dictionary into our heads and evaporate with the evening air at the end of the lesson. We are told to write a composition about any of the words we have been studying. I like this word "gargoyle", I couldn't make head or tail of the definition. But it must be a good word, of the teacher would not have chosen the page that bore it. I seek to uplift the word and define it in terms of the invincible mortals of this school that I dread most, in order to please them, using gargoyle as an objective of praise. Thus my composition reads, 'Our English teacher is very gargoyle, the headmaster is very gargoyle and we have a school motto that says English should be spoken even in our dreams instead of our vernacular and, God's truth! that's very gargoyle! – the chapel is gargoyle, Reverend Wranglem is gargoyle, punishment and school rules are very gargoyle because they make us grow to be good boys when we leave Kyambe school, which I think is altogether very gargoyle indeed...."

I end my composition with a – self-satisfied parenthesis that I hope my teacher has found my work to be a very gargoyle composition and that he might be motivated to give me a gargoyle present.

It is parade time and the list of offenders being read. My name is first on the list and the charges are numerous- disrespect for my seniors, big-headedness, hatred of my school, irreligious conduct and questioning of school motto et-cetera. I am to be punished in full view of the school, for misuse of consecrated gargoyle.

(Source: from *Master and Servant* by David Mulwa)

Answer question 2.6 to 2.10 by putting a ring around the letter of the most correct answer.

- 2.6 The main topic of the first paragraph is... (2 marks)
- A. the incompetence of the English teacher.
 - B. the ignorance of the school – children.
 - C. the pointlessness of the exercise.
 - D. the difficulty of learning English.

- 2.7 The writer wanted “to confuse the whole issue of identity” to make sure that... (2 marks)
- the politicians didn’t know how they voted.
 - the teachers didn’t know who answered the questions.
 - the answers were picked out at random.
 - the teacher didn’t know the answers to the questions.
- 2.8 “Interminable” means (2 marks)
- intermittent
 - without end
 - without understanding
 - terrible
- 2.9 From this passage we can tell that the word “gargoyle” (2 marks)
- is not an adjective.
 - is not an English word.
 - is an adjective of praise.
 - is a word with an unpleasant meaning.
- 2.10 The writer wrote his school composition. (2 marks)
- to laugh at his school and teachers.
 - to try to impress his teacher.
 - to prove that the dictionary was bad.
 - in an attempt to make his teacher laugh.

Marks for Q.2B	
Total marks for Q.2	

- A) Re-write each item in 3.1 to 3.10 according to the instructions. Do not change the meaning of the original sentence.
- 3.1 I am doing this job quite well, _____ (Add a question tag). (1 mark)
-
- 3.2 I was foolish to expect him to repay the loan. (Rewrite beginning; What a fool.....) (1 mark)
-
- 3.3 The dog was mad with pain. This dog went howling into the bush. (Begin; Mad.....) (1 mark)
-
- 3.4 Mughenyi could do it in five minutes. Mary could not do it in five hours. (Combine the pair by changing the underlined sentence into a ‘What-clause’) (1 mark)
-

3.5 It is possible for me to catch an earlier train. (Use....possibility....) (1 mark)

3.6 No one could explain the disappearance of the school bus.
(Begin; No explanation....) (1 mark)

3.7 She continued to do her homework although she was away from school.
(Begin; In spite.....) (1 mark)

3.8 'I know how you are feeling,' said William. (Use indirect speech). (1 mark)

3.9 I think newspapers should educate and inform at the same time.
(Begin; Not only...) (1 mark)

3.10 Henri Becquerel discovered that the source of the x-rays was not the fluorescence but the radioactive material itself. (Begin: It was not....) (1 mark)

Marks for Q. 3A

B. For items 3.11 to 3.20, choose the best of the four alternatives to complete the statements given. Put a ring around the letter that corresponds with your best choice.

3.11 Mukasa intimated _____ us about his intention to stand for head prefectship. (1 mark)

- A of
- B to
- C for
- D in

3.12 The boy is completely different, I wish he would _____ his elders. (1 mark)

- A emulate
- B mimick
- C redress
- D copy

3.13 _____ packages should always be handled with care. (1 mark)

- A Infirm
- B Insecure
- C Weak
- D Fragile

(1 mark)

- 3.14 I think giraffes are the _____ animals.
 A more beautiful
 B beautiful
 C most beautiful
 D beautiful most

- 3.15 He found it was difficult to _____ the local conditions. (1 mark)
 A cope
 B match
 C adapt
 D amend

- 3.16 Tom felt _____ when his dirty clothes were displayed in front of the whole class. (1 mark)
 A peevish
 B cosseted
 C sheepish
 D obsessed

- 3.17 The prefect always knew the person to sweep the classroom as he _____ a sweeping roster in his exercise book. (1 mark)
 A keeps
 B keeping
 C kept
 D keep

- 3.18 If my brother had not paid me in time, I would not have bought this shirt. (1 mark)
 This means _____
 A he bought the shirt
 B he did not buy the shirt
 C he is planning to buy the shirt
 D he did not buy the shirt as he had not been paid

- 3.19 They waited for ages but still the rain would not let _____. (1 mark)
 A up.
 B down.
 C on.
 D away.

- 3.20 ‘How much did the taxi driver charge?’ (1 mark)
 She asked...
 A how much did the taxi-driver charge
 B how much the taxi-driver did charge
 C how much had the taxi-driver charged
 D how much the taxi-driver had charged

Marks for Q.3B	
Total marks for Q.3	

END

Name:

Centre/Index No:

School.....

Signature.....

112/2

ENGLISH LANGUAGE

PAPER 2

July/August 2017

2 hours

For examiner's use only

Q1	
Q2	
Q3	
Total	



WAKISSHA JOINT MOCK EXAMINATIONS

Uganda Certificate of Education

ENGLISH LANGUAGE

Paper 2

2 hours

INSTRUCTIONS TO CANDIDATES:

- All questions are to be answered.
- All your answers must be written on this question paper.

Turn Over

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

Have you ever wondered what drives women to scald their faces with chemicals which leave them with Mirinda faces and Pepsi legs?

"It's not fashionable to have a two colour combination anymore; it's a sign of poverty when you have money. There is no reason why you should not apply the chemical on your entire body," says Phiona Mirembe a twenty four year old hair dresser in Wandegeya.

Some body parts, though, are stubborn; it takes much longer to have the chemical work on them if ever, so as the other parts are looking brown and bright, these parts stay as dark as coal. These parts include the knees, the knuckles, toes, head and lips. When you look at these parts you can easily tell if a woman is naturally brown or bleached, as they tend to be darker than other parts of the body.

Since not everybody can afford the less aggressive bleach chemicals, which are expensive, some women have devised local ways of coming up with the magic formula. They mix Jik, Omo and various other reagents, which they apply to the face. But since chemicals are not meant for this purpose they end up corroding the skin so severely. The skin dries up and starts looking like the scales of a fish or a snake. These scales later fall off leaving the inner pink skin exposed. With continuous use, other women start getting dark patches under the eyes locally known as "Namakula". These come about because the skin under the eyes is very sensitive, so with continued use of these harsh chemicals, the effects, start showing.

Bleached women tend to age and get wrinkles faster than their counterparts. This is because bleaching the skin involves stripping the body of the outer layer, which contains melanin, a chemical which protects you from the harmful rays of the sun. Thus your skin loses its shield making you seem like you have seen more days than you actually have.

When you bleach your skin, make sure you don't become an accident victim or give birth through a caesarian section or have a medical operation. This is because after bleaching, the skin loses its elasticity and thus the ability to stretch. Because of this, it takes much longer than usual to heal after it has been cut or bruised.

The chemical in bleaching creams known as mercury and hydroquinone have been identified as cancer causing agents. When they get on your skin and leak into your blood, you can get skin cancer and various other ailments. In most developed countries, those chemicals have been banned, although they are still used in products for export which find their way to the African market. In spite of all these risks, women and some men incidentally go ahead to apply these deadly chemicals on their skins.

Years of watching foreign television have showed us that all people who star in soaps, music shows, name it are of fair skin. So we take this as a measure of beauty and success and we aim to be just like them forgetting that such people are from another race. The majority of people in this country actually believe that to be beautiful is to be light skinned, so many women aim to meet those standards.

Some women and men often end up using skin lightening creams in their bid to fight pimples. These creams work effectively against pimples ironically and even when someone discovers that they bleach he or she will not mind for as long as they are able to give them a smooth complexion.

The reason why Masaka has the highest incidence of bleached faces is peer pressure. Women are very easy to influence; if one sees other women on her block of single room houses bleached, she will want to bleach too, to complete favourably or for fear of them thinking that she is too broke to afford 'styling up'. It's called the band wagon effect. It starts with one and ends up spreading like the deadly Ebola virus.

If a woman has been badly taunted, since her childhood, about her bad looks or if she simply feels she is not as good looking as her counterparts, she will bleach herself because she figures that, that is the missing link in the mystery of her elusive looks. This kind of woman will not hesitate to bleach her body as well to get rid of her embarrassing dark colour. At times you find that a woman who is already light skinned is adding chemicals to make her even lighter. This is an insecure woman who can't accept herself the way she is.

There are also some jobs which require a woman to be light skinned. Many women will bleach their skins with the belief that this will attract more customers to them.

(Adapted from: The Red paper Daily, Wednesday April 13, 2005)

Question:

In not more than 130 words summarize the causes and effects of bleaching. (20 marks)

SUMMARY

ROUGH COPY

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

With a rhythmic thudding of boots and a clash of metal, a troop of soldiers was marching in from the highway. Above the ordered rank of men the steel of bayonets flashed, reflecting the rays of the sun, like some great, upended harrowing machine, and the workmen's eyes were caught by the gleaming movement. In the market place, before the workshops, and in the streets, all other noise had ceased. The shopkeepers hastily gathered together their merchandise, without bothering about what they left behind, and even the beggars had vanished. The men were going round in circles, huddling together like frightened animals being led into a trap. With their weapons held ready, the soldiers spread out in a thin line, **stationing** themselves between the fence and crowd of workers.

"There are the delegates!" cried Bachirou suddenly, as if even he had been hoping for the arrival of some saviour.

At the sight of their own leaders the crowd seemed to forget its anxiety the tense faces relaxed, and the closed fists opened. As one man, the workers rushed to greet the seven newcomers, holding out their hands to them frenziedly.

Doudou, the secretary-general, was preparing to make some kind of announcement, but his voice was suddenly drowned out by the shrieking of the siren, and immediately the anxiety returned: Sweat ran down their faces and oozed in the hollow of their hands, their eyes went dull, their thick-lipped mouths hung open. The first blast of the siren seemed longer than usual. Then silence gripped them again, a silence which **rendered** movement, and even thought, impossible.

The great entrance gate to the railway workshops still stood open, but no one moved towards it.

When the siren screamed again, a shudder went through the crowd. The sound seemed to enter into their bodies, to mingle with their blood. For as long as they could remember, that sound had meant obedience. As children they had seen their fathers, and even their grandfathers, begin to run when they heard it call. It had always told them when to leave their houses and to walk up here and pass through the gate, and it had punctuated their working day.

Sounkare, the lame watchman, went back into the courtyard and disappeared. Bakery was not even coughing any longer, as if his illness had suddenly left him. Bachirou, the hesitant; Boubacar, the smith, and the supply of pebbles they had gathered between the rails. It was Samba N'Doulougou who was the first to recover, jumping up onto Boubacar's shoulders, he cried out, "Hurrah for the strike!" - and then, perched on his friend's back, he began shouting to the crowd in Bambara.

That was when the soldiers charged.

The battle was joined in an instant, and with every available weapon: the butt ends of muskets, the tips of bayonets, the soles of heavy boots, and tear-gas bombs, the cries of rage, pain, and of fear, mingled in single clamour, rising to the morning sky. The crowd fell back again. Dieynaba had **rallied** the women of the market place, and like a band of Amazons they came to the rescue, armed with clubs, with iron bars, and bottles. From crossing, Magatte and the apprentices had opened up a regular barrage

Everything that could be picked up was flying through the air. The officer was bleeding. One soldier had been caught by a group of workers, and his screams could be heard above the tumult. In the market place itself, not a single stall remained standing the conflict was everywhere at once.

(From God's Bits of Wood by Sembene Ousmane)

Answer questions 2.1 to 2.5 on the question paper.

(02 marks)

- 2.1 Why did the shopkeepers close up their shops so quickly?

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

- 2.2 What evidence is there in the passage to suggest that the workers were prepared for a fight? (02 marks)

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

- 2.3 Explain clearly what the author means when he says, "The conflict was everywhere at once." (02 marks)

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

- 2.4 According to the passage, what made the soldiers to charge? (02 marks)

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

- 2.5 Explain the meaning of the following expressions as used in the passage:

- (i) stationing (02 marks)

.....
.....

- (ii) rendered

.....
.....

- (iii) punctuated

.....
.....

(iv) rallied

(10 marks)

Marks for Q.2A

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

Boys will be Boys

The thief could not help shouting. In the sudden reaction the bag of pears dropped from his shoulder and thudded on the ground. He stood still and watched.

Ejeka heard the shout and the thud, from his fireplace. What could this be? The only fall that could produce such a noise was the coconut he had along the hedge in the farm. Some of the fruits, surely, were already dry and ready to fall. Should he stay back, some children might hear of the fall and rush out to collect the booty in spite of the rain.

He collected his dog-eared straw hat from the peg on the wall, planted it squarely on his grey head and out he went into the wet weather. He climbed over the fence to save time, and soon found himself at the foot of the coconut tree. There was no fruit. There were no footprints on the cultivated ground. Certainly it was not the coconut that fell. Was it the breadfruit? He began to survey the whole expanse of farms. Down at the left hand corner was a heap that looked strange from this distance. Curiosity drove him to investigate it. All this time Nweke kept still like a fruit. As Ejeka drew nearer, the heap proved itself to be a raffia bag loaded with pears – his own pears – for the heap lay at the foot of his tree. A few pear fruits lay scattered also on the ground. He boiled with anger. This was the very tree he wanted to harvest that evening after the rain to sell in the market the following day. The money so realized would be used in replenishing his snuff box which had run empty. He was always miserable without his snuff in cold weather. That very morning he used the tip of a feather to scrape out relics of snuff from the corners of his cubical snuff-box, and he enjoyed every particle of it.

The rain drops would not allow him to look up in search of this rogue. By slanting his straw hat an angle with his face, and by peering skyward, he saw a figure.

‘A-ha! you are caught,’ Ejeka said. The boy replied by collecting one fruit and registering it on the back of Ejeka.

‘Come down and tell me what you are doing on top of the tree.’

‘Come up and tell me what you are doing down below there,’ the boy said, parodying Ejeka’s cracked voice.

‘You speak like that?’

'And you speak like that,' Nweke replied, mimicking the hot tongue that Ejeka had.

"Come down I say.'

"Come up I say.'

Furious at this effrontery, Ejeka felt for a whip. He laid his hands on a stick which had been used in staking his fluted pumpkin but which the pumpkin had not climbed yet. Armed with this, he actually began to climb up the tree hoping to wage his battle there.

His adversary kept on raining pears on his head, face, shoulders and back, in the hope that he would give up the ascent. But seeing that he was determined, the instinct of self-preservation dictated that he should increase the distance between them by climbing higher and higher. Crisis came when he got very near the tip of the tree at which point, should he go further, the branch would bend over and break, sending him crashing to the ground.

That was a time to think hard. Just above his head was a nest of tailor ants rendered inactive by the cold weather...

(from 'More than Once' by Clement Agunwa)

Answer question 2.6 to 2.10 by putting a ring  around the letter of the most correct answer.

- 2.6. Ejeka went out into the wet weather
- in order to collect his pears.
 - in case some children stole his coconut
 - in order to catch the thief.
 - to find out what had fallen.
- 2.7. Ejeka first became suspicious when
- he heard the shout and the thud from his farm.
 - he found that no coconuts had fallen.
 - he saw a strange heap in the distance.
 - he realized that neither coconuts nor breadfruit had made the noise.
- 2.8. As Ejeka drew nearer the tree he did not notice the thief because
- of the rain.
 - he was looking at the fruit on the ground.
 - Nweke was keeping very still.
 - being an old man he could not see very well.
- 2.9. Ejeka was particularly angry when he saw the pears on the ground because
- his snuff box had run empty.
 - of the cold and wet weather.
 - Nweke was so rude to him.
 - he had wanted to sell the fruit that was being stolen.

- 2.10. ‘effrontery’ probably means
A. rudeness.
B. boldness
C. wickedness
D. theft.

(10 marks)

Marks for Q.2B	
Total marks for Q.2	

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

- .1 She took an umbrella. Perhaps it would rain. (Re-write as one sentence using ‘in case’)

.....
.....

- .2 Peggy was persuaded not to study literature. (Re-write using....dissuaded...)

.....
.....

- .3 I am certain that you intended to take my money,...? (Add a question tag)

.....
.....

- .4 It is rude for students to make fun of their teachers. (Begin: For...)

.....
.....

- .5 The speaker made us laugh. (Re-write using...reduced...instead of made...)

.....
.....

- .6 Without Janet’s help, we would have failed. (Begin: But...)

.....
.....

- .7 You are not in any circumstances to reveal the source of your information.
(Begin: In no...)

.....
.....

- .8 Peter loved John. (Begin: There was no love...)

.....
.....

3.9 I did not find it difficult to complete the paper in an hour. (use: **difficulty**)
.....
.....

3.10 If it is a special case the central government can interfere in local government affairs.
(Begin: **Only**.....)

(10 marks)

Marks for Q. 3A	
-----------------	--

3B. For items 3.11 to 3.20, choose the best of the four alternatives to complete the statements given. Put a ring around the letter that corresponds with your best choice.

3.11 He sat down and..... a drink.

- A. ordered for
- B. ordered for himself
- C. ordered himself
- D. ordered the waiter

3.12 In many respects it is better to be generous than to be.....

- A. miserable
- B. cruel
- C. vulgar
- D. mean

3.13 Mr. Musika's two labourers work on.....days.

- A. alternative
- B. optional
- C. current
- D. alternate

3.14 Many a time we tried to draw him into reality, but he chose to stick to his.....

- A. illusion
- B. habit
- C. allusion
- D. wish

3.15 Being drunk, the doctor advised the patient not to come back until the next day. This sentence means.

- A. the doctor was drunk and he advised the patient not to come back until the next day.
- B. both the doctor and the patient were drunk so the patient was advised not to come back until the next day.

- C. the patient was drunk and the doctor advised him not to come back until the next day.
- D. The doctor advised the patient not to come back until the next day as he would be drunk.
- 3.16 Mr. Kiwanuka is seriously considering.....for further studies.
- A. having had to leave
- B. leaving
- C. to leave
- D. having left
- 3.17 When the storm had spent itself, there was a sudden quiet. The underlined words mean the storm.
- A. was at its fiercest
- B. had subsided
- C. was starting
- D. became stronger
- 3.18 The new organization comprises.....five divisions.
- A. of
- B. in
- C. with
- D. none of these
- 3.19 They asked her if she had any objection.....them to the police station.
- A. of accompanying
- B. to accompanying
- C. for accompanying
- D. on accompanying
- 3.20 He developed a constant headache, and his.....lasted for nearly six months.
- A. infliction
- B. inflection
- C. affliction
- D. affection

(10 marks)

Marks for Q.3B	
Total marks for Q.3	

END

Name:

Centre/Index No:

School.....

Signature.....

**112/2
ENGLISH LANGUAGE
PAPER 2
July /August 2015**

2 hours

<i>For examiner's use only</i>	
Q1	
Q2	
Q3	
Total	



WAKISSHA JOINT MOCK EXAMINATIONS

Uganda Certificate of Education

ENGLISH LANGUAGE

Paper 2

2 hours

INSTRUCTIONS TO CANDIDATES:

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

Turn Over

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

In Uganda, most schools in the primary and secondary levels have a uniform dress. Due to the similarities in the colour of the uniforms, many schools go further to design a badge with an accompanying logo or motto that they identify themselves with “The school uniform acts as an identification of students belonging to a particular school. It enhances neatness but above all, it creates uniformity “among the student community”, says Andrew Kirabira, a professional teacher.

In the more affluent schools, the students must have more than two sets of uniforms. A set of games uniform has to be provided as well. Having more than one uniform on the other hand, enables the students to have time to wash the dirty set before the end of the week.

According to an education officer in Wakiso who preferred anonymity, schools especially those that target the well – to – do, use expensive and well- designed uniforms as a form of identity “To the student, parent and the general public, certain uniforms are regarded as a sign of class.” he said uniforms are a sign of orderliness, inspiring confidence in the student as well as the parent in the school. Likewise the good schools have corresponding smartly dressed teachers who are clean and exemplary to the students they teach.

However, in rural areas, the parents can hardly afford the payment of school fees let alone school uniform. In addition to the fees, the parents cannot buy text books and other school requirements. In such situations, the children attend school without uniforms. A few may be able to attend dressed in the stipulated uniform. The majority can only manage to attend wearing second hand clothes. Virtually all of them unlike their minority urban counter parts, do not wear shoes to school. During the physical education lessons, the rural pupils remove their shirts and girls remain in panties, to avoid soiling their uniforms.

School uniforms have also been used to motivate students to work harder. In some schools, prefects wear different colours or fashions of uniform. This motivates children to aspire for such posts.

In some schools students wear different uniforms at “O” and “A” levels. This encourages the students to work extra hard at lower levels to be re-admitted to these schools for their “A” level.

In many boys’ schools, trousers are worn by prefects and “A” level students. All the other boys wear shorts. This also, motivates boys to work harder to get to such levels where they will wear trousers at school.

QUESTION

In not more than 120 words, summarise the use of school uniforms.

SUMMARY

ROUGH COPY

COMPREHENSION (20 MARKS)

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

THE THOUGHT POLICE

Outside, even through the shut window pane, the world looked cold. Down in the street little eddies of wind were whirling dust and torn paper into spirals, and though the sun was shining and the sky a harsh blue, there seemed to be no colour in anything, except the posters that were plastered everywhere. The black moustached face gazed down from every commanding corner. There was one on the house front immediately opposite. BIG BROTHER IS WATCHING YOU, the caption said. While the dark eyes looked deep into Winston's own. Down at one street level another poster, torn at one corner flapped fitfully in the wind, alternately covering and uncovering the single word INGSOC. In the far distance a helicopter skimmed down between the roofs, hovered for an instant like a blue bottle, and darted away again with a curving flight. It was the police patrol, snooping into people's windows. The patrols did not matter, however, only the thought police mattered.

Behind Winston's back the voice from the telescreen was still babbling away about pig iron and the over fulfillment of the Ninth Three year plan. The telescreen received and transmitted simultaneously any sound that Winston made, above the level of a very low whisper, would be picked up by it. Moreover, so long as he remained within the field of vision which the metal plaque commanded, he could be seen as well as heard. There was of course no way of knowing whether you were being watched at any given moment, how often, or on what system the thought police plugged in on any individual. It was even conceivable that they watched everybody all the time.

But at any rate they could plug in your wire whenever they wanted to. You had to live from habit that became instinct – on the assumption that every sound you made was over heard, and except in darkness, every moment scrutinized.

(Adapted from George Orwell's, Nineteen Eighty – Four.)

Question: 2A

2.1 (a) What are the thought police?

.....

(b) Who is Big Brother?

.....

2.2 What is the effect of the ever present watching authority on Winston.

.....

- 2.3 Words like “**snooping and babbling**” tell us something about Winston’s attitude to authority. How do you think he feels about it?
.....
.....
.....
.....
- 2.4 Write down at least four words and phrases from the passage that are used to create an atmosphere of insecurity and unfriendliness.
- (i)
- (ii)
- (iii)
- (iv)
- 2.5 Explain the meaning of these words and expressions in bold letters as they are used in the passage.
- (i) Flapped fitfully.....
- (ii) Skimmed.....
- (iii) Hovered for an instant.....
- (iv) Darted.....

Total marks for Q.2A	
----------------------	--

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

In every society women play a vital part. Visitors to West Africa often describe the lot of women as depressed or slouch but even in their role as custodians of the physical well-being of the family and thereby of the tribe, they occupy a very strategic position and what is more the women are in many cases not merely body builders but guardians of tribal traditions and here that greatly influence the fate of their people.

Let me say here that I am no feminist. I find it impossible to subscribe to the view that women are equal to men. I believe that the male and female species are complementary to one another. In Britain for example, the equality of the sexes has been stressed to such an extent than most men see no reason why the so called "weaker sex" should be given any preferential treatment. I feel this is a great pity, for in their fight for equality conditions, some societies seem to have ignored the very nature of women.

In most parts of West Africa we find the other extreme. The woman's role is neither equal nor complementary; instead she is the subordinate to the male relegated to those duties which her lord and master finds irksome or rather degrading to perform. The idea seems to be the mean between their extreme.

West African society is now undergoing a period of transition contact with the western way of life has brought change to most urban areas from which new standards infiltrate into rural parts. Many can urge with their fathers, brothers and husbands and hold their own. The former indigenous social structure is breaking down. Instead of presiding over home and farm, the most urban women now either confine their influence to the home alone or extend into the office, the hospital or the school. But the tendency seems to be to follow very closely the British pattern of equality amongst the sexes.

But whilst striving to improve their position, they must keep ever before them the goal of a truly feminine career woman, a mother no less interested in public affairs than her husband and participating fully in his career. Anything threatening to interfere with this equilibrium should be sacrificed. It may mean a part-time job instead of a full time where there are young children to consider but the true home should be prepared to do that much to ensure the successful running of the home.

In searching for a new way of life that would at once embrace all that is good in women of other races, the west African women has traditions of her own that she must not lose. Much has been said about the extended family system with its rather elastic hospitality; the African ideal of hospitality is one of the things we may do well to preserve. Our respect and consideration for elders is another, so are many tribal customs and rituals, which give colour and originality to our way of life. Women, being the molders of the future generation, should be so grounded in their own culture, that whatever they admire outside could be modified to suit their own way of life and not cause them to be divorced from it.

(Source: "West African Review" January 1957 by Fastu Collier)

Answer question 2.6 to 2.10 by selecting the best of the four choices given for each question. Show the letter of your choice by putting a circle around it.

2.6 In the first paragraph the Writer informs the Reader that;

- (a) women's lot in West Africa is "depressed"
- (b) women exert very little influence in West African society
- (c) women in West Africa serve the society doubly by caring for the physical health of its members and keeping alive its old traditions.
- (d) women are more advanced than men in West Africa.

- 2.7 Which of the following statements best gives the Writer's point of view in the second paragraph?
- (a) Women's role is inferior to men
 - (b) Equality between the sexes is not impossible
 - (c) Women should not be given any preferential treatment
 - (d) Women's role is complementary to that of a man.
- 2.8 Third paragraph
- (a) introduces a new theme.
 - (b) develops the theme of the second paragraph and concludes it.
 - (c) reintroduces the theme discussed in the first paragraph.
 - (d) develops the theme of the second paragraph as well as introduces a new theme.
- 2.9 Which single factor is most responsible to make West African society pass through a period of transition?
- (a) Education of women in urban areas.
 - (b) Women's struggle for betterment of their lot.
 - (c) Influence of rural development on urban areas.
 - (d) Impact of the western way of life on urban areas.
- 2.10 What is the fourth paragraph really about?
- (a) Change in the social structure of West African society.
 - (b) West African women's struggle for their emancipation.
 - (c) Spread of women's education in West Africa.
 - (d) A comparative study of progress in rural and urban areas of West Africa.

Marks for Q.2B	
Total marks for Q.2	

3A. Re-write items 3.1 – 3.10 according to the Instructions. Do not change the meaning of the original sentence.

3.1 She took a leisurely stroll. (Use; **strolled**.....)

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

3.2 The estimated number of people who saw their exhibition were thought to exceed five thousand. (correct the sentence)

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

3.3 It is known that Chaka died in 2005. (Begin: **Chaka**.....)

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

3.4 Charles was the tallest boy present. (Re-write using “taller”)

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

3.5 Once he opened the door the children ran out. (Begin: **On**.....)

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

3.6 You are not in any way to reveal the source of your information. (Begin:- **In**.....)

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

3.7 I am certain something terrible will happen. (Begin:- **What**.....)

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

3.8 The girl was sewing her dress. She was sewing it in the needle work room. She is very young. (Join into one sentence without using ‘and’)

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

3.9 The beggar had some curious habits, but he was not mad. (Use: **In spite**.....)

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

3.10 We cannot manage the whole affair if you do not help us.

(Rewrite omitting ‘if’. Do not use “unless”)

Marks for Q. 3A	
-----------------	--

3. B Select the best of the four choices given to complete the following sentences.
Put a ring around your best choice.

- 3.11 Had it not been for the _____ courage of his friend he would have drowned?
A. selfish
B. selfless
C. dutch
D. blind
- 3.12 My sister lost her _____ ring.
A. very beautiful diamond engagement.
B. diamond very beautiful engagement.
C. very beautiful engagement diamond.
D. diamond engagement very beautiful.
- 3.13 They had to use dynamite to _____ a hole in the rock.
A. open
B. blow
C. blast
D. penetrate
- 3.14 Those ignorant of the meaning of "fools day" called Peter a _____.
A. Lier
B. Lair
C. Liar
D. Layer
- 3.15 He got up and left without trace. The underlined phase means:
A. calmly
B. noisily
C. disappeared
D. silently
- 3.16 We would not _____ the message which had been written in shorthand.
A. make for
B. make up
C. make out
D. make off
- 3.17 Did she apologise?
A. No.
B. Not.
C. How.
D. Never.

3.18 Some people are under the _____ that money always brings happiness.

- A. illusion
- B. delusion.
- C. allusion.
- D. conclusion.

3.19 Nobody in _____ senses would do that.

- A. his
- B. their
- C. Ones
- D. there

3.20 The sailor _____ the water out of the boat with a bucket.

- A. took
- B. drew
- C. scooped
- D. reduced

Marks for Q.3B	
Total marks for Q.3	

END

Name:
School.....

Centre/Index No:

Signature.....

112/2
ENGLISH LANGUAGE
PAPER 2
July /August 2014
2 hours



WAKISSHA JOINT MOCK EXAMINATIONS

Uganda Certificate of Education

ENGLISH LANGUAGE

Paper 2

2 hours

INSTRUCTIONS TO CANDIDATES:

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

For examiner's use only

Q1	
Q2	
Q3	
Total	

Turn Over

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

RELATIONSHIPS.

Any relationship that fails and that cannot move any further due to various reasons is basically referred to as stale. A number of relationships have gone stale even when both parties have swum through the deepest of waters for ages. Infant days of most relationships are usually so sweet. None of the couple even imagines that at one point in life there might be sour moments. Of course no one wants such moments to come, but again, we do cause their occurrence. And when they occur, we forget the good things that we once shared and curse, condemn and run off with another partner, forgetting that the devil we know is far better than the unknown Angel. People are stressed, depressed to the point of suicide. Others simply swear never to get involved again.

Deliberate, careless or unconscious breakdown in communication for a long time leads to suspicion that may result into separation. Most people especially men; take their girlfriends and wives for granted. A relationship in which one treats one's partner as property only spells disaster.

Rumour is a good source of information but breaks down relationship with the speed of fire in dry bush. The influence of relatives and friends-if not limited-can also be disastrous. Most of them come to criticize negatively. They are part of your family but not the drivers of your relationship.

People in love or marriage should avoid extra-marital relationship. These are sexual relationships outside wed lock. If one of the partners, or worse still both consciously goes for another woman or man, it becomes a septic wound to their relationship. Their attitude towards each other will drastically change making it difficult, if not impossible, for the two parties to live together any longer.

Some people are addicts and habitual liars. Spouses should be open to each other to avoid misunderstandings.

Dictatorship in a home should be avoided. A relationship should not be a "witch doctors shrine" where their word is final. There is a dire need for partners to sit together and discuss all decisions to make in the family. This makes each of them equally responsible for the welfare of the family.

Mistakes are, because man is. If we learnt to forgive, understand or encourage, things like divorce, a bastard here and there, would be unheard of. It is the wish of everybody to be successful in life but our failure in life is, in most cases, self-motivated.

Question:

In about 100 words summarize what are considered to be the causes of a stale relationship.

SUMMARY

ROUGH COPY

Turn Over

SUMMARY

FAIR COPY

Total marks for Q.1

KAIRU.

Kairu stood at the door of the house, a long baton in his hand. The baggy uniform, apparently too heavy for the hot weather, made him look shorter than he actually was. The boots wore the man, not the other way round. They looked a burden in every sense. However, of everything he wore, it was the helmet which looked most comical. It was one size bigger than the head. It hung on the head loosely, almost covering his eyes. As he stood in the blazing sun, peering at the world from under the rim of the helmet, one got the impression that he was a comedian playing the part of a bored guard.

Kairu was not dabbling in comedy; guarding Jamara's clothing store was his work. He came to this door every morning and left when it closed in their evening. It was all very boring, standing there all day long, watching customers as they came and left often his legs felt weak. At such times he felt like throwing his baton away and sleeping right there on the floor.

He had stayed on the farm for a few months after the examination results. Those were months of inner confusion, pain and discouragement.

He had survived the rolling ridges and noted their beauty, but he did not belong there. These same ridges had sapped his father of every bit of energy, leaving him frail and shaking.

Kairu did not want to suffer the same fate. His father's words had haunted him for a long time. May be new horizons would afford a better life for him. He had set off for Nairobi, his mind heavy with thoughts.

After walking many miles on the hot tarmac, he had been accepted for training by Paka guards. The training had been hard and Kairu always shuddered whenever he thought of it. The recruits had been beaten, starved and abused. Sometimes they had been required to spend a whole night without sleep. In their mock fights against robbers, the trainers had injured some of them. All these however were nothing compared to the Kivumbi Hill. This small hill, standing on the training grounds, had been covered with murram. Sometimes, the recruits would be forced to run up and down its slopes at midday. The murram would be extremely hot and the soles of their feet would be left swollen. What was worse punishment was to climb the hill on ones knees at mid day. It was torture beyond words. Kairu had stood it all with the courage that comes from living in a world where so many things are threatening to break one spirit. He knew all along that if he lost the opportunity, there were many people waiting at the gate to replace him. He would not be missed.

Now it was all over, but Kairu could not shake off the terror of those two months spent in the training camp.

It had left him weak and scared. He had always loved arguments. In the camp, he had learnt how to obey. It was here, too, that he had realized how needs can force one to put up with what one does not like. Whenever he stood on murram, he remembered Kivumbi Hill and his legs shook.

Kairu could not help reflecting on his life. He had imagined that with a better education and salary, he would improve on the living standard of his family. But he had not even saved himself. Here, he stood, in the hot sun of Ngorongo town **summoning** every effort to keep him on his feet. He knew what he actually was. He did not like his job. The pay was low and the job insecure. One could be confronted by robbers any moment. He often wondered what he would do if such a moment ever came. He was not certain he would not run away.

Adapted from The siege by Mwaura Waweru.

Questions.

- 2.1. Why did Kairu reject the ridges?

(02 marks)

.....
.....

- 2.2. Give at least two reasons that made Kairu Shudder at the thought of his training at Paka Guards. (02 marks)

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

- 2.3. If the training was such a punishment, why couldn't Kairu leave? (02 mks)

.....
.....

- 2.4. Did Kairu like his job? Give reasons for your answer. (02 marks)

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

- 2.5. Explain the meaning of the following words and expression as used in the passage. (02 marks)

- a) Dabbling.....
b) Sapped.....
c) Fate.....
d) Summoning every effort

.....
.....

Marks for Q.2A	
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2B. Read the following passage carefully and answer the questions that follow.

JEROBOAM: I am a prophet. A prophet by birth and by inclination. You have probably seen many of us on the streets, many with their own churches, many inland, many on the coast, many leading processions, many looking for processions to lead, many curing the deaf, many raising the dead. *In fact there are eggs and there are eggs, something with prophets.* I was born a prophet. I think my parents found that I was born with rather thick and long hair. It was said to come right down to my eyes and down to my neck. For them, this was a certain sign that I was born a natural prophet. And I grew to love the trade. It used to be a very respectable one in those days and competition was dignified. But in the last few years, the beach has become fashionable, and the struggle for land has turned the profession into a thing of ridicule.

Some prophets I could name gained their present beaches by getting women penitents to shake their bosoms in spiritual ecstasy. This prejudiced the councilors who came to divide the beach among us.

Yes, it did come to the point where it became necessary for the town council to come to the beach and settle the prophets territorial warfare once and for all.

My master, the same one who brought me up in prophetic ways, staked his claim and won a grant of land... I helped him, with a campaign led by six dancing girls from the French territory, all dressed as Jehovah's Witnesses. What my old master did not realize was that I was really helping myself.

Mind you, the beach is hardly worth having these days. The worshippers have divided to a mere trickle and we really have to fight for every new convert. They all prefer High Life to the rhythm of celestial hymns.

And television too is keeping our wealthier patrons at home. They used to come in the evening when they could not easily be recognized. Now they stay at home and watch television.

From WOLE SOYINKA, The Trials of Brother Jero in Five plays, London, 1964.

Questions

Answer questions 2.6 to 2.10 by selecting the best alternative. Show the letter of your choice by putting a ring O around your best choice. (01 mark each)

- 2.6. In the italicized line "In fact, there are eggs and there are eggs, something with prophets," Jeroboam intends us to know that;
 - A. Prophets are as numerous as eggs.
 - B. Prophets arise as quickly as eggs are laid.
 - C. There are too many prophets competing with him.
 - D. There are different kinds of prophets as there are eggs.

- 2.7. Some prophets gained a piece of land on the beach by;
 - A. Posing as Jehovah's Witnesses.
 - B. Persuading the councilor to become their converts.
 - C. Giving the councilors a display of attractive females.
 - D. Winning female penitents to enlarge their procession.

- 2.8. From what Jeroboam says we can conclude that the wealthier patrons came to prayer meetings at night instead of in the day because they:
- Liked the darkness.
 - Wanted to meet the dancing girls.
 - Were busy during the day.
 - Were ashamed to be seen there.
- 2.9. What quality does Jeroboam reveal about himself?
- Sincerity.
 - Hypocrisy.
 - Piety.
 - Charity.
- 2.10. What is the author's attitude towards the type of religious sect represented by Jeroboam?
- Humorous disrespect.
 - Calm reverence.
 - Firm belief.
 - Profane dislike.

Marks for Q.2B	
Total marks for Q.2	

3A. Re-write the following sentences according to the instructions given, without changing the meaning. (1mark each)

3.1. Many people are surprised to hear that coal and diamonds have the same chemical composition.
(Begin: **It comes.....**)

3.2. The policeman wrote down my statement in his note book.
(Re-write the sentence using: **took down**)

3.3. He should give up smoking to improve his health.
(Begin: **If he.....**)

3.4. "Do you suppose you know better than your own father?" jeered his angry mother.
(Turn into reported speech)

- 3.5. Most of the men were sitting on the ground, but others gathered in little cocoons.
(Begin: **Although**.....)
-
-

- 3.6. After the murmurs had died down, the chairman spoke.
(Use:not until.....)
-
-

- 3.7. Syrup is most convenient for children. It is in liquid form and sweetened.
(Join the two sentences usinggiven.....)
-
-

- 3.8. He loves gossiping and this often leads him to repeat things he should not.
(Re-write beginning: **His love**.....)
-
-

- 3.9. I cannot understand why some people are very unrealistic. (Begin; **What**.....)
-
-

- 3.10. They would surely have drowned if my brother hadn't saved them.
(Re-write starting: **If it**.....)
-
-

Marks for Q. 3A	
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3. B Select the best of the four choices given to complete the following sentences.
Put a ring O around your best choice.

- 3.11. He was hypnotized by her beauty.

- A. surprised.
- B. astonished.
- C. captivated.
- D. mesmerized.

- 3.12. The house into..... was tactfully decorated.

- A. in which we
- B. where we entered
- C. which we entered
- D. which we entered in

3.13. We should always.....our young generation from idleness and gambling.

- A. permit
- B. prevent
- C. dissuade
- D. persuade

3.14. They used to like going to theatre but they were..... by high costs.

- A. put in
- B. put up
- C. put off
- D. put out

3.15. That's the businessman company is so successful.

- A. who
- B. which
- C. who's
- D. whose

3.16. When I was tidying up my wardrobe, I this old hat.

- A. came off
- B. came into
- C. came round
- D. came across

3.17. The sight of the food made Kefa's mouth.....

- A. run
- B. water
- C. trickle
- D. dribble

3.18. In his haste, he picked up the first thing he could which happened to be a chisel, and used it to prick open the tin.

- A. catch sight of
- B. set his eyes on
- C. put his hand to
- D. lay his hands on

3.19. It is high time, he another job.

- A. found
- B. will find
- C. must find
- D. should find

3.20. Brown was asked to accountthe club's funds.

- A. of
- B. on
- C. for
- D. with

Marks for Q.3B	
Total marks for Q.3	

END