

Name :Index No.....

112/2

ENGLISH LANGUAGE

Paper 2

July 2015

2 hours

MWALIMU EXAMINATIONS BUREAU

UCE RESOURCE MOCK EXAMINATIONS 2015

S.4 ENGLISH LANGUAGE

PAPER 2

2 HOURS

Instructions:

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

1. Read the passage answer the question that follows:

Studies show that most young people are influenced to start smoking by friends or older siblings. Peer pressure consciously or unconsciously lures young people into smoking. Since they want to feel part of the peer group, young smokers will withstand the headache, coughing, nausea and dizziness that first smokers experience. They also have to live with the unpleasantness of blackened fingers and bad odour. The irony is that getting accustomed to smoking calls for someone to withstand a lot of inconveniences, but when one is addicted and wants to stop, there are unpleasant side-effects. These include: headache and dizziness which people avoid by smoking more.

Young people become a target of multinational tobacco companies based in western countries. The companies spend a lot of money on advertisements that portray glamorous people smoking. Young people become vulnerable to this manipulation as they are very image-conscious. The advertisements also make smoking appear socially acceptable and “cool.”

Tobacco is a major health hazard. It contains over 4000 different chemicals, many of which are harmful. Nicotine, carbon monoxide and tar, are the three main chemicals that affect the human body and cause disease. These lead to the death of millions of people around the world every year. However, since smoking-related diseases take a long time to develop after someone start smoking, most people are casual about the side effects of this fatal habit.

Some of the side effects and diseases caused by smoking are: lung cancer, heart attack, stomach ulcers, defective vision, coughing, shortness of breath and cancer of the mouth, nose, throat, bladder and blood. Researchers estimate that girls who smoke are 70% more than those who do not. Yet 26% of girls aged between 15 to 21 are regular smokers. Other effects of tobacco on women include spontaneous abortion and other pregnancy complications, babies with low birth weight and still births, cancer of the cervix and early menopause.

The tricky thing about tobacco is that one does not have to smoke directly to be affected by cigarette-smoking. Tobacco smoke is made up of side stream smoke from the burning tip of the cigarette, and mainstream smoke that is inhaled by the smokers. Anyone in the environment of a smoker either in the house or at a bus stop or any other place, breathes in the side stream smoke. There are more toxins in the side stream smoke than in the mainstream smoke. People should, therefore, know that they “smoke” by being near smokers. This is called passive smoking, and can lead to smoking-related complications, just like in active smoking.

Smoking has many other effects. Tobacco smoke, for example pollutes the air. This irritates the eyes and throat, and exposes non-smokers to risk. Smoking has also been known to cause many domestic and forest fires, for example, when a smoker falls asleep while holding a burning cigarette or throws a live cigarette end in dry vegetation.

Smoking is, therefore, a costly habit that has no benefits to anyone’s health. All young people should, therefore, resist the temptation to start smoking and help their addicted peers to stop.

(Adapted from: The truth about smoking: Head start Secondary English by Austin Bukenya et al.)

Question:

In not more than 120 words, summarise the side effects of smoking as given in the passage.
(20 marks)

[illegible]

This image shows a full page of handwriting practice paper. It features multiple sets of horizontal dashed lines spaced evenly down the page, providing a guide for letter height and placement. The background is white, and there are no margins or additional markings.

For two years now there had been little story-books in the supply cupboard. They were meant for the students, but had never been distributed. One evening after watering, Climbie and his friend Asse found the key on the desk and opened the cupboard. Each one took two books. As

soon as Climbie had his in his hand, and the cupboard was locked again, his heart began a crazy dance, and his imagination began to work.

He said to himself: “But this is stealing. They didn’t give them to us! That’s for sure. And now we’ve stolen them! I must go to confession, I must tell the priest!” And he did not know where to put the two little story-books, which had, all of a sudden, become very heavy.

“You’ll go to prison if the Headmaster finds them in your satchel or in your house” And the huge, grim-looking wall topped with broken bottles outlined itself before his eyes. The gate opened, only to close savagely behind him “And all that for two little books? Why did I take them?”

“It was Asse who gave them to me!” “That’s not true..... You have wanted them for several months now Every time the Headmaster opened the cupboard, you looked at them you devoured them with your eyes. Don’t accuse your friend. There’s no point in that.” And what resolutions teemed in his overheated brain! Night came, and Climbie tried very hard to sleep.

Sleep would not come. He had locked it in the cupboard. Sleep had taken the place of the two little story-books which he held there in his hands. “Give them back!” No! I can’t!” “Well, what are you going to do with them, now that you find them so heavy?” “I wonder” “Come on, give them back, give them back, I tell you!”

Climbie got up, overcome by this imperious voice, took the two books which were now so heavy, and threw them into the classroom through the open shutters. Sleep, however, did not come to Climbie, for it had taken the place of the two little story books inside the cupboard.

(From: *Climbie* by Bernard Dadie)

2.1 “The two little story-books had, all of a sudden, become very heavy.” Why?

.....

.....

.....

2.2 What were the walls and gate in paragraph 4, and where did Climbie see them?

.....

.....

.....

2.3 In your own words, explain “What resolutions teemed in his overheated brain!”

.....

.....

.....

2.4 What do the following words mean as they are used in this passage?

(i) devoured

(ii) imperious

2.5 In your own words, explain the last sentence in the passage.

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

Malnutrition:

Many people think that eating food is simply something which is pleasant and necessary to satisfy hunger. They do not realize that a great deal of their ill health is due to eating the wrong kinds of food. The reason for this is that they do not know enough about what food is for.

In many parts of the world, notably in certain Asian countries, there is much starvation, and many people die each year because they eat insufficient food. In these countries, the main problem is the low production of food. In East Africa, however, starvation and prolonged hunger are not as common as in Asia, because in most areas the climate and soil allow the people living there to produce enough food for their needs. A person belonging to a family in which hunger is unknown finds it difficult to realize that some of his relatives may be ill because of something lacking in their diet. But food is necessary not only to satisfy hunger, but also to provide the body with certain substances to keep it healthy. Ill health due to a poor diet is known as malnutrition. In East Africa, malnutrition is due not to lack of food, but to lack of knowledge about food and the solution to the problem lies in the spreading of this knowledge.

It is important for people to realize that malnutrition causes a great deal of illness and death. Moreover, apart from the people who are obviously ill, there are many thousands who are tired or weak, or have poorly developed bodies simply through lack of proper feeding. These people are far more likely to get common diseases (e.g tuberculosis, infections, diarrhoea) than those with a good diet, and they do not recover from them so quickly.

It is extra ordinary how many people are unaware of the serious problem of malnutrition in their own country. Many people are surprised when they see a case, or a photograph of a case, of a common nutritional disease, kwashiorkor, saying that they never realized it existed or how horrible it was.

Malnutrition is most common and severe in children under five years of age, and women of child-bearing age. It has been going on for years, and is likely to become more widespread as more and more people go to live in big towns, and cease to grow their own food.

People tend to think that the problem of malnutrition is something for doctors or the Ministry of Health to solve. It is true that medical staff are necessary to cure diseases due to malnutrition, but the solution is not cure but prevention. Because nutrition is a wide subject, the prevention of malnutrition needs a wide attack by people trained in many different branches of knowledge. It needs the co-operation of people from several ministries working in very different fields. Thus the medical man, by examining patients, becomes aware of what faults there are in the diet of people living in a certain area, community or family. The agricultural officer, knowing these faults, can attempt to increase the production of certain foods. The home economist or domestic science teacher can demonstrate and advise people on how best to prepare these foods. Above all, the teacher can instruct people about food and nutrition. However, although education perhaps holds the key to the solution, it is vital to realize that the problems are best solved by team-work: by people in quite different jobs cooperating with one common aim in view.

Questions:

- 2.6 According to the writers, many people eat the wrong kind of food because:
- (a) they suffer from ill health.
 - (b) they do not know enough about what food is for.
 - (c) they think food is pleasant
 - (d) they are starving
- 2.7 According to the writers, the main difference between certain Asian countries and East Africa is that:
- (a) there is a lack of food in Asia, but a lack of knowledge about food in East Africa.
 - (b) there are more people in Asia than in East Africa.
 - (c) there is a lack of knowledge about food in Asia, but a lack of food in East Africa.
 - (d) there is starvation in Asia, but not in East Africa.
- 2.8 The writers say that malnutrition means:
- | | |
|-------------------------------------|----------------------------------|
| (a) lack of food | (b) lack of knowledge about food |
| (c) lack of the right kind of food. | (d) ill health |
- 2.9 The writer says that malnutrition causes
- | | |
|--|------------------------|
| (a) lack of knowledge about food | (b) weakness and death |
| (c) underdeveloped bodies and diseases | (d) both B and C |

- 2.10 According to this passage, the problem of malnutrition should be solved:
(a) by doctors and the Ministry of Health (b) by means of education
(c) by co-operative efforts at prevention by all concerned.
(d) by a widespread campaign to cure diseases caused by malnutrition.

3. Re-write each item 3.1 – 3.10 as instructed. Do not change the meaning.

- 3.1 You have not told anyone my secret. (**Begin:** It is kind of you -----)

- 3.2 He said he was unable to do the work. (**Begin:** He expressed -----)

- 3.3 “Will you be here in the school?” Sarah asked Mr. Kizza. “I want to discuss some Maths questions with you tomorrow.” (**Begin:** Sarah asked -----)

- 3.4 Betty’s mother would not let her go to the party. (**Re-write using** ----- prevented.....)

- 3.5 Although the situation was serious, we did not give up. (**Begin:** Serious -----)

- 3.6 We did not realize how badly John was injured until we saw him.

(**Begin:** It was -----)

- 3.7 It is a habit of his to wake up early in the morning. (**Rewrite using:** ----- used to)

3.8 “Ladies and gentlemen, I am sorry the party must come to an end,” announced by the MC.

(Re-Write using: regretted to)

3.9 Otieno’s Uncle gave him a watch as a reward for his success in the examination.
(Begin: Having succeeded.....)

3.10 Kibera’s handwriting is good. Ahmed’s is also good, or even better. (Rewrite beginning:
Ahmed’s handwriting is as)

3(B) For questions 3.11 – 3.20, put a circle around the correct answer.

3.11 We were much relieved to hear him say there would be no ----- delay in finding a solution to our problem.

(a) farther (b) further (c) far (d) longer

3.12 Of James and John, the is cleverer.

(a) next (b) latter (c) later (d) former

3.13 Select the best punctuated sentence.

- (a) Do you know how to spell preferred?
(b) “Do you know how to spell preferred?”
(c) ‘Do you know how to spell preferred?’
(d) “Do you know how to spell preferred.”

3.14 Hardly had the match begun the Centre forward scored the first goal.

(a) than (b) when (c) as (d) that

- 3.15 Had you seen him earlier, you able to tell him.
(a) would have been
(b) should have been
(c) could be
(d) may have been
- 3.16 The Land lord not the tenant will have to the bill for this repair.
(a) foot (b) stomach (c) shoulder (d) head
- 3.17 He was accused breaking into the Manager's office.
(a) for (b) of (c) about (d) on
- 3.18 Mary's stubbornness was a stumbling-block to her progress. The underlined words mean;
(a) Starting point
(b) a matter of much discussion
(c) an obstacle
(d) means
- 3.19 Our team ----- more goals than theirs.
(a) won (b) played (c) scored (d) put
- 3.20 I wish I more interesting books to read.
(a) have found (b) could find (c) would found (d) found

END