

Candidate's Name.....

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112/2

ENGLISH LANGUAGE

Paper 2

Oct./Nov. 2020

2 hours



UGANDA NATIONAL EXAMINATIONS BOARD

Uganda Certificate of Education

ENGLISH LANGUAGE

SUMMARY, COMPREHENSION AND GRAMMAR

Paper 2

2 hours

INSTRUCTIONS TO CANDIDATES:

All questions are to be attempted.

All your answers must be written on this question paper.

For Examiners' Use Only

Question	1	2A	2B	3A	3B	Total
Marks						

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

Poverty is the state or fact of being in dire need. People are poor if they lack enough income and resources to live adequately by the accepted living standards of their community. Definitions of poverty vary from country to country, just as living standards do, and it is difficult to give precise figures.

Standards may vary greatly according to time and place. Many people who live in Western industrialized societies, for example, believe that they must have a car to live well. They would consider themselves poor if they could not afford to buy one. Yet many people who live in other countries regard a car as a luxury. They would not consider the lack of a car a sign of poverty. People who lived in industrialized nations when the motor car was first introduced, did not at that time consider cars necessary for a decent standard of living.

At least over a billion people, or a fifth of the world's population, were so poor in the late 1980's that their health and lives were in danger. What is certain is that the most widespread and severe poverty occurs in nations with few or undeveloped resources. These nations are usually called the developing nations or the Third World.

More than 100 countries come into the category of developing nations. They are former colonies of industrial nations, and one of the causes of their present poverty is their colonial past. The powers that colonized them, deprived them of much of their wealth.

Currently, debt is a major cause of individual poverty, often made worse by the loss of a job or means of livelihood. In a country like India, debt bondage keeps very many families in poverty. The debt can often never be repaid. The debtor must work for the creditor and almost becomes the creditor's slave. Debt bondage may continue in a family for generations, with sons inheriting the debt from their fathers.

When a large community suffers economic reverses, war, crop failure, or disease epidemic, poverty can affect whole classes and communities. Any minority or group singled out for discrimination, is usually unable to take advantage of educational or employment opportunities open to others because of prejudice.

Natural disasters cause widespread poverty. Ireland's potato famine in the mid-1840's led to the death of hundreds of thousands. Many left the country to escape starvation. During the 1980's, drought and war killed hundreds of thousands in Africa, and, in 1991, a cyclone devastated the island communities of Bangladesh. All these disasters plunged millions of survivors into distress.

Poverty causes suffering among millions of people. Homelessness is one such obvious sign of poverty. Many low-income families live in city slums or rural areas that do not provide the basic needs such as food, shelter and clothing. The only work available may offer low, uncertain income and

little security. Many poor people work in dangerous or unhealthy conditions.

People who live in poverty are less likely to eat the foods they need to stay healthy or to receive good medical care when they are ill. Their children may not have enough to eat. The very poor are more prone to diseases and die at younger ages.

Poverty brings despair, anger or lack of interest in anything except one's own worries. Financial, emotional and medical problems strain family ties.

The poor have little influence in the community. Businesses are interested more in people who buy their goods and services. The poor have limited political power. Many of the poor believe that no political candidate can help them and do not participate in elections.

Studies show that large numbers of children born in low-income families remain poor all their lives. Many come to feel as helpless as their parents. In some parts of the world, poor people value large families as a source of family security and labour.

Underprivileged children may suffer from lack of nourishment for healthy growth during their important early years. They can seldom expect to attend good schools that will educate them for a full life.

(Adapted from: "The World Book Encyclopedia", P Volume 15, 1992)

Question:

1. In reference to the passage above, summarise the effects of poverty on society in about 120 words. (20 marks)

**SUMMARY
ROUGH COPY**

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1. In reference to the passage above, summarise the effects of poverty on society in about 120 words. (20 marks)

SUMMARY

ROUGH COPY

SUMMARY

FAIR COPY

Marks for Q.1

2A: Read the passage below carefully then answer the questions that follow.

Following the move into permanent senior staff houses, the disposal of the prefabricated huts presented serious problems. Various suggestions came from the staff members. One was to return them to the donors who could make them available to new universities in other parts of Africa. However, this was dropped when the agreement accompanying the donation of huts was examined and was found to contain a clause that they were non-returnable after they had been accepted. Another suggestion was to make them the nucleus of a Songhai Museum that would tell generations yet unborn, the history of the development of Songhai's first university institution. A third suggestion was to find buyers for them. The final decision was to appoint an Ad hoc Committee - The Disposal of Prefabricated Buildings Committee – to consider these and other suggestions and submit a report for consideration by the entire faculty.

Another committee, known as the Campus Beautification Committee, was set up to offer advice to house-holders on the establishment of gardens, lawns and hedges for the various staff houses. The meeting of the faculty in which the decision was taken sounded like a meeting of undergraduates. The first **bone of contention** was whether the committee should be an Ad hoc Committee or a Standing Committee.

"For the sake of uniformity, the committee should be an Ad hoc Committee like Disposal of Prefabricated Buildings Committee."

"In view of the fact that this committee is likely to continue to function longer than the Disposal of Prefabricated Buildings Committee, there's no reason to apply the same term to both committees merely on the grounds of uniformity."

"One would have thought a University bold enough to exclude the ancient Roman language from its curricular would be bold enough to expunge dead terms like 'ad hoc' from its committees."

"I have always considered the term 'Standing Committee' a misnomer, since I've never seen any Standing Committee whose members stand during its deliberations!"

"It's true that Songhai University has taken a bold plunge in more than one way, but we must not lose sight of the fact that we do not exist in a vacuum. The terms 'Ad hoc Committee' and 'Standing Committee' are widely recognised terms, used to distinguish between a committee charged with a special function which could be disposed of within a relatively short time and a committee whose function is likely to continue indefinitely and which would have to meet from time to time as the need arises. I see no valid argument yet against calling this a Standing Committee."

And so the debate continued.

"On a point of order, Mr Chairman."

"Order number what?" shouted another staff member. "We have no standing orders yet for this meeting."

"I move that the question should be put to vote so that we could turn to something else."

As the Vice-Chancellor invited opinions on whether the matter should be put to the vote, someone made a suggestion: "Need we use the terms 'Ad hoc Committee' or 'Standing Committee' at all? Can't we just call each committee a name, like the Disposal of prefabricated Buildings Committee, and leave it at that? We've spent thirty precious minutes arguing fruitlessly on semantics. We should be thinking of the **terms of reference** of each committee rather than arguing on whether it should be ad hoc, standing or sitting."

The different **combatants** lowered their swords. The compromise was acceptable to all sides, and many wondered why it had not occurred earlier to Professor Ikin.

(Source: Practical English, The Certificate Year. From *The Naked Gods* by Chukwuemeka Ike)

Questions:

2.1 According to the passage, give the **two** main reasons why the Ad hoc Committee meeting was called.

(i)

(01 mark)

(ii)

(01 mark)

2.2 (i) What was the first suggestion about how to deal with the matter of prefabricated huts?

.....

(01 mark)

(ii) Why was the suggestion referred to in 2.2(i) above rejected?

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(01 mark)

- 2.3** What was the fruitless discussion the members engaged in before introducing the serious business? (02 marks)

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- 2.4 (i)** According to the passage, state the final compromise reached by the different committee members. (01 mark)

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.....

- (ii)** Who offered the solution to the argument? (01 mark)

.....

- 2.5** Briefly explain the meaning of the following words/expressions as used in the passage:

- (i) to make them the nucleus.** (½ mark)

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.....

- (ii) bone of contention** (½ mark)

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.....

- (iii) terms of reference** (½ mark)

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.....

- (iv) combatants** (½ mark)

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Marks for Q.2A	
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- 2B.** Read the passage below carefully, and then answer the questions that follow.

The main purpose of education is to enable persons to acquire intellectual and moral independence. To achieve this independence, the youth and adults must submit to genuine authority themselves. In fact, to gain freedom, we must start by giving it up.

Throughout the history of child rearing, it appears that parents sometimes love their children too much. Consequently, in each generation, affection tries to make things easier and better for the next one. As you go back the ladder of generations, affection for children as witnessed today diminishes. May be this was because of large family members which made it impossible to give affection to each and every child. Our modern day parental affection and determination to create a better future for our children makes it difficult to discipline them.

This is sometimes a cause for worry and anxiety. Are children given much freedom? With all this freedom, can they be expected to become very responsible members of the society? Can they be depended on?

Many more parents are sending their children to boarding schools where they are not exposed to parental discipline. This challenging task has been left to the teachers. Whenever parents visit their children in schools over the weekends, there is evidence of too much affection exhibited in dishing out unnecessary items and excessive pocket money.

The parents believe that in boarding schools, teachers are able to enforce strict control and administer sterner discipline. So, in the absence of a family to instill discipline in the children, parents call upon teachers to exert the moral authority they themselves are reluctant to impose! This can lead to socially unhealthy children and disruption of their education.

On the other hand, the school has a significant role to play in the moral and intellectual education of children who need freedom to grow and discover their interests and talents. The question to ask is, how much freedom should the children have?

We must, therefore, not allow the spirit of permissiveness to interfere with our role of guidance in the legitimate functions of guidance. If we do, children will reject scholastic discipline and authority. The likely result is confusion in our schools and the erosion of authority of teachers.

In conclusion then, it is important to strike a balance between authority and freedom, the society's expectations and the school. To avoid chaos therefore, the much talked about guidance and counselling departments must be strengthened to help our learners attain the set objectives of education.

(Adapted from: Topmark English by Elegwa Mukulu and Naftali Okanga,
KLB)

Answer questions 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 ring  around it. (10 marks).

2.6 In the past children were not loved as they are today probably because

- A. parents did not offer enough money to show their love.
- B. the families were large.
- C. parents then were less strict.
- D. showing love to special children was impossible.

2.7 Many parents take their children to boarding schools because

- A. students are exposed to much freedom.
- B. they want to show their love for the children.
- C. there is strict parental discipline at school.
- D. they believe it is the teacher's duty to discipline their children.

2.8 According to the passage, children who are given too much freedom may

- A. experience moral and intellectual growth.
- B. grow and finally discover their talents.
- C. become social misfits and academically incompetent.
- D. be disciplined and obedient to authority.

2.9 Permissiveness as used in the passage means

- A. liberalism.
- B. strictness.
- C. rigidity.
- D. radicalism.

2.10 The writer suggests that a desirable society will be achieved if

- A. sterner discipline is enforced in schools.
- B. children are disciplined at family level.
- C. children are provided with essentials.
- D. guidance and counselling is encouraged in schools.

Marks for Q.2B	
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3.7 Malawi has nearly 6000 miles of roads, but only about 500 miles are paved. (*Rewrite beginning: Although*)

3.8 The office of the commissioner was accused of misusing public funds. (*Rewrite using: 'blamed' in place of 'accused'.*)

3.9 'Most candidates fail to read instructions and many don't use their time well.' (*Rewrite beginning: 'Not only....'*)

3.10 It is easy to write letters. It does not require much intelligence. (*Rewrite as one sentence beginning: Writing*)

Marks for Q.3A	
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B. Complete the sentences 3.11 to 3.20 with the most suitable answer among the given alternatives. Put a ring around your best choice. (10 marks)

3.11 Although the Manager has transformed the company, none of the employees have benefited this action.

- A. through
- B. by
- C. with
- D. in

3.12 Having worked hard, the worker was promoted.

- A. young ambitious social
- B. ambitious social young
- C. social ambitious young
- D. ambitious young social

3.13 The magician caught the python with his hands.

- A. naked
- B. both
- C. bare
- D. bear

3.14 The guard helmet you knocked off is here.

- A. that
- B. whose
- C. which
- D. of which

3.15 Jane is the of the two girls.

- A. tallest
- B. more taller
- C. most tallest
- D. taller

3.16 "What a clever boy! Your performance is excellent." John's father said. This can be reported as: John's father.....

- A. was very pleased with his son's performance and said it was excellent.
- B. said, what a clever boy and added that your performance is excellent.
- C. said he is a clever boy and his performance is excellent.
- D. exclaimed that what a clever boy! Your performance is excellent.

3.17 You watched the film last night, didn't you?

- A. Yes, I didn't.
- B. No.
- C. Yes, I did.
- D. No, I did.

3.18 A guest should not make remarks about the food he is offered.

- A. derogatory
- B. distracting
- C. deficient
- D. defective

3.19 The bank manager sold off most of his property but he his car.

- A. held onto
- B. held off
- C. held back
- D. held on

3.20 James is advised to cut his coat according to his cloth. This means:

James.....

- A. is fond of wearing coats that do not fit him.
- B. should live within his means.
- C. is an inefficient tailor.
- D. should learn to be reasonable.

Marks for Q.3B	
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