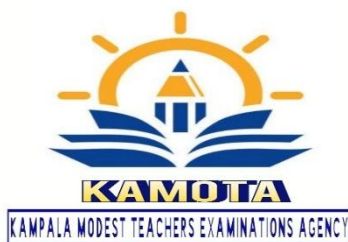


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*112/2
ENGLISH
LANGUAGE
Paper 2
July/Aug.2023
2 hours*



KAMOTA MOCK EXAMINATIONS 2023

Uganda Certificate Of Education

ENGLISH LANGUAGE

Paper 2

2 hours

Instructions to candidates:

Answer *all* questions.

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

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

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

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

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

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

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

Play with other children is critical for the development of social skills. At first adults are their most important playmates, but soon they become eager to interact with children of similar ages. And it is through such play that they learn how to get along with others: that hitting may get

them a desired toy, but lose an equally desired friend; that the other children have wants, just as they do; that sharing and kindnesses bring more rewards than snatching and pushing.

Play is the crucible in which imagination and creativity can be cultivated and expressed. The child who pretends to be a cowboy, a mother, a fairy, a firefighter is demonstrating some knowledge of these roles and is working through his or her own ideas about all that they entail. And the child who 'spanks' a doll while saying, 'I don't want you to do that again,' is releasing some of his or her own aggressive impulses via this make-believe route instead of trying to mount a direct attack on another person. Play provides just such an outlet for young children.

In about 110 words, summarise the importance of play in children as explained in the passage.

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

A boarding school is an institution where students live on the premises of the facility under the supervision of teachers. Here, students are separated from their family members throughout their education. It is hotly debated whether the boarding school environment is beneficial or harmful for students. Although the issue is highly controversial, boarding schools benefit students by providing them with increased opportunities for education and growth.

Firstly, a boarding school has more independence than a student at a traditional school. From an early age he is used to doing his own work by himself. A student learns how to make decision in different circumstances. Boarding school students find themselves in many difficult situations in which he is forced to fend for himself, without the support of his parents. They could be faced with challenges of dealing with strained relationships or allocating priorities for their more challenging subjects. In so doing, they achieve the capacity to function on their own both in the present and the future. In addition, those who live in boarding schools learn to do their own chores in the quickest time possible. These unique characteristics make a student more viable in the work place as they will be self driven. At a higher level of education, they will be able to contain the pressure required of them thanks to the earlier rigorous training. A student becomes a more social person while he lives in boarding school compared to those who stay home. Ordinarily, boarding school students need to collaborate with different types of

people from diverse age groups. This causes them to develop as a more sociable person. For instance, in a school hostel a student has to share his room with others, which teach him to grow up with a collaborative mentality. He learns the ability to communicate with other students independently without any difficulty.

Nevertheless there are some challenges faced by students in boarding school. They stay away from their close family and adopt a whole new family. This causes them to sever ties with their families. It takes a lot of hard work for parents and children alike to ensure that they continue to enjoy a close relationship. It is no wonder that many parents are surprised when they are called to their children's school to be informed about the mischief of their children and the parent is taken aback by what the school administration has to report. The child is at home for too short a time for a parent to realize any deviant behavior.

In some extreme cases a child in boarding school may acquire values contrary to the family's own values. It is said that a tree can only be shaped before it grows old. In the same way, given that a child is away for months on end and given that when he/she returns home it is while the parents are busy working or the time period is too short to recognize any of this strange development, a child may not be steered back on the right course. These developments are challenging to deal with more especially because values are not necessarily visible.

In conclusion, boarding school fosters the growth of a social, self dependent and inquisitive person who is capable of living prosperously in this challenging world.

Questions

Answer questions 2.1 – 2.5 below.

2.1. a) Name two ways in which a student benefits from boarding school.

2.2. Show how a student benefits in future as named in a) above.

2.3. How is a family affected when a student goes off to boarding school?

2.4. Give one reason why a parent whose child is in boarding school is not able to instill right values in their child.

2.5. Give the meaning of the following as used in the passage

i) Controversial

ii) Rigorous

iii) Sever ties

iv) Taken aback

v) Deviant

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

Fried dough has been made all around the world. Dutch settlers who brought apple and cream pies, cookies and cobbler to the New World also introduced doughnuts. Their doughnuts were called olykoeks, or oily cakes – sweet dough balls fried in pork fat. Early doughnuts were often filled with apples, prunes or raisins. The name “doughnut” may refer to the nuts put in the middle of the dough ball to prevent an uncooked center or possibly to “dough knots” – another popular shape for the olykoeks. Today, “doughnut” and “donut” are used interchangeably.

There are three stories about why doughnuts have holes in the center. In 1847, Elizabeth Gregory was known for making a very fine olykoek with a hint of nutmeg and a filling of hazelnuts or walnuts. Her son, Hanson Crockett Gregory was a 16 year-old sailor who

invented the doughnut hole. One story says that on June 22, 1847, Captain Gregory's ship hit a sudden storm. He impaled the doughnut as a spoke on the steering wheel to keep his hands free. The spoke drove a hole through the raw center of the doughnut. Captain Gregory liked the doughnuts better that way, and the doughnut hole was born. In the second story, he didn't like nuts, so he poked them out and ordered the ship's cook to remove the centers from doughnuts. The third version comes from an interview with the Captain Gregory in the Washington Post. Gregory didn't like the greasiness of doughnuts twisted into various shapes, or the raw center of regular doughnuts. He suddenly had the idea to punch a hole with the ship's tin pepper box. When he got home, he taught this new doughnut trick to his mother.

Making a hole increased the surface area exposed to the hot oil and eliminated the uncooked center.

"Now in those days we used to cut the doughnuts into diamond shapes, and also into long strips, bent in half, and then twisted. I don't think we called them doughnuts then--they was just 'fried cakes' and 'twisters.'

"Well, sir, they used to fry all right around the edges, but when you had the edges done the insides was all raw dough. And the twisters used to sop up all the grease just where they bent, and they were tough on the digestion."

"Well, I said to myself, 'Why wouldn't a space inside solve the difficulty?' I thought at first I'd take one of the strips and roll it around, then I got an inspiration, a great inspiration. I took the cover off the ship's tin pepper box, and--I cut into the middle of that doughnut the first hole ever seen by mortal eyes!"

"Well, sir, those doughnuts were the finest I ever tasted. No more indigestion--no more greasy sinkers--but just well-done, fried-through doughnuts."

For items 2.6 – 2.10 circle the best alternative.

2.6. Which of the following was NOT a nickname for doughnuts as described by Captain Gregory?

- A. olykoeks
- B. twisters
- C. fried cakes
- D. greasy sinkers

2.7. What inspired Captain Gregory?

- A. He wanted to think of a new name for doughnuts.

- B. The idea that he could put filling in the doughnut
- C. The idea of cutting a hole into the center of the doughnut.
- D. The idea of starting a bakery

2.8. Captain Gregory...

- A. improved the doughnut
- B. brought the donut to America
- C. invented the doughnut
- D. added filling to the doughnut

2.9. The first doughnuts brought to America by the Dutch were....

- A. yellow
- B. sour
- C. bitter
- D. oily

2.10. Why do you think the Captain Gregory was interviewed?

- A. They believed someone else invented the doughnut hole.
- B. They wanted to know the places he had sailed to.
- C. They were interested in why doughnuts were so greasy.
- D. They wanted to know how the doughnut hole came into being.

Rewrite items 3.1 – 3.10 as instructed without changing the meaning

3.1 What a nuisance it is to wait three hours for the next bus!

(Begin: Having)

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3.2 Sam is in Sydney. He will return home next December. His relatives are anxious to see him.

(Combine into one sentence using: looking forward)

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3.3 If you go to town, do check on her please.

(Begin: Should)

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3.4 The teams drew their first match.

(Begin: Their first match)

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3.5 “Whom does she want now?” the chief asked the residents.

(Begin: The chief)

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3.6 Although Sheila was feeling quite unwell, she managed to pass her examinations.

(Rewrite using: in spite of)

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3.7 Everybody was surprised that he was appointed minister.

(Rewrite ending surprised everybody.)

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3.8 It was very hot but we worked on the farm throughout the day.

(Begin: Hot)

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3.9 The farmer did not appreciate how often he used his tractor until it broke down.

(Begin: Not until)

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3.10 I did not see him there. Nobody else saw him there either.

(Rewrite as one sentence using: either)

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For items 3.11 – 3.20, select the best alternative by putting a circle around the best choice.

3.11 I am going to give away this sofa, it takes too much space.
A. down B. up C. off D. away

3.12 There was a time when he French fluently.
A. speaking B. is speaking
C. used to speak D. would have spoke

3.13 I am coming in your car,?
A. don't I B. isn't it
C. shan't I D. aren't I

3.14 She wore shoes.
A. old leather brown
B. leather old brown
C. brown leather old

- D. old brown leather
- 3.15 Mr. Carton is very sympathetic his staff.
A. to B. for C. at D. of
- 3.16 She used a little butter. This means:
A. She did not use much butter.
B. She did not like butter.
C. She does not eat butter anymore.
D. She use enough butter.
- 3.17 Nothing ever happens here. This place is completely.....
A. drown B. gone C. over D. dead
- 3.18 depends on how much time she has.
A. Whether she call again
B. Whether will she call again
C. Whether she will call again
D. However will she call again
- 3.19 We to the National Theatre every year for the festival.
A. were going
B. used to go
C. had going
D. been
- 3.20 She gave
A. the money to John
B. to John the money
C. the money John
D. John the money

END