

Name:

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112/2
ENGLISH LANGUAGE
PAPER 2
July/August

2 hours



WAKISSHA JOINT MOCK EXAMINATIONS

Uganda Certificate of Education

ENGLISH LANGUAGE

SUMMARY, COMPREHENSION AND GRAMMAR

Paper 2

2 hours

INSTRUCTIONS TO CANDIDATES:

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

For examiner's use only

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

1. Read the passage below and answer the questions that follows it.

Nearly half of the children born to married parents in this country go through a divorce experience before they are eighteen—about one million children each year. For these children, even more than for their parents, divorce can be an extraordinarily difficult experience. For adults, a divorce may offer advantages - pursuit of a new career, a new hobby, a new spouse, or a new lover. For them, the divorce, although painful, can be a net gain. But children see no benefit in divorce. The end of their parents' marriage is a complete loss, turning their lives upside down.

Reactions vary with age, but across the board, children experience feelings of confusion and betrayal as they watch their family fall apart and feel neglected while their parents struggle with their own problems. They just wish their parents would get back together and shape up. But, beyond these initial reactions, how much does divorce affect children in the long run? Do they suffer permanent psychological and physical problems? Do they have trouble in school? Are they “victims” of the breakup in the same way some adults are? This issue of how much and how divorce affects children's well-being has attracted a lot of attention from researchers. A computer search of books and articles in the database PsycINFO reveals more than four thousand on the topic of “children of divorce”—half of them in the past decade.

The main goal of research on children of divorce has been to compare the functioning of these children with that of children in intact, two parent families. These comparisons provide ample evidence that children from divorced families have more behavioral, emotional, health, and academic problems. As we will see, the differences are not large and they are not necessarily permanent; nor are all children affected equally. But the differences are consistent across studies and statistically significant. Compared with children in intact families, children from divorced families are more likely to have conduct problems and show signs of psychological maladjustment: they have lower academic achievement, more social difficulties, and poorer self-esteem.

Researchers have also discovered that there are more subtle costs for children when they have to cope with their parents' divorce, costs that do not necessarily show up on standard tests of achievement, behavior, or health. These emotional costs include embarrassment, fear of abandonment, grief over loss, irrational hope of reconciliation, worry about their parents' well-being, anxiety about divided loyalties, and uncertainty about romantic relationships. In the early years after their parents' divorce, all children feel sad and almost all feel angry, and these feelings do not disappear easily. In one study of college students, researchers found that those who had experienced their parents' divorce reported distressing feelings, beliefs, and experiences. These were resilient young people and the divorce had occurred years earlier, but still they harbored painful feelings.

Children who are a little older are likely to find divorce bewildering. These preschool-age children don't understand what is going on. They don't know what the words “separation” and “divorce” mean. They don't understand why Daddy is leaving, why Mommy is crying. They are confused because they conceptualize a relationship only in terms of the person's physical presence. For them, love is being with the person. At this age children are frightened when the parent leaves, afraid of being left alone, anxious about being abandoned. If Daddy has left, who is to say that Mommy won't stop loving them and leave too? They are afraid about who will take care of them if Mommy does leave. Compared with older or younger children, these children are most distressed and upset, most vulnerable to feelings of loss and rejection. They have the most intense reaction to parents' separation of any age group.

Source: Divorce : Causes and Consequences, Clarke-Stewart, Alison, (2006)

Question

In about 130 words summarise the effects of divorce on children.

SUMMARY

ROUGH COPY

Turn Over

FAIR COPY

Total marks for Q. 1	
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2. A. Read the following passage and then answer the questions that follow.

THE **modern problem** of smoking primarily concerns the children. We adults must make up our own mind. What we did at first in ignorance, and later because of habit, does not now apply, as we now have more knowledge about smoking and we must not fail to use it for the younger generation. Those most in contact with children obviously have to make an effort not to smoke, or at least to explain their smoking to their children almost as an illness or habit. Children today are subjected to an environment where smoking is natural, **taken for granted**, and it is the non-smoker who is scorned and an outcast.

Clearly parents who smoke are **at a disadvantage in trying to restrain** their children. But nothing is lost if the smoking habits of older people can be linked to some specific period of strain or difficulty which can be explained to the children, instead of leaving them to think that smoking is as inevitable as eating, drinking and loving. It is not easy to convince children about the advantages of not smoking if they are used to seeing their parents with cigarettes, watch them offer cigarettes as a ritual to callers, give cigarettes for festive presents, see the relaxation of the evening grow around a pipe, experience the air of irritation when an adult gives up smoking. At the same time the parent may be beloved, adored, an example in all things. How, in this one matter, can faults in parents be suggested without the child losing all faith?

It is something if parents regretfully explain their addiction - this is more use than just ordering them not to smoke. Without seeming mean, it is also possible to stop having boxes of cigarettes lying around to be offered automatically to visitors. If you make children believe that it is a part of good manners in society to always be pushing cigarettes at visitors, they automatically absorb this useless habit.

The teacher who feels guilty about his small pipe of tobacco might-well conclude that **any sacrifice is wasted on his part** as his pupils see every day newspaper headings and television commercials full of praise of various tobaccos or cigarettes. In newspaper photographs of famous personalities, or ordinary people suddenly in the news, the pipe or cigarette is often an automatic part of the picture. To suggest wealth the cigar appears. Famous people lend their names to exploitation by tobacco firms. Every effort is made by a clever and resourceful advertising industry to suggest that smoking has to do with romance, with confidence and success, with relaxation or with concentration, whichever suits. They use the idea that any man or woman without a cigarette is not properly dressed.

To stop children smoking is not an easy matter, but some start could be made. Strict rules against smoking may **increase its pleasures**, but the possibility of punishment in schools could help. The restriction of smoking in public places, for instance the cinema; the removal of all advertising and a period of publicity showing the hazards of cancer; a deliberate attempt by parents, teachers and doctors, and others, who may set an example – all these are needed, together with a general assault on air pollution. .

(From *The Common Sense of Smoking* by C. M. Fletcher)

Answer questions 2.1 to 2.5 on the question paper.

- 2.1 What is the main problem in the first paragraph that is to be dealt with in the passage?

.....
.....

Turn Over

- 2.2. What excuse does the author suggest older people should give to children for their smoking?
.....
.....
- 2.3. What does "offering Cigarettes as a ritual for callers" mean?
.....
.....
- 2.4. To stop children thinking that smoking is necessary for entertaining guests, what does the author suggest?
.....
.....
- 2.5. Give the meaning of the following phrases as used in the extract.
- (i) modern problem
.....
 - (ii) taken for granted
.....
 - (iii) at a disadvantage in trying to restrain
.....
.....
 - (iv) any sacrifice is wasted in his part.
.....
.....
 - (v) Increase its pleasures.
.....

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

Ochola learned from his friend that the steamer had been delayed for two hours. It would now leave Kisumu at noon. He was most disappointed. Nyapol already looked bored and this was going to make her even more resentful. Such delays were bad omens, particularly when you had a long journey ahead. A pile of cargo had just arrived by goods train and had to be loaded before the steamer left Kisumu. He thought it wise not to tell his wife what had happened.

The wagon train stopped with a jolt and all eyes turned towards it. Within minutes, the wagon was surrounded by half-naked men, some of whom had quickly climbed on to it. Then a song broke out,

'Harambe! ee!

'Harambe! ee!

The men had not finished uttering the words when one man stepped forward and bent below the wagon, his friends whisked the bag load and rested it on his back lengthwise. The man trotted pitifully with the load, towards the steamer. He hesitated on the pavement, bent to one side and the bag fell to the ground. The man straightened his back and ran back to the wagon.

The song continued several times as the men tottered along with the bags, which looked bigger than themselves. The contents might have been maize, millet, or groundnuts, each weighing up to two hundred pounds. Nyapol found it inconceivable that the same men she had watched trotting with heavy bags on their sweaty backs went back to the wagon laughing among themselves and grinning at the stupefied passengers. Once they were back at the wagon, they wasted no time before taking on another load. In fact, it looked as if they were competing to see who could carry the greatest number of bags.

It was not anger that made Nyapol's eyes sting with tears. It was pity. Though the men obviously looked happy and proud of their work she concluded that they had been bewitched—laughing under such conditions was lunacy.

When the men finally began to show signs of exhaustion, Nyapol lost her control and sat there, sobbing quietly. An hour must have passed. The sun was high in the sky and beat furiously upon the naked chests of the labourers. They were perspiring heavily and beads of sweat from their heads poured down their faces and mingled with those on their chest. Their worn-out backs were white-washed with dust from the bags, while their once protruding bellies were now sunken.

'Why waste your tears? The men have chosen the job themselves. They are neither slaves nor prisoners: they are just normal men who have come to town to earn money to buy things for their wives,' explained Ochola, seeing his wife looking at the labourers and weeping for them.

'Ridiculous! Only bewitched men could willingly choose such a job! A man whose wife is bewitched as well.'

Ochola tried to explain to his wife about contract jobs but she would not try to understand. He was not in a mood to argue; he soon kept quiet and let his wife recover on her own. Nyapol jumped as the giant steamer boomed a loud warning. She was so frightened that she stood up and gripped Ochola's hand. Ochola soothed her.

'That's the signal to tell us that we should go on board,' he explained. 'There will be another hooter to announce the departure of the steamer.'

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

2.6 Ochola thought it wise not to tell his wife what had happened,

- A. because it would make her more annoyed.
- B. so that the time would seem to pass more quickly.
- C. because the late departure was a bad omen.
- D. because they had a long journey ahead of them.

2.7 The men began to sing,

- A. because they were happy.
- B. because they were unhappy.
- C. to get ready for work.
- D. so that they could climb quickly on to the wagon.

Turn Over

- 2.8 The man hesitated before he put the bag on the pavement,
- to make sure he put the bag in the right place.
 - because the bag was too heavy for him to carry further.
 - because it was difficult to stop with the load on his back.
 - because he was mounting the pavement.
- 2.9 From the passage we could guess that 'inconceivable' means:
- likely.
 - unlikely.
 - impossible.
 - amusing.
- 2.10 Nyapol concluded that the men had been bewitched because,
- they looked happy at their work.
 - they were proud of their work.
 - they were happy and proud at their work.
 - they were laughing.

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

3. 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 The referee declared the game a draw. (Rewrite in the passive)

.....
.....

- 3.2 The parents did not know that their son had been dismissed from school. (Rewrite to use: aware of)

.....
.....

- 3.3 "I am the most brilliant student in the whole class;" Solomon said.
(Begin: Solomon boasts)

.....
.....

- 3.4 Wars are horrible. Mere words cannot describe them.
(Join into one sentence using: more.....)

.....
.....

- 3.5 Although he worked hard to get the job, acute cholera attacked him soon after he had got it. (Rewrite using: taken ill.....)
-
.....

- 3.6 If the kitchen staff went on strike, the students would be asked to prepare their own meals. (Begin: Should the kitchen staff.....)
-
.....

- 3.7 No one has succeeded in stopping corruption and killings. (Use:....failed to...)
-
.....

- 3.8 If my brother had not worked hard to educate me, I would have been a street boy. (Begin: But for)
-
.....

- 3.9 He was disgusted by her snoring. (Begin: What)
-
.....

- 3.10 He carried only certain items. He considered such items essential for his journey. (Join the sentence using: “such”)
-
.....

Marks for Q. 3A	
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- 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 He was warned not to his money.

- A. free
- B. un fasten
- C. loose
- D. lose

- 3.12 She climbedthe ladder and cut the wood.

- A. down-up
- B. on-up
- C. up-down
- D. up-up

Turn Over

- 3.13 I have told you.....I know.
 A. all what
 B. all which
 C. all that
 D. all along
- 3.14 I will marry.....I like.
 A. whoever
 B. whoever
 C. whatever
 D. whomsoever
- 3.15 Fortune always favored the rich and made.....richer.
 A. them
 B. us
 C. her
 D. him
- 3.16 Many students..... failed this term.
 A. has
 B. are
 C. have
 D. were
- 3.17 Once upon a time.....our cows.
 A. there wear
 B. their were
 C. there were
 D. there ware
- 3.18 Teachers often scold students for inattention.....their words.
 A. in
 B. through
 C. with
 D. about
- 3.19 Bread and butter.....his favourite food.
 A. have been
 B. were
 C. is
 D. are
- 3.20 New tools make child's play of formerly.....jobs.
 A. bark-breaking
 B. back breaking
 C. back-broken
 D. buck-breaking

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

END