

Names:.....Index No:.....

School:.....Signature:.....

112/2
ENGLISH
LANGUAGE
Paper 2
July 2023
2 hours



THE ENGLISH FRATERNITY 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 following passage and answer the question that follows it.

Current studies in the recent decades have documented the value of eating breakfast to a child's ability to learn, think quickly, pay attention and get along well with others. In a report in the archives of the Pediatric and Adolescent Medicine Dr. J. Michael of eating Massachusetts General Hospital in Boston and his co-authors assessed the effects of eating school breakfast on the academic and emotional functioning. They studied over 100 children in an inner city elementary school in Baltimore and Philadelphia.

When school breakfast was made available to all children regardless of family income, the number of youngsters who ate it doubled, giving the researcher an opportunity to measure the results before and after. They found that those who often ate school breakfast got higher grades in Maths and were less likely to be described as depressed, anxious or hyperactive by parents or teachers.

In addition to improving psychological dimensions, those youngsters who started eating breakfast under the universal feeding programme improved their Maths grades, school attendance and punctuality.

Children who regularly eat breakfast think faster and clearer, solve problems more easily and are less likely to be fidgety and irritable early in the day. Recent studies show that children who skip breakfast are not as adept at selecting information they need to solve problems.

Ability to recall and use information, verbal fluency and attentiveness are hurt by hunger. Earlier studies showed similar effects of skipping breakfast among teenagers and adults. Over all, breakfast skippers were less productive and handled tasks less efficiently than those who ate breakfast. Among both young and elderly adults, skipping breakfast impaired memory and mental performance.

You don't have to be a scientist to realize that it is hard to concentrate on mental challenges and to maintain a pleasant, patient demeanor when your growling signals a fall in blood glucose, and when the supply runs low, it is forced to depend on the stored fat, a less efficient source of fuel.

Performance questions aside, the goal of many breakfast skippers is to save on calories. However, calories consumed early in the day are least likely to put on pounds, and skipping any meal simply increases the temptation to eat a high calorie snack or overate at the next meal.

In fact, the leanest people tend to be those who ate three or more meals a day. Then there is the matter of nutrients. Breakfast may be the only time during the day when a child or adult consumes fruit juice and milk, making an important source of Vitamins C and D and Calcium.

Studies of teenagers have shown that those who skip breakfast have an intake of calcium and Vitamin C that is 40 percent lower and an iron percent lower than those who eat breakfast. These nutrients are most critical during the years of growth and development.

Further given the demands of modern living, breakfast may be the only meal teenagers regularly eat at home and the only one over which parents might have some say.

(Source: The New Vision)

Question:

In about 135 words, summarize the benefits of taking breakfast and the dangers of skipping it. *(20 marks)*

ROUGH COPY

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

FAIR COPY

MARKS FOR Q1	
--------------	--

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

The assembly hall was packed to capacity. Everybody was wearing a **grave expression** on his or her face. The teachers were dressed in dark suits, white shirts and black ties and sat at the front row. The English headmaster was at the back of the hall as was his habit on such occasions, smoking a pipe and apparently absorbed in deep reflection. The occasion was an especially important meeting of the debating club to debate the motion that ‘the present self-governance arrangement should be extended for a period of five years to allow Ugandans to get adequately prepared for independence’. The deputy headmaster was the chairman. The proposition side was led by the history teacher, Mr. Roman, seconded by Katera, the head prefect; while the opposition was led by Mr. Bangirana, the Mathematics teacher, a Ugandan who was a Member of Parliament, assisted by the president of the debating club, Kasikura. There was an undercurrent of tension, but everybody was conscious of the need for tolerance and responsibility.

The future of the country was at stake and everybody rose to the occasion, at least judging by expressions on their faces by the usual level of restraint in interrupting speakers, and by the impressive effort which every speaker made to find lofty phrases to express his patriotism and readiness to serve the country. Occasionally, **inflammatory phrases** slipped through the otherwise responsible tone of the speeches, but the chairman quickly re-established decorum through deep grunting sounds in his throat and well-timed side-glances at the speaker who strayed outside the latitude of responsible criticism.

When words like “Imperialism” and “exploitation” were used, the chairman wrinkled his face into the agony of being betrayed and that switched the attention of the audience away from the speaker. The speaker would instinctively follow the eyes of the audience, turn and encounter the agony on the face of the deputy headmaster. One glance was enough to force the speaker to moderate his language. There was a continuous low murmur as teacher after teacher, most of them British, took turns to plead passionately for patience and common sense. Nobody was saying that independence was bad, but Africans needed time to acquire the necessary skills to run a modern state. Time was needed for old tribal hostilities to subside, for religious animosities to be brought under control, and for the general populace to be educated about democracy. The audience listened patiently, saw the logic behind the arguments and duly clapped for the effort in erudition made by each speaker; but there were no loud cheers, no enthusiasm in the clapping except for the two Ugandan teachers who **denounced imperialism** without any reservations, and called for the immediate departure of colonial administrators.

When the leader of the opposition rose to speak, he was cheered wildly, mainly on account of the reputation which he had established in Parliament as a man who had lost patience with the pretensions of colonial goodwill.

“If they are so kind-hearted as to care for our education and democracy, why don’t they stay here after our independence and give us that education without being our rulers?” Loud cheers from the students forced him to take a break.

“How can we learn about democracy when they have never allowed us to practise it? Why did they wait until we asked them to go away before they could remember their self-assigned duty?” Again loud cheers erupted from the listeners.

The chairman shook his head in disappointment so that the cheerers restrained themselves. Several white teachers **got red** in the face and around the ears. One of them stormed out of the hall. Some of the students cast shy glances at the headmaster but he maintained a calm remoteness, like a sage. Some of the students refrained from further cheering. They became uncomfortable because they were torn between their emotions and their respect for school authorities.

Questions:

2.1. Suggest a suitable title for the passage.

.....
.....

2.2. Which side of the debate did the headmaster support? Give reasons.

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

2.3. Why was Mr. Bangirana’s speech treated with great excitement?

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

2.4. Outline at least two reasons why there was need to delay independence.

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

2.5. Explain the meaning of the following words or expressions as used in the passage;

(i) grave expression

.....
.....

(ii) inflammatory phrases

.....
.....

(iii) denounced imperialism

.....
.....

(iv) got red

.....
.....

MARKS FOR Q2A	
---------------	--

(10 marks)

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

On a Friday morning Jonah was summoned to the principal's office. As he climbed the ink-stained stairs, he had grave misgiving because he knew the principal was the sort of man described as long suffering; this meant that instead of having a boy flexed edgewise over a table and giving him a dozen strokes he vented his dispensing of "moral tonics." These either took the form of the boy finding himself at the bottom of his form for the term or his father receiving a stern reminder that his boy could not expect a helpful testimonial by which to procure his future advancement when it would be the school's pleasure to shed him on the world at large: Jonah had recently found himself in the principals bad books.

Jonah knocked freely at the door of the principal's office and waited. No answer came, out even the shuffling of papers from inside, but we knew that no one over entered the office without knocking at least twice, so he knocked again, more firmly. "Come in!" came the faint and distant response of a man much harassed by work. Jonah opened the door stepped inside and hesitated to allow the principal to change his mind.

"Come in and close the door. Keep the draught out". The principal said and Jonah moved nimbly into the office shutting the door behind him. His eyes did not look up. His upper lip was screwed up characteristically as if the room was full of bad smells.

Jonah moved forward and stood with his hands behind his back expecting the worst.

"What is it?" The principal asked at length, pretending absent-mindedness.

"You sent for me, sir?"

He looks at Jonah over his half lenses with the persistence of a judge who does not believe the evidence and trusts his own dissecting powers to shell out the truth.

"Ah! Yes" he said. Resting his papers and learning back in his rotating chair, his large hands cradled over his stomach. He stared at Jonah for time and then appeared to have come to a decision. "You know I have a good mind to punish you?"

“You have a perfect right, sir.” Jonah replied before he could stop himself. The principal’s eye tightened.

“You were very rude to me the other afternoon”.

“Rude, Sir?”

“Yes, ‘rude you’ve got a good brain Jonah but you won’t use it. All these novels you read instead of doing your work won’t get you anywhere. Luckily for you I know your mother well. We went to school together, that’s why I have been so patient with you”. Jonah tried to thank him but he couldn’t form the words. Instead he murmured something about the heat.

“This is not the first hot weather we’ve had in Africa. Anyway that wasn’t why I sent for you.” Jonah’s knees buckled with relief as if they had been struck from behind and were held on momentarily to the desk.

Questions:

2.6. The headmaster is described as “long-suffering.” This means that he;

- A. was able to bear pain well.
- B. was very patient with wrong doers.
- C. had been ill for some time.
- D. made people suffer for their mistakes by beating them.

2.7. In paragraph 1 we are told that the headmaster

- A. believed in giving boys daily dose of medicine.
- B. preferred to punish boys by beating them.
- C. always found a boy a job when he left.
- D. sometimes punished a boy by sending him to the bottom of the class.

2.8. The headmaster’s lip was “screwed up characteristically.” This was

- A. just a habit he had acquired.
- B. because there was a bad smell in the room.
- C. the result of an accident he had.
- D. because he was providing.

2.9. The words “trusts his own dissecting powers” means

- A. relies on his own ability to get to the bottom of things
- B. believes he is telling the truth
- C. knows that he is always honest.
- D. believes that he is better at dissection than anyone else.

2.10. The headmaster says that if Jonah continues to read novels

- A. his brain will be ruined.
- B. he will not make a success of his life.
- C. his mother will take him away from school.
- D. he will never be anything but rude.

MARKS FOR Q2B	
---------------	--

(10 marks)

3A. Rewrite the following as instructed. Do not change the meaning.

3.1. "I saw my uncle two days ago," said my sister. (Use **reported speech**)

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

3.2. I have used this bus for ten years. In spite of this, I cannot tell its registration number.
(Begin: **Despite**.)

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

3.3. It is better to spend a holiday at the coast than to go overseas.
(Use "preferable" and begin: **Spending**.)

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

3.4. The only reason why they failed to take the trophy was that they didn't train hard.
(Use.**if**.)

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

3.5. You may be a good singer, but you still need to study music.
(Begin: **No matter**.....)

.....
.....

3.6. Everybody was surprised that she won the by-election.
(End. **surprised everybody**.)

.....
.....

3.7. The students sang the National Anthem after which their teacher told them to sit down. Begin: **Having**)

.....
.....

3.8. Prince Kiweewa cannot eat the meat of a dead animal under any circumstance.
(Begin: **Under**.)

.....
.....

3.9. In case the engine is serviced in time, the plane will leave the airport at 8.00 o'clock.
(Use "**unless**")

.....
.....

3.10. We all make mistakes. This cannot be disputed. (Join beginning: **That**.)

.....
.....

MARKS FOR Q3A	
---------------	--

(10 marks)

3B. Complete the following by circling the best alternative.

3.11. If they saw her, they would

- A. help her.
- B. have helped her.
- C. be helping her.
- D. have been able to help her.

3.12. She sent to call the priest.

- A. me and Suzan
- B. Suzan and I
- C. Suzan and me
- D. I and Suzan.

- 3.13. When asked about his future plans, the film star said he. another film the following year.
- A. will make
 - B. had been making
 - C. would be making
 - D. will be making
- 3.14. All of us were **taken aback** by the teacher's words. This means
- A. we had been reminded of the past.
 - B. we wondered what he meant.
 - C. felt astonished because we had not expected it.
 - D. we went to the back of the classroom.
- 3.15. I think we can go now because the rain has
- A. let up
 - B. let down
 - C. let off
 - D. let away
- 3.16. Her stubbornness resulted.....her failing all the papers.
- A. to
 - B. into
 - C. in
 - D. upon
- 3.17. We were sent to buy VIM, but we have been told that it was.....
- A. over
 - B. finished
 - C. out of order
 - D. out of stock
- 3.18. You had too much drink ?
- A. hadn't you
 - B. didn't you
 - C. wasn't it
 - D. had you

3.19. It is almost unbelievable.....she should fail to distinguish between her twins.

- A. why
- B. that
- C. when
- D. as

3.20. If I went there, Iher.

- A. could see
- B. would have seen
- C. could have seen
- D. would have been able to see

MARKS FOR Q3B	
---------------	--

(10 marks)

