

Preface

Concise O' Level English is an all-embracing tool covering all the areas of the O' Level English Language subject. The material has come out after a long period of preparation and research on the best approach to understanding the nature of the various areas of the English language examination. Some people tend to have a mistaken belief that English is a difficult subject. This is not TRUE! Keen interest by the learner, proper teaching methods, and revision help a great deal in grasping the concepts and skills. This is what this book is about.

Some general and thorough explanations have been given for Paper One questions, coupled with the skills and tricks to use in writing passages, letters, compositions, and other areas of functional writing. The book features some idioms and common mistakes in the English language. These will help you sharpen your English language skills and also prepare you further to excel in the subject. All the answers for Paper Two (112/2) have been provided, starting from 1993 up to 2017.

We hope this book will be a great tool to help you excel in the English Language subject, in addition to improving your personal English Language skills.

God bless you as we build for the future.

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Introduction to the English Subject

The English language is one of the most widely spoken languages in the world, second only to Chinese. That it is used almost everywhere is only one of the many advantages of learning the language. Knowing it makes it easy to access knowledge and information because it is the predominant language of academics all over the world, with a large amount of academic undertakings conducted, written and presented in English.

It is the primary language of business throughout the world. The ability to fluently speak the English language in addition to one's native language can be beneficial if one is seeking job opportunities with international companies. The ability to speak a language spoken by most business people is an advantage in doing business.

As the language is predominantly spoken throughout the world, international travellers may find that speaking English can make their travels a little easier.

The UNEB English Language Examination

The examination consists of two papers; **Paper 1 and 2. Paper 1 (112/1)** examines Composition writing while **Paper 2 (112/2)** examines Summary writing' Comprehension and Grammar.

The structure of English Paper 1 (112/1): Composition Writing

This paper, since 2013, is made up of **two** sections – **A** and **B**. You are required to attempt **two** questions in all, **one** question from each section.

Section A has only **one compulsory question**. This question requires you to write a composition of 150 – 200 words or any other length as a particular question may require.

Section B consists of **seven** questions. You are required to attempt **one** question out of the seven and write a composition of 500 – 600 words.

Time allocation: This examination takes two hours.

- (i) **Section A:** You are advised to spend about 5 to 10 minutes preparing; 30 minutes writing and about 5 to 10 minutes checking and correcting their work.
- (ii) **Section B:** You are advised to spend about 5 to 10 minutes preparing; 1 hour writing and 5 to 10 minutes checking and correcting their work.

Composition Writing

A **composition** is a piece of writing consisting of words and sentences put together in conventional patterns to bring out related ideas about a certain topic.

Generally speaking, a composition should have an introduction, body and conclusion.

(a) Introduction

This is the most important part of any writing. The introduction is intended to draw the reader into the body of the composition. It gives the necessary background to the composition and leads the reader to the body of the composition. It should be engaging and well-prepared so that the reader is encouraged to read the entire composition without breaking.

(b) Body

The body of the composition is where the writer elaborates, defends or expands the idea or ideas stated in the introduction. The entire facts and views are usually elaborated and narrated in the body part.

The body should be catchy and to the point. However, three main components are available in the body of any write up. First is elaboration where the information is refined or clarified with examples if any. Second is illustration, where the writer tries to make a verbal picture to give the readers a clarity of the topics. Well illustrated compositions are more understandable than abstract. Third is argumentation where a writer gives justification and finally makes inferences for the better understanding of the readers.

(c) Conclusion

Normally, the conclusion, which should be in form of a paragraph, is brief and concise. The purpose of the conclusion is to leave the reader with an idea or thought that captures the message expressed in the body.

Composition writing tips

When you write a composition, you put your own words and feelings together. Based on the objective, you choose a suitable type of composition.

Below are some simple and understandable steps that will help you write a good composition.

Provide a visual picture: Give the reader a visual picture so that he/she can relate to the situation properly. In brief, make the reader understand the message throughout your composition.

Use suitable keywords: Choosing right keywords is important for the writers to convey their opinions or thoughts to the readers. The chosen words add the essence to each composition.

Frame your sentences properly: You must accurately frame your sentences such that the composition is well organised and engaging.

Explain your ideas: Narrate or clarify the main idea in the first paragraph and then explain it with examples.

Use active verb: In composition, the use of active verb is most appreciated. Subject-Verb agreement should be followed in the composition. Examples of this are given under the section on “*Qualities of a good composition*”.

Revise your composition: Revision is essential as it allows you to determine your weak areas in the paragraphs. Writers can make their compositions better through a detailed revision process.

Creativity: Be original in presenting your thoughts. The more original and creative you are, the more you can freely and clearly express yourself. Use figures of speech such as idioms, similes and metaphors where possible. A section on some idioms is provided in the introductory section of this book.

Qualities of a good composition

(a) **Accuracy:** The accuracy of a composition is determined by:

(i) **Correct use of tenses:** You should know which tense to use and when. Many people have a tendency of mixing up tenses. Consider the following examples:

“When we were still waiting, the headmaster **come**”. *Wrong*

“When we were still waiting, the headmaster **came**”. *Correct*

“Yesterday he told me that he **is** hungry” *Wrong*

“Yesterday he told me that he **was** hungry” *Correct*

Similarly there is a tendency of mixing up singular and plural forms. For example:

“The **girl have** gone”. *Wrong*

“The **girls have** gone”. *Correct*

“The **dogs barks** at night”. *Wrong*

“The **dogs bark** at night”. *Correct*

Note: The above examples illustrate Subject-Verb agreement.

(b) Vocabulary use: avoid using words whose meanings you are not sure of. Many candidates tend to use **high-sounding words** to impress the examiner. This should be avoided. It is better to use simple and straightforward language in which you can easily express oneself.

(ii) Correct spelling: Be very careful to correctly spell the words. Many times spelling errors arise from confusing words with the same pronunciation but different spelling (**homophones**).

(iii) Correct punctuation: Punctuation includes the proper use of punctuation marks and capitalisation. For example, it is wrong to state a question without a question mark or writing direct speech without quotation marks. *Read more about this on page 16 (Punctuation)*

(c) Fluency: Fluency is the smooth flow of the composition. This depends on the correct use of grammar and syntax. Syntax is the correct order of words in a sentence. To achieve this, the composition should contain:

- (i) short simple sentences which follow each other in a logical sequence.
- (ii) properly planned paragraphs with ideas or points presented in an organised and logical manner.
- (iii) relevant points or ideas. You should stick to the subject or theme of the composition; all ideas must be relevant to the topic/question.

(d) Originality and creativity: In order to write a good composition, you are expected to be original in presenting your thoughts. The more original and creative you are, the more you can freely and clearly express yourself.

(e) After writing the composition, it is necessary to read through and make corrections where necessary. This is the opportunity to check whether you have written a good composition. (How appropriate are the words used? Are there mistakes in grammar, spelling and punctuation?)

Types of compositions

There are different types of compositions and each type follows some specific rules. There are basically five types of compositions: Narrative, Expository, Argumentative, Descriptive, and Situation compositions.

1. Narrative Composition – Telling a story: This type of composition gives the readers a thorough experience of an event. It is naturally explained and hence, it represents an impression about the entire scenario. What happened and the entire process of any event is clearly discussed for the better understanding of the readers.

If you want to tell or talk about a certain scenario or situation and make the readers feel like they are actually witnessing it, the best way to do that is using the narrative composition.

You tell a story about a real-life experience which you may have witnessed, heard or read about; or imaginary events, which happened in the past.

When writing a narrative composition, you should try to involve the reader by making the story as vivid as possible in order to produce powerful feelings or strong, clear images in the reader's mind. That way the reader develops a feeling of being part of the story because the composition gives the reader a sense of actually witnessing the events in the composition.

Example of a narrative composition

THE IMPORTANCE OF A CHILD'S GIFT

On the first day of my secondary school, my teacher, Mrs. Rhoda, told a story about her husband, Dennis, who is a brain cancer survivor. She became emotional as she talked about their journey through his treatment and recovery. I have never seen a person radiate so much hope from an adverse situation. After what she experienced with Dennis' illness, she dedicated part of her life to helping people in similar situations. She told us about a local organisation she was part of called *Positive Living*, which supports and comforts families with a member suffering from brain cancer. Her strength and attitude towards her situation inspired and made me realise some significant lessons about positivity, love and hope.

My parents taught me from a very young age that making wise choices with my money is important. This financial wisdom led me to save my money. I would always set aside part of my pocket money. One day, I was looking at the money that I had saved, wondering what to do with it. I did not feel like any travels or concerts was worth my savings. I thought about the stories Mrs. Rhoda had told us about Dennis and all the other remarkable people she worked with. I decided that was where I wanted my money to go. I started putting some money aside every month and a little extra at Christmas and on my birthday. By the year end, I had saved over a million shillings, one thousand three hundred and twenty thousand shillings to be exact.

As the last day of school approached, I used the money to buy a gift for Mrs. Rhoda and I told my parents about it. It was a diamond necklace. My mother helped me wrap the heart-shaped box containing the diamond necklace. After all the other kids had left on the last day of school, I handed Mrs. Rhoda the present. As she opened it, I told her that I wanted the necklace to be auctioned at the *Positive Living's* annual fundraiser and auction and the proceeds go to people like Dennis. She broke into tears and hugged me tightly. At first, I did not understand why – all the other kids had brought her end-of-the-year gifts. What was so special about mine?

It was until the third term that I began to understand the meaning of that little box containing the necklace. I was invited to *Positive Living's* fundraising and auction. The night's theme was *hope and giving*. Many stories were shared; one of the most inspirational ones was of a young boy named Joel. He had a brain tumour. I remembered him from the stories Mrs. Rhoda always shared. She had explained to us that despite his sickness Joel always managed to have a positive and happy attitude. I understood then that it was people like Joel who kindled the hope that fuelled organisations like *Positive Living*.

At the end of the night's auction, people were asked to donate what they could. I was called on stage, and stood next to Joel's siblings. The auctioneer told everyone the story of my gift to Mrs. Rhoda, the nine hundred and ten thousand diamond necklace. He then asked for generous donations, working back from high Shillings amounts. At the end, he asked, "How

many of you are willing to do what a teenager did and donate such a necklace?” At that point, nearly everyone in the room raised their bidding numbers. I then realised that four months’ savings had become something bigger than that.

Today, I still try to stay with *Positive Living* and stay connected to Mrs. Rhoda. The joy that I found in this organisation never came from any recognition that I received for my action. I gained perspective and hope from the people that I met and worked with there. These events and experiences have taught me how much love can ensue in bad situations. I want to spend much of my life volunteering and hearing about new ideas and people. People may not always realise how big an impact one kind gesture can make. One teacher sparked a decision in my life that has changed how I live.

- 2. Expository composition – Presenting facts:** This type of composition explains any situation or character, gives directions, defines a term as well as makes something clearer to one who presumably does not understand it. Here, you put your effort to make the situation clear to the readers.

You try to expose some information and give facts to the readers to make them understand something. Expository composition explains or informs. You talk about a subject, situation or issue without giving your personal opinion.

Example of an expository composition

UNMASKING THE ‘KIFACE’ GANG

“A man accused by police of allegedly leading a criminal gang that has been terrorising parts of the country one time passed himself off as an army officer”, some of his associates said yesterday.

Bruce Bukenya, also known as BK, was part of the 30 individuals who were paraded before the media on Monday by the Inspector General of Police, an action which has since been denounced as unlawful by human rights activists and lawyers.

Two of the thirty people had said on Monday that Bukenya hired them to carry out the recent attacks on civilians. Bukenya was not allowed to speak. Later, a person who identified himself as an associate of Bukenya (names withheld) told us that he has always known him to be an army officer who owns a hand gun (pistol) and an AK47 rifle.

The Army spokesman however said Mr Bukenya is not one of them. “We have so many criminal impostors who sometimes pose as security operatives; who sometimes pose as journalists. We must get rid of them from our society. As UPDF we don’t get involved in these things,” he said.

Bukenya, who other sources thought was an intelligence officer in UPDF until his arrest is believed by sources to have one time worked at the New Nana Hostel located on Makerere Kagugube road near Law Development Centre.

However, when Daily Monitor called the known numbers of New Nana Hostel, a lady who picked the phone said she had never heard of such a person and immediately hang up. Daily Monitor also visited the hostel premises where another lady at the security desk said she neither knew Bukenya nor has the contact of the owners and managers of the hostel. She declined to say her name.

Instead, she asked our reporter to write down her contacts for the managers to get back to us when they returned. By press time, this had not happened.

A Makerere University graduate who lived at the New Nana Hostel between 2011 and 2014 identified Bukenya as a person who worked at the hostel during the time.

“He used to bully those who brought their girlfriends and boyfriends to sleep over, and if you hadn’t paid a bribe, you would face it rough,” the former student whose identity we cannot reveal for her safety said.

The former student said Bukenya worked at the hostel at least once a week. So why would officials at New Nana Hostel deny any knowledge of him? Interestingly, Daily Monitor had spoken to a male employee of the hostel who told this newspaper that Bukenya was indeed picked up at the hostel premises by individuals who looked like security personnel.

Sources told Daily Monitor that another guard at the hostel who once served alongside US troops in the Middle East was also picked up by what was believed to be state operatives. He was later released.

Bukenya is said to have served in a number of countries in the Middle East and in Afghanistan (2008 to 2009), both destinations where Ugandans have been performing guard duties at military sites, amongst other functions.

[Adapted from *Daily Monitor*, April 26th 2017]

3. **Argumentative composition – *Convincing the reader*:** This type of composition impacts on the readers’ feelings and thoughts. This kind of write up allows the readers to change their mind and opinion.

Here, readers get an argument that usually challenges their opinion on a certain issue. Writers try to make the readers convinced with their point of view.

You convince the reader to accept your point of view or reasoning. You must build a case using facts and logic, as well as examples, expert opinion, and sound reasoning. Present all sides of the argument, but be able to communicate clearly why a certain position is correct.

This composition appeals to the reader’s reasoning capability and feelings. You try to persuade the readers by giving an argument that will challenge their reasons with regard to their opinion and thoughts about something.

You can pick examples or facts such as from newspapers, journals, research reports or other people’s submissions and opinions to strengthen your arguments.

Unlike other compositions, an argumentative composition contains the opinions and feelings of the writer. You take a stand and convince the readers to agree with your point of view.

Example of an argumentative composition

Should Parents Monitor Their Children’s Internet Use?

The 21st century marked the digital age in the human history and humanity was introduced to the internet. It covers every field of specialisation today, starting at any information humanity ever acquired to online communication between individuals. Access to the internet requires interaction with a computer. The computer is proved by numerous researches to cause injuries to people if used uncontrollably; it is linked to obesity, irregular sleep cycles and shorter duration sleep, impaired vision, and loss of social skills. But there are more dangerous threats the internet is linked to that we need to protect our children from.

Protection of the personal information, while searching the web, is critically important, especially while using social networks like Facebook. It is the most popular way of communication with other people. Kids often are unaware of what information should not be shared, and in doing so, they expose themselves to the dangers of the internet. Using this information, sexual and other predators can stalk children on the internet and take advantage of their innocence. They can lure them into hazardous personal encounters. It is therefore necessary to talk with children about the possible consequences of posting their personal information on the internet.

As children grow and spend more time at school, parents are often afraid of them falling into bad groups. They do not know the difference between right and wrong; therefore they cannot distinguish a bad company from a good one. Some of their friends could be trying to convince them to use drugs, shoplift or do evil acts. The better way of dealing with it would be to talk about it in a neutral way, if nothing helps to oversee child's personal messages and to prevent it from happening. The more a child grows, the less he talks to his parents about what is going on in his or her life, about his friends, and where he goes after school. There may be no need to be worried, as he merely visits the cinema with his friends and by not telling his parents he tries to state a right of privacy and protect it. However he also could be bullied and threatened at school and afraid to complain to parents. More importantly, with the development of the technologies, such harassment can run on and on in any place the child goes and can happen every day. It could be rumours sent by emails or text messages posted on social networks, along with embarrassing images, videos, sites or fake profiles. Whether done using technology or in person, the effects of bullying are similar: they could lead to alcohol and drug abuse, skipping school, or having lower self-esteem, or even health problems. Whether a child experiences bullying or is not the object of harassment but is a bully himself, parents should not make a hasty decision to spy child's activity on the internet, as it only worsens things. The best way is to be comfortably talking to the child, asking guiding questions about what is going on in their life and how to stand up to bullies or why the behaviour of harassing other children is not the best to establish social status.

Children may also unwittingly expose their families to online risks by accidentally downloading harmful computer software. Malware can steal personal data from computers like passwords, bank accounts, and other sensitive information. These programs download and install onto themselves while visiting untrusted sites or phishing. Phishing is the use of emails that try to trick people into clicking on dangerous links and attachments. Young people are easy marks for scams that come with malware and dangerous emails.

The internet can pose dangers to kids, but it is not the internet to blame. In fact, it can open doors of wonder for children that previous generations could not even have dreamed of. The best foundation for protecting against internet threats is educating children and establishing comfortable communication with them fulfilled with trust and understanding, so they are willing to talk about what is going on in their lives.

4. **Descriptive composition:** This composition presents any situation in a realistic way so that a reader can realise your situation under the same circumstance. The main purpose of a descriptive composition is to describe. It paints a picture with words.

This kind of composition is created in such a manner that readers see or hear the same thing as the writer did. In brief, readers get the real and unhindered experience of the writer.

You might describe a person, place, object, or even memory of special significance. You should show, **not tell**, through the use of colourful words and sensory details.

The composition should appeal to the reader's feelings and thoughts. It should make the reader realise how the writer felt under certain circumstances.

A descriptive composition further makes the reader see or hear something as the writer saw or heard it. You try to describe what you saw and felt to the readers, making the readers see what you saw and feel what you felt.

Example of a descriptive composition

The holiday nightmare

The weather was cold and grey as usual at this time of year. The trees were all leafless, with autumn now just a memory. Christmas was just a few weeks away, and all the kids were looking forward to staying home from school for a few weeks and to the “big payoff” on Christmas morning. Not having to go to school was good, but usually by the time holiday was over, going to school was a big relief. No one there was fighting, and noise was not allowed. Right now, the world outside of home was more safe and structured, not chaotic, scary or loud. Even when bad things did happen, they were far away. With Daddy and Mummy around, being home was not usually a very pleasant experience.

We used to play outside in the bushes or at a friend's house. We knew everyone that lived on our road, and except for the peculiar old people who lived at the bottom of the hill, everyone was nice to us. In a small rural community, the only thing to worry about was crashing on a skate or frost bite from staying out too long. Besides that, the only rule was to be home before dark.

But that weekend morning was different. We were all home, and the day was starting off rather quietly. Daddy was sitting at his spot at the dining room table, and Mummy was preparing breakfast.

When the telephone rang, Daddy did not pick it up, even though he was sitting next to it. Mummy walked over behind him and answered the call.

“Hello? Hi, Joel. What? What are you talking about? How did this happen? Oh, my God, I don't believe it! When did they find her? Oh, poor Connie, how will she handle this?” Mummy's voice kept getting higher and higher in pitch, and the tears were starting to flow. This sort of response was totally uncharacteristic. We started figuring out what sort of gossip our next-door neighbour would have that would cause such a reaction. Daddy did not say anything, but somehow knew that what happened was completely extraordinary. There are events that alter the safety of the world. Feeling secure means being at home, no matter the atmosphere, with the door locked up tight.

When Mummy finally got herself under control, she said in a low voice, “Margaret was found murdered this morning near the leisure park.” Suddenly, our community became insecure where one of the neighbour's children was murdered. The thought that a murderer might be on the loose in our area was unprecedented. The idea of something like this happening to one of the neighbourhood children was almost unbelievable.

As the day wore on, this tragedy became part of our reality. Mummy was on the phone talking in hushed tones with the neighbours. The gossip mill was in full swing. Who did it? And why? Was it a stranger, or maybe someone we all knew? Police cars cruised up and down all day, looking everywhere. All three of us stayed close to home that day. No one was playing outside or calling us to come down the road to play. Daddy was glad not to have to get on us

too much to leave Mummy alone, or stop fighting among ourselves and be quiet. For just a short period of time, we were where we desired to be.

Going to bed that night and turning out all the lights was frightening. Every noise outside could be the killer walking through our yard. Every time the dogs barked, we looked outside to see if anyone was there. What if the killer was up in the bushes behind our house, or hiding in the garage? Being frightened of someone lurking outside was a new experience. Up until then, I never checked to see if the front door was locked before going to bed. But the events of that day brought home the reality that my chaotic home was as safe as Daddy and Mummy could make it. Home really was a haven, and real danger could be as close as the other side of that locked door.

5. Situational Composition - All questions under Section A of Paper One are in this category.

A situational composition is based on a given situation which involves viewing a visual text. You are required to write the text (composition) such as a letter, a speech, a report or an article to suit the purpose, audience and context. The points are provided. This calls for you building on those points with addition of relevant or related material. This type of composition tests your linguistic skills and ability to re-arrange and expand the points given. Situational compositions help you to develop your functional writing skills.

Below is a detailed analysis of functional writing.

Functional Writing

Functional writing involves expressing specific information to reflect real-life scenarios, situations or experiences such as:

- letter writing (personal and official);
- minutes of meetings;
- giving advice;
- speech making;
- memos/loose minutes;
- announcements;
- giving directions;
- report making;
- writing news and magazine articles;
- writing notices;
- recording police and other statements;
- writing wills;
- writing a Curriculum Vitae;
- dialogues (interviews, interrogations, conversations);

Below is a concise analysis of the commonest areas examined under functional writing – **Letter writing, writing reports, speeches and dialogues.**

Letter Writing

A letter is a written message addressed to a person or organisation. Letters are written for a specific reason; e.g. applying for a job; making a request; expressing an apology; making an invitation; expressing a complaint; making an enquiry, expressing thanks; etc.

Types of letters

- (a) **Informal letters** written to people you personally know well. They are also called personal or friendly letters. They mostly deal with social topics/issues.
- (b) **Formal letters** written in a polite formal style to an organisation, institution, company or to people one does not personally know. They could also be written to people we personally know but on a subject that is not personal/social; one that is purely official. These are also called official or business letters.
- (c) **Semi-formal** letters written to people one does not know well or those that one knows but one wants to be polite and respectful, e.g. to one's boss, teacher, guardian etc. These are also formal in a way.

Both formal and informal letters can be used to practise functional writing. Formal letters are typically used for official business, such as applying for a job, contacting individuals, companies or institutions for various reasons, etc. This letter should be written using more formal than daily informal language. One should avoid slangs and be polite and respectful even if one is complaining. The letter should not have flowery language and long words. It should be short, brief and to the point.

Informal letters are used when communicating with a friend or relative, for example, for the purpose of apologising, inviting, explaining, thanking, complaining or expressing feelings, etc.

Writing a letter

There are a number of conventions that should be used when writing a letter. When writing a formal letter, for example, try to be as simple and clear as possible. Do not make the letter longer than necessary. Avoid using informal language like contractions.

A letter has several parts:

Addresses:

1. The writer's address: This is normally written in the top right-hand corner of the letter.
2. The address of the person being written to (the inside address) should be written on the left, starting below your address and date - if it is an official letter.

N.B. Detailed explanation is given in latter sections under the different letter formats.

Date

Different people put the date on different sides of the page. You can write this on the right or the left on the line after the address you are writing to depending on the letter type. Write the month as a word, for example 12th December, 2017.

Salutation or greeting:

1. **Dear Sir or Madam,**

If you do not know the name of the person you are writing to, use this.

2. **Dear Mr Kabenge,**

If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs or Miss, you can use Ms, which is for both married and single women.

Body of the letter

Skip one line after the salutation and begin writing the body of the letter. The body of a letter contains the message. Here, more than anywhere else, the general principle of communication applies: say it clearly and briefly, so that the reader will understand the message properly and quickly.

Letters are normally single-spaced, with one blank line left between paragraphs while for others, the first line of each paragraph is indented. Detailed explanation is given in latter sections under the different letter formats.

Avoid very long paragraphs. Also don't use so many paragraphs. The sum of all this is that a letter should not be very long. The **first paragraph** should be short and state the purpose of the letter – to send a greeting, to make an enquiry, complain, request something, etc.

Provide a reason for Writing: If you are beginning correspondence with someone about something, or asking for information, begin by providing a reason for writing. Consider the following examples:

- *I am writing to inform you about ...*

- *I am writing to ask / inquire about ...*
- *I am writing to apply for the position of ...*

If the letter is written to express thanks, you can use the following **phrases of gratitude**:

- *Thank you for your letter of January 8th inquiring about ...*
- *We would like to thank you for your letter of January 8th asking for / requesting information about ...*
- *In response to your letter of January 8th, we would like to thank you for your interest in ...*

Examples:

- *I would like to thank you for your letter of January 22nd requesting information about our new publications on tree planting.*
- *In response to your letter of April 23, 2017, we would like to thank you for your interest in our products.*

The **last paragraph** should shortly summarise the intent of the letter and end with some call to action. Consider the following example:

Thank you for your consideration of my suggestions. I look forward to an opportunity to discuss this matter further.

Ending a letter:

1. **Yours faithfully**

End the letter this way if the salutation/greeting does not include the receiver's/addressee's name (i.e. when the name is not known to the writer).

2. **Yours sincerely**

If you know the name of the receiver/addressee end the letter this way.

3. **Your signature**

Append your signature, then write your name under the signature. If you think the person you are writing to might not know whether you are male or female, put your title in brackets after your name for example **Dennis Ssendagire (Mr)**.

Letter formats

Each type of letter as earlier stated is written following a particular format or style. There are three formats of letter writing:

(i) **Full block letter**

This format is used for formal letters. Letters written in the fully blocked format have the sender's address, recipient's address, date and closing all placed to left all starting from the left margin. The sender's address and date appear above the receiver's address. Paragraphs are separated by a space between them.

Plot 20, Kampala Road
Station Building
4th March 2018

The Manager
Gorilla Tours and Travels Ltd
P. O. Box 2957

Kampala-Uganda

Dear Sir

Re: **TRANSPORT REFUND**

I hereby bring to your attention my claim for transport refund from Upland Tours and Travel Ltd in regard to the services hired by my family and I during last Christmas holidays.

As you are aware, I hired your company's services for a tour with my family to Murchison Falls National Park; which included transport from Kampala to the national park and back; provision of accommodation and meals for a week; and tour guides.

However, on our way back, the van that was transporting us broke down and so we had to find our own transport back to Kampala.

The purpose of this letter, therefore, is to ask your company to refund part of the money that had been allocated for transport since I ended up spending more money than had been budgeted for as a result of using alternative transport means to Kampala.

Yours faithfully

..... (Signature)

KATO FRED

Note: No punctuation marks used.

Suggested examples of some of the structures for formal letters for different purposes:

Letter type	Opening remark/phrase	Closing remark/phrase
Application	I am writing in response to your advertisement in The Monitor Newspaper dated 5th June, 2018 and would like to apply for the post of manager in your company.	I sincerely hope that my application will be considered. Awaiting your favourable reply.
Complaint	I am a resident of the Wakiso village and I am writing to complain about...	I hope that my complaint will be looked into and a remedy found as soon as possible.
Invitation	On behalf of the school, I would like to invite you to our Annual Speech Day to be held on 15th March, 2018 in the school main hall.	I hope you will accept our invitation and we look forward to your presence on that day.

(ii) **Block format**

This is the format used for semi-formal letters. This kind of letter is also used for official or business purposes. The difference between this one and the full block letter is that the sender's address and date are positioned to the right hand top corner. The ending of the letter is also positioned to the right below the letter body.

Plot 20, Kampala Road,
Post Office Building.

4th March, 2018.

The Manager,
Upland Tours and Travels Ltd,
P. O. Box 2957,
Kampala-Uganda.

Dear Sir,

Re: TRANSPORT REFUND

I hereby bring to your attention my claim for transport refund from Upland Tours and Travel Ltd in regard to the services hired by my family and I during last Christmas holidays.

As you are aware, I hired your company's services for a tour with my family to Murchison Falls National Park; which included transport from Kampala to the national park and back; provision of accommodation and meals for a week; and tour guides.

However, on our way back, the van that was transporting us broke down and so we had to find our own transport back to Kampala.

The purpose of this letter, therefore, is to ask your company to refund part of the money that had been allocated for transport since I ended up spending more money than had been budgeted for as a result of using alternative transport means to Kampala.

Yours faithfully,

.....
(Signature)

KATO ALFRED

Note: The open punctuation system is used.

(iii) Semi-block letter format

This format is used for informal (personal or friendly) letters. An informal letter is written in an informal way. Such letters are written to relatives or friends, and to anyone with whom one has a social or non-professional relationship with. The sender's address and date are positioned to the right hand top corner. The salutation or greeting directly addresses the receiver by his or her name or the relationship he or she has with the sender, e.g. Dear Tom; Dear Daddy; Dear Darling; etc.

Ndeeba Secondary School
P. O. Box 12995,
Kayunga
7th April 2015

Dear Rhoda,

How are you my dear sister? I hope you are fine. Don't worry about me; I am very fine. I am now a very strong Daddy man you know. How are those wonderful brothers of mine? Pass them my greetings.

I received your letter. Thank you very much for writing. All my children and dear wife are fine. I am only sorry to hear that Mr Asiimwe is still sick I hope he will recover soon.

My journey back here was fine, though it was quite a long one. I wanted to travel by bus but all the buses were full! So I had no choice but to travel by taxi. The journey took four hours. By the time we reached, my legs were tired and my bottom was severely sore, ugh! Next time, I'm not going to use a taxi!

I am glad you have a new literature teacher. Work very hard Rhoda. I know you can make it. Follow the plan I gave you and put your heart to it. You will be successful. I am glad you're improving. Did I tell you that I was the best at the university too?

Finally Rhoda, I would like to wish you all the best in your studies and all your endeavours. Don't forget to always pray to God. I love you and miss you; can't wait to see you again.

Take care,

Dennis

Commonly used expressions for closing a personal letter

Goodbye; Yours; Yours sincerely; Sincerely; Yours truly; All the best; Miss you a lot; Love and kisses; Regards; With regards; With warm regards; Best regards; Best of luck; Take care; Please reply; Yours affectionately; Yours forever; Lovingly yours; Until next time; Take care; See you soon; Cordially; Cordially yours; Yours cordially; Your loving son/daughter/mum/Daddy; Best wishes; etc.

Writing a report

A **report** is an account made with the intention of conveying (putting across) information or certain events in a concise (brief and precise) and factual manner to the relevant audience. A report could be about current, recent or past events that one may have seen or heard about and it should be written in impersonal style; i.e. the reporter should avoid giving his or her *opinions* on the event, situation or incident he or she is reporting about. The report should strictly be based on the discoveries made concerning the event, situation or incident. In some cases however, the reporter may suggest some steps to take in response to the findings in the report.

Example: Assume you are the Head Prefect of your school; write a report to your headmaster on the water crisis in your school.

To: The Headmaster
From: The Head Prefect
Date: 4th March, 2018

Re: A REPORT ON THE WATER CRISIS IN OUR SCHOOL

This is to bring to your attention the water crisis in our school. It started on the 26th February 2018 at dawn. It was noticed when the boarders wanted to bathe. The taps were releasing very little water until it completely vanished.

As it is said that “the early bird catches the worm,” the first ones to get up were lucky enough to get water though it was flowing at a very low pressure. Upon realising this, they alerted the others. Those who came later did not get even a single drop.

The crisis has negatively affected the whole school as the students have not bathed for a number of days. To make matters worse, the flush toilets are not functional and yet there are no pit latrines. As a result, the toilets are extremely dirty because there is no water to flush.

Moreover, the stinking smell from these toilets causes air pollution which may also lead to very dangerous diseases. The school may be seriously affected by such diseases.

Students no longer eat at school because there is no water to cook and so the lessons end at one o'clock in the afternoon. Cancellation of afternoon lessons will negatively affect our results at the end of the year since our teachers will not be able to finish the syllabi.

I would be very glad if you could let the water department know about the crisis we are currently undergoing so that something can be done about it.

I hope the school will urgently respond to this problem.

Paul Mukasa

Head Prefect

Speech writing

A **speech** is a communication by word of mouth. The best way to make a speech is to make sure the central message is given in a simple and straightforward manner. A speech should be carefully structured. It must have a beginning, middle, and end. The beginning needs to capture your audience's attention, the middle needs to capture their attention, and the end needs to finish off nicely. A speech should be as brief as possible. It is important to know your audience.

When delivering a speech, there is one important rule: **be yourself**. You should be relaxed and comfortable with what you are saying. Ensure you make eye contact with and smile to the audience. If you are a bit nervous beforehand, concentrate on keeping your breathing steady.

N.B. Remember to speak slowly and clearly.

Example:

A speech delivered by the Director of Studies to congratulate students who had performed well in their O'Level examinations on 16th February 2018 at Valley High School.

The Head teacher, Deputy Head teachers, Fellow teachers, Parents, Students

I am here to congratulate the students on their excellent examination results. I believe that all of you before me are aware of the fact that our school has had impressive results for the past few years. All thanks to you, our parents, our teachers and not forgetting the students who worked hard to get these results.

A wise man once said, “Hard work pays.” Some students really worked very hard and got very good results because they never rested, including even coming to school during the weekend. These results indeed show determination. It is no lie that God helps those who help themselves for all their sweat and blood; our students got what they deserved.

In conclusion, I would like once more to congratulate the victorious students and as for you other students, who are going to write their examinations this year, let us continue to uphold our school’s good name and live our motto, “Education is the key to success.”

Dialogue

Dialogue is a written or spoken conversation, discussion or communication between two or more people. Below is a dialogue between a teacher and two students, Peter and Jane.

Teacher: Good afternoon Peter.

Peter: Good afternoon Sir.

Teacher: What is the name of that friend of yours?

Peter: Her name is Jane

Teacher: I can see you are having a conversation. What are you discussing?

Peter: We are talking about the careers we would like to pursue after school.

Teacher: Oh! That is great. So Peter, what would you want to become after school?

Peter: I would like to work as a journalist.

Teacher: In that case you need to be very good at English Language.

Jane: Personally I am interested in becoming a doctor.

Teacher: If you want to become a doctor, you must be good at science subjects especially Biology and Chemistry.

Jane: Indeed science subjects are my favourite.

Teacher: Why are you interested in these particular careers?

Peter: I am interested in making the public aware of issues concerning their lives.

Jane: I would like to become a doctor in order to save people’s lives.

Teacher: That is very good of you two. I wish you the best.

Peter and Jane: Thank you Sir.

Punctuation

Punctuation is used to create sense, clarity and stress in sentences. You use punctuation marks to structure and organise your writing.

Full stop, question mark and exclamation mark (. ? !)

The full stop (.) is placed at the end of declarative sentences, statements thought to be complete and after many abbreviations.

- As a sentence ender: *Jane and Jack went to the market.*
- After an abbreviation: *Her son, John Jones Jr., was born on 6th December,, 2008.*

Use a question mark (?) to indicate a direct question when placed at the end of a sentence.

- *When did Jane leave for the market?*

The exclamation point (!) is used when a person wants to express wonder, surprise or a sudden outcry or add emphasis.

- Within dialogue: *"How did we get to this situation!" screamed Jane.*
- To emphasize a point: *My mother-in-law's noise makes me angry!*

Comma, Semi-colon and Colon (, ; :)

The comma, semi-colon and colon are often misused because they can all be used to show a pause.

The comma (,) is used to show a separation of ideas or elements in a sentence. It is also used in numbers, dates and letter writing after the salutation and closing.

- Direct address: *Thanks for all your help, John.*
- Separation of two complete sentences: *We went to the movies, and then we went out to class.*
- Separating lists or elements within sentences: *Kato wanted the black, green, and blue shirt.*

The **semi-colon** (;) is used to connect independent clauses. It shows a closer relationship between the clauses than a period would show. By using semi-colons effectively, you can make your writing more professional and sophisticated.

- *Okot was hurt; he knew she only said it to upset him.*

A **colon** (:) has three main uses. The first is after a word introducing a quotation, an explanation, an example, or a series.

- *Tom was planning to study four subjects: History, Geography, Accounts and Economics.*

The second is between independent clauses, when the second explains the first, similar to a semicolon:

- *I didn't have time to get changed: I was already late.*

The third use of a colon is for emphasis:

- *There was one thing she loved more than any other: her phone.*

Dash and the Hyphen (— and -)

The dash and hyphen are often confused with each other due to their similar look but they are different.

A hyphen is used to join two or more words together to form a compound word and is not separated by spaces. For example, part-time, back-to-back, well-known, good-for-nothing; etc.

A dash is used to separate words into statements. There are two common types of dashes: **en** dash and **em** dash.

- **En** dash: Slightly wider than a hyphen, the en dash is a symbol (—) that is used in writing or printing to indicate a range or connections and differentiations, such as 1883–2069 or Kayunga–Kampala bus.
- **Em** dash: Twice as long as the en dash, the em dash can be used in place of a comma, parenthesis, or colon to improve readability or emphasise the conclusion of a sentence. For example, *She gave him her answer — No!*

Brackets, Braces and Parentheses

Brackets, braces and parentheses are to contain words that are a further explanation or are considered a group.

Parentheses () are curved brackets used to contain further thoughts or qualifying remarks.

- *Juma and Atim (who were actually half brother and sister) both have small eyes.*

Brackets are the squared off notations [] used for technical explanations or to clarify meaning. If you remove the information in the brackets, the sentence still makes sense.

- *He [Mr. Dennis] was the last person seen at the cinema hall.*

Braces { } are used to contain two or more lines of text or listed items to show that they are considered as a unit. They are rarely used, but can be seen in mathematics expressions to enclose other brackets. For example, $2\{5 + [27 - 7]\} = x$.

Apostrophe, Quotation Marks and Ellipsis

An **apostrophe** (') is used to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of lowercase letters. Examples:

- Omission of letters from a word: *I've seen that movie several times. Nannozi wasn't the only one who knew the answer.*
- Possessive case: *Abiriga's car makes me laugh.*
- Plural for lowercase letters: *Six people were told to mind their p's and q's.*

Quotations marks (" ") are a pair of punctuation marks used primarily to mark the beginning and end of another person's passage and repeated word for word. They are also used to indicate that a word or statement is not used in its usual meaning.

- *"Don't interrupt my education," she said.*

Single quotation marks (' ') are used most frequently for quotes within quotes.

- *Paul told the teacher, "I saw Rhoda at the playground, and she said to me 'Gitta started the fight,' and I believed him."*

The ellipsis is normally represented by three dots . . . The ellipsis is used to indicate an omission, especially of letters or words.

- Omission of words: *She began to count, "One, two, three, four..." until she got to 10, then went to find him.*
- Within a quotation: *When Newton stated, "An object at rest stays at rest and an object in motion stays in motion..." he developed the law of motion.*

Approaching Paper 2 Questions

The structure of English Paper 2 (112/2)

This paper is made up of three questions, all of which **must** be attempted.

Question One: Summary writing

Question Two: Comprehension (There are two comprehension passages, the first one with structured questions and the second with objective questions).

Question Three: Grammar (This has two sections, the first comprising of structured questions and the second, objective questions).

Summary Writing

Summary writing is an important skill that students will use throughout their academic careers. In addition, summarising improves reading skills as students pick out the main ideas of a reading passage; it also helps with vocabulary skills as students paraphrase a passage or text, changing the vocabulary and grammar as they do so.

A **summary** is a condensed or shorter version of a longer passage or text. To write a summary, use your own words to briefly express the main idea and relevant details of the passage or text you have read. The purpose of writing the summary is to give the basic ideas of the original reading; what was it about and what did the author want to communicate?

Summary Writing Skills

Writing a good summary demonstrates that you clearly understand a text and that you can make your readers understand what you are trying to say. A summary can be tough to write at first as you might include too much or too little information. The following steps will help you summarise texts quickly and successfully.

- Step 1:** • Read through the text you are required to summarise to get the general picture of the passage or text.
- Step 2:** • Read through again to identify and pick the relevant points required to include in your summary as specified by the question.
 • You can do this by underlining those points.
- Step 3:** • Write the points down. Make sure to include only the key points.
 • Avoid minor details. This is called the **rough copy**.
- Step 4:** • Review and polish the points in the rough copy to come up with the **fair copy**.
 • It should be a single paragraph presented in formal language.
 • Make use of some transition words (connectors) - **for example: then, however, also, moreover, and others**. These help with the overall structure and flow of the summary.
 • Re-read your summary and make sure that you have accurately included the points relevant to the question.
 • Cross-check to ensure you have used the proper grammar and punctuation.
 • Ensure you stick to the number of words specified in the question.

Note:

- A summary is written in your own words.
- A summary contains only the ideas of the original passage or text. Do not include your own opinions, interpretations or comments into the summary.

Comprehension and language use

There are two comprehension passages; one with structured questions and the other with objective/multiple choice questions. These are followed by two sections testing grammatical skills. One section covers structured questions and the other objective/multiple choice questions.

For all these sections, follow these general approaches to be able to answer them satisfactorily:

- (i) Read and understand a range of texts and use language accurately.
- (ii) Use correct grammar, spelling and punctuation, and the appropriate vocabulary in given sentences, statements and contexts.

- (iii) Construct meanings, make predictions, infer and make conclusions using sentences, statements, texts, language features and contextual clues when asked to rewrite sentences.
- (iv) Follow the development of ideas in a passage or text.
- (v) Give reasons to support an opinion based on a given passage or text.

Popular Idioms and Proverbs

English idioms, proverbs, and expressions add quality to the English language. They improve the quality of our conversations, passages, letters, and compositions.

You need to familiarise yourself with common idioms and their respective meaning. Learning English idioms is fun, especially when compared with those in your own language. They still make a lot of sense.

Use the following idioms to improve the quality of your writing stories, passages, letters or conversations. They have been arranged in alphabetical order. N.B. This list is not exhaustive.

Idiom	Meaning
<i>A bird in the hand is worth two in the bush</i>	what you already have is more valuable than the possibility to have something greater; it is better to be content with you have than risk losing it trying to get something better
<i>A blessing in disguise</i>	a good thing that seemed bad at first
<i>A dime a dozen</i>	Something common
<i>A little learning is a dangerous thing</i>	People who don't understand something fully are dangerous
<i>A penny for your thoughts</i>	Tell me what you're thinking
<i>A penny saved is a penny earned</i>	Money you save today you can spend later
<i>A perfect storm</i>	the worst possible situation
<i>A picture is worth a thousand words</i>	Better to show than tell
<i>A snowball effect</i>	Events have momentum and build upon each other
<i>A snowball's chance in hell</i>	No chance at all
<i>A stitch in time saves nine</i>	Fix the problem now because it will get worse later
<i>A storm in a teacup</i>	A big fuss about a small problem
<i>Actions speak louder than words</i>	Believe what people do and not what they say
<i>Add insult to injury</i>	To make a bad situation worse
<i>An apple a day keeps the doctor away</i>	Apples are good for you
<i>An ounce of prevention is worth a pound of cure</i>	You can prevent a problem with little effort. Fixing it later is harder.
<i>As right as rain</i>	Perfect
<i>Barking up the wrong tree</i>	To be mistaken, to be looking for solutions in the wrong place
<i>Beat around the bush</i>	Delay or avoid saying what you mean, usually because it is uncomfortable
<i>Better late than never</i>	Better to arrive late than not to come at all
<i>Birds of a feather flock together</i>	People who are alike are often friends (usually used negatively)
<i>Bite off more than you can chew</i>	Take on a project that you cannot finish

Idiom	Meaning
<i>Bite the bullet</i>	To get something over with because it is inevitable
<i>Bolt from the blue</i>	Something that happened without warning
<i>Break a leg</i>	Good luck
<i>Break the ice</i>	Make people feel more comfortable
<i>Burn bridges</i>	Destroy relationships
<i>By the skin of your teeth</i>	Just barely
<i>Call it a day</i>	Stop working on something
<i>Calm before the storm</i>	Something bad is coming, but right now it's calm
<i>Come rain or shine</i>	No matter what
<i>Comparing apples to oranges</i>	Comparing two things that cannot be compared
<i>Costs an arm and a leg</i>	Very expensive
<i>Curiosity killed the cat</i>	Stop asking questions
<i>Cut somebody some slack</i>	Don't be so critical
<i>Cut the mustard</i>	Do a good job
<i>Cutting corners</i>	Doing something poorly in order to save time or money
<i>Do something at the drop of a hat</i>	Do something without having planned beforehand
<i>Do unto others as you would have them do unto you</i>	Treat people fairly. Also known as "The Golden Rule"
<i>Don't flog a dead horse</i>	Move on, this subject is over
<i>Don't count your chickens before they hatch</i>	Don't count on something good happening until it's happened.
<i>Don't cry over spilt milk</i>	There's no reason to complain about something that can't be fixed
<i>Don't give up your day job</i>	You're not very good at this
<i>Don't put all your eggs in one basket</i>	What you're doing is too risky
<i>Easy does it</i>	Slow down
<i>Every cloud has a silver lining</i>	Good things come after bad things
<i>Every dog has his day</i>	Everyone gets a chance at least once
<i>Familiarity breeds contempt</i>	The better you know someone the less you like him
<i>Fit as a fiddle</i>	In good health
<i>Fortune favours the brave</i>	Take risks
<i>Get a second wind</i>	Have more energy after having been tired
<i>Get a taste of your own medicine</i>	Get treated the way you've been treating others (negative)
<i>Get out of hand</i>	Get out of control
<i>Get something out of your system</i>	Do the thing you've been wanting to do so you can move on
<i>Get wind of something</i>	Hear news of something secret
<i>Get your act together</i>	Work better or leave
<i>Give someone the benefit of the doubt</i>	Trust what someone says
<i>Give someone the cold shoulder</i>	Ignore someone
<i>Go back to the drawing board</i>	Start over
<i>Go down in flames</i>	Fail spectacularly
<i>Go on a wild goose chase</i>	To do something pointless or worthless

Idiom	Meaning
<i>Good things come to those who wait</i>	Be patient
<i>Hang in there</i>	Don't give up
<i>Haste makes waste</i>	You'll make mistakes if you rush through something
<i>Have your head in the clouds</i>	Not be concentrating
<i>He has bigger fish to fry</i>	He has bigger things to take care of than what we are talking about now
<i>He who laughs last laughs loudest</i>	You may laugh at someone thinking you are better but in the end the person proves to be better than you.
<i>Hear something straight from the horse's mouth</i>	Hear something from the person involved
<i>He is a chip off the old block</i>	The son is like the father
<i>He is not playing with a full deck</i>	He is dumb
<i>He is off his rocker</i>	He is crazy
<i>He is sitting on the fence</i>	He can't make up his mind
<i>Hit the nail on the head</i>	Get something exactly right
<i>Hit the sack</i>	Go to sleep
<i>Ignorance is bliss</i>	You are better off not knowing
<i>It is not over till the fat lady sings</i>	This isn't over yet
<i>It is a poor workman who blames his tools</i>	If you can't do the job, don't blame it on others
<i>It is always darkest before the dawn</i>	Things are going to get better
<i>It takes one to know one</i>	You're just as bad as I am
<i>It takes two to tango</i>	One person alone isn't responsible for an action; Both people involved in a difficult situation must accept the blame; an activity needs two people who are willing to take part for it to happen
<i>It's a piece of cake</i>	It's easy
<i>It's not rocket science</i>	It's not complicated/It's easy to understand
<i>Jump on the bandwagon</i>	Follow a trend, do what everyone else is doing
<i>Kill two birds with one stone</i>	Get two things done with a single action
<i>Know which way the wind is blowing</i>	Understand the situation (usually negative)
<i>Leave no stone unturned</i>	Look everywhere; try everything possible
<i>Let sleeping dogs lie</i>	Stop discussing an issue/Leave an issue as it is
<i>Let someone off the hook</i>	To not hold someone responsible for something
<i>Let the cat out of the bag</i>	Give away a secret
<i>Like riding a bicycle</i>	Something you never forget how to do
<i>Like two peas in a pod</i>	They're always together
<i>Live and learn</i>	I made a mistake
<i>Look before you leap</i>	Take only calculated risks
<i>Make a long story short</i>	Tell something briefly
<i>Make hay while the sun shines</i>	Take advantage of a good situation
<i>Miss the boat</i>	It's too late
<i>No pain, no gain</i>	You have to work for what you want

Idiom	Meaning
<i>On cloud nine</i>	Very happy
<i>On the ball</i>	Doing a good job
<i>On thin ice</i>	At risk; on probation. In a risky situation. If you make another mistake, there will be trouble.
<i>Once bitten, twice shy</i>	You're more cautious when you've been hurt before
<i>Once in a blue moon</i>	Rarely
<i>Out of the frying pan and into the fire</i>	Things are going from bad to worse
<i>Play devil's advocate</i>	To argue the opposite, just for the sake of argument
<i>Pull someone's leg</i>	To joke with someone
<i>Pull yourself together</i>	Calm down
<i>Put something on ice</i>	Put a project on hold
<i>Rain on someone's parade</i>	To spoil something
<i>Run like the wind</i>	Run fast
<i>Saving for a rainy day</i>	Saving money for later
<i>Shape up or ship out</i>	Work better or leave
<i>Slow and steady wins the race</i>	Reliability is more important than speed
<i>Snowed under</i>	Busy
<i>So far so good</i>	Things are going well so far
<i>Speak of the devil</i>	The person we were just talking about showed up!
<i>Spill the beans</i>	Give away a secret
<i>Take a rain check</i>	Postpone a plan
<i>Take it with a grain of salt</i>	Don't take it too seriously
<i>That ship has sailed</i>	It's too late
<i>That's the last straw</i>	My patience has run out
<i>The ball is in your court</i>	It's your decision
<i>The best of both worlds</i>	An ideal situation
<i>The best thing since sliced bread</i>	A really good invention
<i>The devil is in the details</i>	It looks good from a distance, but when you look closer, there are problems
<i>The early bird gets the worm</i>	The first people who arrive will get the best stuff
<i>The elephant in the room</i>	The big issue, the problem people are avoiding
<i>The pot calling the kettle black</i>	Someone criticizing someone else he is just as bad
<i>The whole nine yards</i>	Everything, all the way.
<i>There are clouds on the horizon</i>	Trouble is coming
<i>There are other fish in the sea</i>	It's ok to miss this opportunity. Others will arise.
<i>There's a method to his madness</i>	He seems crazy but actually he's clever
<i>There's no such thing as a free lunch</i>	Nothing is entirely free
<i>Those who live in glass houses shouldn't throw stones</i>	People who are morally questionable shouldn't criticize others
<i>Through thick and thin</i>	In good times and in bad times
<i>Throw caution to the wind</i>	Take a risk; act recklessly or carelessly
<i>Tight-lipped</i>	Refusing to speak about something.

Idiom	Meaning
<i>Time flies when you're having fun</i>	You don't notice how long something lasts when it's fun
<i>Time is money</i>	Time is precious; it should not be wasted
<i>To get bent out of shape</i>	To get upset
<i>To make matters worse</i>	Make a problem worse
<i>Under the weather</i>	Sick
<i>Waste not, want not</i>	Don't waste things and you'll always have enough
<i>We see eye to eye</i>	We agree
<i>Weather the storm</i>	Go through something difficult
<i>Well begun is half done</i>	Getting a good start is important
<i>We'll cross that bridge when we come to it</i>	Let's not talk about that problem/issue right now until it comes up
<i>When it rains, it pours</i>	Everything is going wrong at once
<i>Wrap your head around something</i>	Understand something complicated
<i>You can catch more flies with honey than you can with vinegar</i>	You'll get what you want by being nice
<i>You can lead a horse to water, but you can't make him drink</i>	You can't force someone to make the right decision
<i>You can say that again</i>	That's true, I agree
<i>You can't have your cake and eat it too</i>	You can't have everything
<i>You can't judge a book by its cover</i>	This person or thing may look bad, but it's good inside
<i>You can't make an omelette without breaking some eggs</i>	There's always a cost to doing something
<i>Your guess is as good as mine</i>	I have no idea

Common English Mistakes

Below are some of the most common English mistakes made by people world over, in speech and in writing. Go through the examples and make sure you understand their correct use. The English Language examination also tests for these common mistakes.

accept vs. except

One of the most common mistakes in English is to confuse “accept” and “except”. “**Accept**” is a verb, which means to agree to do or take something: **I accepted to provide lunch throughout the week.** “**Except**” is a preposition or conjunction, which means not including: **I get up at 08:00 am every day except on Sundays.**

advice vs. advise

It is a common mistake in English for writers to confuse the word “advice” for “advise”. “**Advice**” is a noun that refers to an opinion or recommendation that someone provides to you: **I need advice on which job to apply for.** “**Advise**” is a verb. When you advise someone, you suggest to him or her to take a particular course of action: **I advise you to apply for the job as soon as possible.** Note that the noun form (the naming word) ends in “ice” and the verb form (the word describing an action) ends in “ise”.

affect vs. effect

“Affect” and “effect” are two words that are commonly confused. “**Affect**” is usually a verb (the word describing an action), which means to influence or change something: **Insufficient sleep can affect one's**

performance. “**Effect**” is usually a noun (a naming word) that refers to a change which is a result or consequence of an action or other cause: **The lack of sleep had an effect on my performance.**

all right vs. alright

“**All right**” has a number of different meanings that lead to its misuse being one of the most common mistakes in English. The meanings of the word “all right” include yes, satisfactory, suitable, and feeling okay: **Yes, it’s all right for you to borrow my bicycle.** While many people use the word “alright”, it is a one-word spelling of the phrase “all right”. **Alright** is commonly used in informal writing, but **all right** is the only acceptable form in formal writing. Basically, it is not **all right** to use **alright** in standard English. When in doubt use “all right.

a lot vs. alot vs. allot

Many people use the words **a lot** as an informal way of identifying a “large quantity” of something: **I have a lot of shoes.** While this is permissible in everyday language, it is actually not accepted as Standard English. It would most certainly be corrected by an English proof-reader. As such, it shouldn’t really be used in written form. The more suitable usage is when you’re trying to measure something that can’t be physically counted very easily, like water, heat or fog: **There was a lot of mist in the sky.** As for “alot”, this word does not exist at all. You should never use it, ever. Allot is a verb, which means to give, assign or allocate: **We were allotted a job each.**

all ready vs. already

One of the most common mistakes in English occurs when people confuse “all ready” with “already.” All ready means entirely or in total: “Are you all ready for your group singing lesson?”. Already is an adverb that means before the present time or earlier than the time expected: “I was upset when I arrived at dinner and realized that they had started eating already.”

altogether vs. all together

All together (adj) means in unison, simultaneously or all at once: **The choir sang all together.** Altogether (adv) means in total, overall or in sum: **Eventually, the car broke down altogether.**

any one vs. anyone

“Any one” means any single person or thing out of a group of people or things: **I can recommend any one of the students I have taught.** “Anyone” means anybody or any person and it’s always written as one word: **Has anyone seen my car keys?**

any vs. some

“Any” and “some” are both determiners. A determiner indicates the type of reference that a noun has. Determiners are used to discuss indefinite quantities or numbers when the exact quantity or number is not important. In some cases, “any” and “some” can have the same meaning. **Examples:** “Will you have any?” “Will you have some?” “Won’t you have any?” “Won’t you have some?” As a general rule, however, we use “some” in positive statements and “any” in questions and negative statements.

Examples:

- (i) You may have some cookies from the jar.
- (ii) I don’t want any cookies from the jar”.

apart vs. a part

“Apart” (adverb) means to be separated by distance or time: **I always miss my boyfriend when we’re apart.** “A part” (noun) means a piece of something that forms the whole of something: **They make me feel like I am a part of the family.**

been vs. gone

“Been” means someone has visited a place before. In other words, “has been to” refers to an experience. “Gone to” means someone has gone to a place but has not yet returned.

borrow vs. lend

“Lend” means to let somebody use something or to give something to someone with the expectation that it will be returned: **I will lend you my car, but I want it back next week.** “Borrow” means to take something from somebody with the expectation that you will return it: **If you let me borrow your car I will ensure that I return it by Monday.**

N.B. You lend to but you borrow from.

bought vs. brought

“Bought” is the past tense of the verb “to buy”: **I bought a new car with my first salary.** “Brought” is the past tense of the verb to bring: **I brought the shirt that I bought for you.**

The other common English mistakes are generalised in these ‘wrong’ and ‘right’ sentences.

- | | | |
|-----|--------------|---|
| 1) | <i>Wrong</i> | I have visited Bujagali Falls last weekend. |
| | <i>Right</i> | I visited Bujagali Falls last weekend. |
| 2) | <i>Wrong</i> | The woman which works here is from Kayunga. |
| | <i>Right</i> | The woman who works here is from Kayunga. |
| 3) | <i>Wrong</i> | She’s married with a teacher. |
| | <i>Right</i> | She’s married to a teacher. |
| 4) | <i>Wrong</i> | We were boring in the class. |
| | <i>Right</i> | We were bored in the class. |
| 5) | <i>Wrong</i> | I must to call him immediately. |
| | <i>Right</i> | I must call him immediately. |
| 6) | <i>Wrong</i> | Every students like the teacher. |
| | <i>Right</i> | Every student likes the teacher. |
| 7) | <i>Wrong</i> | Although it was raining, but we had the picnic. |
| | <i>Right</i> | Although it was raining, we had the picnic. |
| 8) | <i>Wrong</i> | I enjoyed from the movie. |
| | <i>Right</i> | I enjoyed the movie. |
| 9) | <i>Wrong</i> | I look forward to meet you. |
| | <i>Right</i> | I look forward to meeting you. |
| 10) | <i>Wrong</i> | I like very much ice cream. |
| | <i>Right</i> | I like ice cream very much. |
| 11) | <i>Wrong</i> | She can to drive. |
| | <i>Right</i> | She can drive. |
| 12) | <i>Wrong</i> | Where I can find a bank? |
| | <i>Right</i> | Where can I find a bank? |
| 13) | <i>Wrong</i> | I reached at home late. |
| | <i>Right</i> | I reached home late. |

- | | | |
|-----|--------------|---|
| 14) | <i>Wrong</i> | When I will arrive, I will call you. |
| | <i>Right</i> | When I arrive, I will call you. |
| 15) | <i>Wrong</i> | I've been here since three months. |
| | <i>Right</i> | I've been here for three months. |
| 16) | <i>Wrong</i> | My boyfriend has got a new work. |
| | <i>Right</i> | My boyfriend has got a new job. OR My boyfriend has a new job. |
| 17) | <i>Wrong</i> | She doesn't listen me. |
| | <i>Right</i> | She doesn't listen to me. |
| 18) | <i>Wrong</i> | You speak English good. |
| | <i>Right</i> | You speak English well. |
| 19) | <i>Wrong</i> | The police is coming. |
| | <i>Right</i> | The police are coming. |
| 20) | <i>Wrong</i> | The house isn't enough big. |
| | <i>Right</i> | The house isn't big enough. |
| 21) | <i>Wrong</i> | You should not to smoke. |
| | <i>Right</i> | You should not smoke. |
| 22) | <i>Wrong</i> | Do you like a glass of wine? |
| | <i>Right</i> | Would you like a glass of wine? |
| 23) | <i>Wrong</i> | There is seven girls in the class. |
| | <i>Right</i> | There are seven girls in the class. |
| 24) | <i>Wrong</i> | I didn't meet nobody. |
| | <i>Right</i> | I didn't meet anybody. |
| 25) | <i>Wrong</i> | My flight departs in 5:00 am. |
| | <i>Right</i> | My flight departs at 5:00 am. |
| 26) | <i>Wrong</i> | I promise I call you next week. |
| | <i>Right</i> | I promise I'll call you next week. |
| 27) | <i>Wrong</i> | Where is post office? |
| | <i>Right</i> | Where is the post office? |
| 28) | <i>Wrong</i> | Please explain me how improve my English. |
| | <i>Right</i> | Please explain to me how to improve my English. |
| 29) | <i>Wrong</i> | We studied during four hours. |
| | <i>Right</i> | We studied for four hours. |
| 30) | <i>Wrong</i> | Is ready my passport? |
| | <i>Right</i> | Is my passport ready? |
| 31) | <i>Wrong</i> | You cannot buy all what you like! |
| | <i>Right</i> | You cannot buy all that you like! |
| 32) | <i>Wrong</i> | She is success. |
| | <i>Right</i> | She is successful. |

- 33) *Wrong* My mother wanted that I be doctor.
Right My mother wanted me to be a doctor.
- 34) *Wrong* The life is hard!
Right Life is hard.
- 35) *Wrong* How many childrens you have?
Right How many children do you have?
- 36) *Wrong* My brother has 10 years.
Right My brother is 10. **OR** My brother is 10 years old.
- 37) *Wrong* I want eat now.
Right I want to eat now.
- 38) *Wrong* You are very nice as your mother.
Right You are very nice like your mother.
- 39) *Wrong* She said me that she liked you.
Right She told me that she liked you.
- 40) *Wrong* My husband engineer.
Right My husband is an engineer.
- 41) *Wrong* I came Australia to study English.
Right I came to Australia to study English.
- 42) *Wrong* It is more hot now.
Right It's hotter now.
- 43) *Wrong* You can give me an information?
Right Can you give me some information?
- 44) *Wrong* They cooked the dinner themself.
Right They cooked the dinner themselves.
- 45) *Wrong* Me and Johnny live here.
Right Johnny and I live here.
- 46) *Wrong* I closed very quietly the door.
Right I closed the door very quietly.
- 47) *Wrong* You like dance with me?
Right Would you like to dance with me?
- 48) *Wrong* I go always to school by subway.
Right I always go to school by subway.
- 49) *Wrong* When I will be in Kampala, I will contact to you.
Right When I am in Kampala, I will contact you.
- 50) *Wrong* We drive usually to home.
Right We usually drive home.

UNEB QUESTIONS & POSSIBLE ANSWERS

1993 PAPER 1

SECTION A

Write a composition of 500 to 700 words.

1. Describe an incident where a wedding ceremony ended in a sorrowful way.
2. To what extent do you think religious organisations can contribute to the war against crime in Uganda?
3. Write a story of your own which begins: "Suddenly the lights were on and I could see these strange people clearly....."
4. Write a story of your own ending with the words: ".....then I was given a radio set for having shown such courage."
5. Narrate what happened when you got stranded at the bus park and it was getting dark.
6. What would you do if you suddenly realised that you three-year old brother or sister had got lost?
7. Do you think that the location of your school is good? Why or why not?

SECTION B

Each of your Composition should be 250 to 300 words.

1. You are taking part, as a first proposer, in a school debate. The topic for discussion is, "The liberation of women has been hindered by men." Below are some of the points you would like to talk about.
 - women overworked yet men get all the financial benefits
 - women less educated compared to men
 - small representation of women in governmentWrite a speech you are going to present. You may include other points of your own.
2. Give an account of the daily activities done by an old man or woman that you know.
3. Write briefly about the use of any two of the following
 - (i) a wheelbarrow
 - (ii) a pail or bucket
 - (iii) a basket
4. Explain how local beer is prepared in your area.
5. Someone has offered you one of the following as a gift;
 - i) a house
 - ii) a car

Which one would you choose and why?

6. In order to earn some more money during your holidays, your father has agreed to buy you a second hand bicycle to transport people and luggage in your area. Describe the type of bicycle you would want him to buy and why.

PAPER 2

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

When plants and animals die on land, they fall to the ground and lie exposed to the atmosphere. Those that die in water sink to the sand, mud, or whatever the bottom deposit may be. Most of these dead bodies will be destroyed by bacteria and fungi, or eaten by living animals, and disappear without leaving any record of their existence. A few, however, will be preserved, either completely or in part, forming fossils which are the record of past forms of life.

In very rare cases, whole animals have been preserved by being trapped in some material which prevented the body from decaying. In Siberia, for example, entire mammoths have been found embedded in ice and looking exactly as they did when alive. Insects, almost intact, have been found trapped in amber, which must have exuded from a tree as a sticky liquid that caught the unwary insect, and then set hard. Of course, preservation is seldom so complete, far more frequently, only the shells of animals, such as molluscs and echinoderms, or the skeletons of animals, such as corals and chordates, remain. Plants are normally found as fragments, and it is very difficult to decide which pieces of root, stem, leaf, and fruiting body have come from the same plant.

Of course the skeletons or the solid parts of animals, such as shells, survive unchanged long after soft parts of the body have disintegrated. Even these hard bony parts eventually break down, but in a few rare instances they become covered by some material that is forming the rock even after the structure itself has totally decayed. Such an impression, called a cast, shows the surface details of the structure, and may be all that is left of a plant or animal. At times, another mineral may have filled the cast, producing a solid mass with the details of the body impressed on the surface.

Some plants have hollow stems and others have a pith or soft central core that decomposes more quickly than the outer wall. A mineral may fill such stems before they decay and form an impression which is left in the rock. This material hardens around them, and a clear impression, called a cast, shows the surface details of the structure, and may be all that is left of a plant or animal. At times, another mineral may have filled the cast, producing a solid mass with the details of the body impressed on the surface.

Some plants have hollow stems and others have a pith or soft central core that decomposes more quickly than the outer wall. A mineral may fill such stems before they decay and form an impression of the stem's internal structure. This kind of fossil is common in a group of plants which we know today as ferns and horsetails. Finally, fossils are produced when the complete chemical materials, which make up the bodies of plants and animals, are replaced after death by a different chemical material, such as silica or calcite. When this happens the body is preserved in 'stone' and it is said to be petrified. Petrified plants have their internal and external structure very well preserved. The real problem, however, is that they are not found as whole plants, but as fragments, which makes it very difficult to reconstruct the complete body

(Adopted from; The Story of life by D.H. Udall, in Practical English for the East African Certificate by Rodney Nesbitt.)

Questions

It is your turn to write for the science column in your school magazine. You have found this article in a scientific magazine. You need to inform readers about the different types of fossils and how they are formed.

Using the information given in the article, write your summary in not more than 150 words.

2. Read the following passage and answer the questions after it

My new school was housed in a building, which had been in turn a private house, a pauper's home and a prison. Had we known at the time about all those interesting phases of the building's history, we would have invented a number of private jokes about it. But we did not so; we merely regarded the ungainly, thick wall structure with a deep affection and reverence. It was large, standing in its own unpaved yard. The ground floor was a few feet below the level of the surrounding yard and the middle floor. At least three times as many rats as boys slept on that floor; but in due course the two parties achieved a peaceful state of co-existence. Housemates also shared our accommodation under the corrugated roof; whilst the principal and his family lived in a house built onto the main school building and which also contained the school chapel and the school printing press.

I would have been regarded as old to start secondary education, for I must have been sixteen or seventeen at the time. We worked hard, without exception. A ruler across the knuckles was immediate penalty for obtuseness in class, and expulsion for bringing up the rear in the form order. Our basic fare included Greek (which we all loved) and the mathematics, and these two subjects were also those in excelling at which we took the greatest pride. We saw very little of the principal except in the chapel, and what we saw of him made us take good care not to see more. He was tall and thin and possessed a vulture beak-nose. A punitive summons to his office was invariably followed by two or three days in sick bay tossing vainly to prevent raw buttocks from coming into contact with anything.

(Adopted from unknown source)

Questions

- 1) Describe the school building in not more than three sentences
- 2) "But in due course the two parties achieved a peaceful state of co-existence" What does the writer mean by:
 - i) "the two parties"
 - ii) "achieved a peaceful state of co-existence"
- 3) Why did the boys take "good care not to see the principal more often"?
- 4) Explain the meaning of the following as used in the passage;
 - i) "phases of the buildings history"
 - ii) "obtuseness in class"
 - iii) "for bringing up the rear"
 - iv) "basic fare"
 - v) "punitive summons"
- 5) How did the boys feel about the school building?
 - i) How would they have felt if they knew the history of the school building?
 - ii) Write an example of a joke you think the boys would have cracked if they knew the history

3. Read the passage and answer the questions

Any way you look at it, English spelling is a mess. A system which puts up with pairs like 'fine' and 'sign', 'no' and 'know', 'smile' and 'aisle', 'through' and 'cough' is a system that falls considerably short of perfection. It has been suggested that a reasonable spelling for the word fish would be 'ghoti'; 'gh' as in rough, 'o' as in women, 'ti' as in nation. This example exaggerates the difficulties, but certainly the difficulties are serious.

They are not only serious but avoidable. The one thing demanded of anyone who pretends to be educated is that he should be able to spell. Your arithmetic can be lousy, your knowledge of history and economics can be zero, you can be totally ignorant of the difference between a molecule and an amoeba, and still you can get along. But if you can't spell, you're in trouble every time you pick up a pencil. Of all writing errors, none stand out like mistakes in spelling. Misplace your apostrophe or mix up your pronouns, and chances are that few people will notice; but spell 'separate' as 'seperate' and people call you illiterate.

Perhaps the trouble is that English spelling is not quite bad enough. If it were a little worse, nobody could manage it and we would either reform it or all be bad spellers together. As it is, enough people can learn to spell English to make things hard for those who can't. What makes good spellers and poor spellers is hard to say. Differences in visual memory no doubt exist and they influence the way we spell. Experiences play a part; people who read and write a good deal are likely to be better spellers than those who don't. Whatever the reasons, the range of spelling ability in any group of people is likely to be very wide.

Poor spellers can be divided into two groups: those who try to improve and those who do not. The latter are reacting in a normal way. They are up against a problem that they see no obvious way of solving, and so they find good excuses. They tell themselves; reasonably enough, that spelling after all isn't everything. Surely a person can be a poor speller and still be wise, lovable, and keenly intelligent.

To comfort oneself this way is all very well, but it is no real solution. You can go on and on about how unimportant spelling is and explain till you're breathless how you excel in more important matters. Still if you spell 'separate' as 'seperate', people who spell it 'separate' will think you're a jerk, and don't think they won't.

(From *Understanding English* by Paul Roberts)

Questions

1) By the expression "English spelling is not quite bad enough." The writer means that English spelling

- A. is a complete mess
- B. makes people bad spellers together
- C. should be reformed before it gets worse
- D. is not important to learn but is difficult to perfect

2) "Difference in visual memory no doubt exists". Visual memory here means the ability to

- A. see things very clearly
- B. see what is in our memory
- C. remember what we have seen
- D. spell very well

3) The reason why some poor spellers don't try to improve their spelling is that:

- A. they are reacting in a very normal way

- B. they see no obvious way of doing it
- C. they are capable of being wise, lovable and keenly intelligent
- D. they excel in more important matters

- 4) The expression "any clod can learn to spell" could best be replaced by;
- A. any fool can to spell
 - B. anybody can learn to spell
 - C. nobody wise needs to bother about spellings
 - D. nobody superior needs bother about spellings
- 5) We can conclude from this passage that:
- A. although spelling is important, we should not go on about good and poor spellers
 - B. however difficult spelling is, it is important that we spell correctly
 - C. since spelling is so difficult, we do not all need to spell correctly
 - D. if spelling were not important we would have fewer illiterates

4. Rewrite as instructed without changing the meaning.

- 1) Mary did not know that her friend had been expelled from school.
(Rewrite using: aware of.....)
- 2) That boy will need to be looked after. (Rewrite to end.....looking after.)
- 3) "You must finish your compositions before the end of the lesson as I am going to mark them this evening." (Begin: The teacher.....)
- 4) He wondered what would become of Michael's future if he didn't heed his mother's advice. (End with: "....." he wondered.)
- 5) The housewife was surprised to find that all the meat had been eaten.
(Begin: Much too)
- 6) Students should be encouraged to read as much as they can outside school.
(Begin: Every encouragement.....)
- 7) "Gentlemen, I am sorry, but the party must come to an end." Mrs. Mubakye announced.
(Rewrite using.....regretted to)
- 8) I have to get some money. I want to travel to Jinja tomorrow.
(Rewrite as one sentence using: If)
- 9) The headmaster did not blame John for arriving at school late.
(Begin: The headmaster did not disapprove.....)
- 10) The headmaster allowed the sixth-form to use the library whenever they like.
(Rewrite using the actual words the headmaster used to the sixth formers)

5. Complete the sentences with the most suitable words or group of words.

- 1) The boy denied.....to do with theft.
 - A. having had anything
 - B. having had nothing
 - C. to have anything

- D. to have something
- 2) Geckos have suction pads on their feet which enable them to.....walls and even ceilings.
- A. clutch at
 - B. clasp
 - C. grab
 - D. cling to
- 3) The boxer's.....landed on his opponent's nose.
- A. stroke
 - B. slap
 - C. beat
 - D. punch
- 4) In a period of economic.....a country is likely to make progress.
- A. depression
 - B. booming
 - C. boom
 - D. blooming
- 5) She was charged.....careless driving.
- A. on
 - B. of
 - C. with
 - D. for
- 6) If you look at.....hat he is wearing, you will know where he comes from.
- A. the
 - B. his
 - C. a
 - D. what
- 7) "Some of us thought he had another reason for coming here." "" replied the detective.
- A. So did I,
 - B. I did so,
 - C. So I did,
 - D. So I had,
- 8) The novel, "Tortilla Flat", is a brainchild of John Steinbeck. This means that it was
- A. born by Steinbeck
 - B. written by Steinbeck
 - C. made by Steinbeck
 - D. printed by Steinbeck
- 9) He perpetually kept grumbling unnecessarily. "Perpetually" here means
- A. Sometimes
 - B. often
 - C. always
 - D. occasionally

10) Choose the correctly punctuated sentence below.

- A. Mr. Amanya, who is our teacher, will soon be transferred.
- B. Mr. Amanya who is our teacher, will soon be transferred
- C. Mr. Amanya who is our teacher will soon be transferred.
- D. Mr. Amanya, who is our teacher will soon be transferred.

ANSWERS

1 Rough copy

- There are different types of fossils depending on how they are formed.
- They are in form of skeletons or the solid parts of animals, such as shells which eventually break down.
- Some plants have hollow stems, a pith or soft central core that decomposes more quickly than the outer wall.
- A mineral may fill such stems before they decay and form an impression of the stem's internal structure.
- This kind of fossil is common in a group of plants known as ferns and horsetails.
- Fossils are also produced when the complete chemical materials, which make up the bodies of plants and animals, are replaced after death by a different chemical material, such as silica or calcite.
- When this happens the body is preserved in 'stone' and it is said to be petrified.
- Petrified plants have their internal and external structure very well preserved and these are in form of fragments.

Fair copy

There are different types of fossils depending on how they are formed. They are in form of skeletons or the solid parts of animals, such as shells, which eventually break down. Some plants have hollow stems, a pith or soft central core that decomposes more quickly than the outer wall. A mineral may fill such stems before they decay and form an impression of the stem's internal structure. This kind of fossil is common in a group of plants known as ferns and horsetails. Fossils are also produced when the complete chemical materials, which make up the bodies of plants and animals, are replaced after death by a different chemical material, such as silica or calcite. When this happens the body is preserved in 'stone' and it is said to be petrified. Petrified plants have their internal and external structure very well preserved and these are in form of fragments.

- 2
- 1) The school building was large. It stood in its own unpaved yard. The ground floor was a few feet below the level of the surrounding yard and the middle floor.
 - 2) i) the rats and the boys.
ii) they lived together peacefully.
 - 3) His appearance was unpleasant.
 - 4) i) stages through which the building had passed through to its present state.
ii) not being bright in class
iii) coming last
iv) elementary or simple
v) being called to go for a punishment
 - 5) They loved and respected it.

- i) They would have made many jokes about it.
 ii) "Welcome to the prison" ... N.B. *The answers vary according to individual opinions.*
3. 1) The writer means that English spelling **should be reformed before it gets worse** (C)
 2) Visual memory here means the ability to **see things very clearly** (A)
 3) The reason why some poor spellers don't try to improve their spelling is that: **they excel in more important matters** (D)
 4) The expression "any clod can learn to spell" could best be replaced by; **any fool can to spell** (A)
 5) We can conclude from this passage that: **since spelling is so difficult, we do not all need to spell correctly** (C)
- 4 1) Mary was not aware of her friend's expulsion from school.
 2) That boy will need looking after.
 3) The teacher said we had to finish our compositions before the end of the lesson as he was going to mark them that evening.
 4) "What will become of Michael's future if he doesn't heed his mother's advice!" he wondered.
 5) Much to her surprise, the housewife found all the meat had been eaten.
 6) Every encouragement should be given to students for them to read as much as they can outside school.
 7) Mrs. Mubakye regretted to announce that the party had to come to an end.
 8) I have to get some money if I am to travel to Jinja tomorrow.
OR If I am to travel to Jinja tomorrow, I have to get some money.
 9) The headmaster did not disapprove of John's arriving late.
 10) "You can use the library whenever you like," the headmaster told the sixth-form.
- 5 1) The boy denied **having had anything** to do with theft. (A)
 2) Geckos have suction pads on their feet which enable them to **cling to** walls and even ceilings. (D)
 3) The boxer's **punch** landed on his opponent's nose. (D)
 4) In a period of economic **boom** a country is likely to make progress. (C)
 5) She was charged **with** careless driving. (C)
 6) If you look at **the** hat he is wearing, you will know where he comes from. (A)
 7) "Some of us thought he had another reason for coming here." "**So did I,**" replied the detective. (A)
 8) The novel, "Tortilla Flat", is a brainchild of John Steinbeck. This means that it **was written by Steinbeck.** (B)
 9) He perpetually kept grumbling unnecessarily. "Perpetually" here means: "**always**". (C)
 10) Mr. Amany, who is our teacher, will soon be transferred. (A) .

1994 PAPER 1

SECTION A

Write a composition of **500 to 700 words**

1. Write a story beginning; "The bus was going at 120 kilometres ahead of us ..."
2. What advice would you give to a fifteen year old friend who wants to get married at that age?
3. Imagine you were an observer at the Constituent Assembly elections that took place on 22th February, 1994. Describe what you found interesting and why.
4. Write a story ending "...I could not believe it but we had escaped."
5. How do people in your area spend their leisure time?
6. Suggest ways of reducing the problem of either smoking or alcoholism in Uganda.

SECTION B

Each of your compositions should be 250 to 300 words.

1. The following advertisement has appeared in the newspaper. Write a letter applying for one of the jobs.

A community based NGO Uganda Community Efforts for Children (UCEFOC) seeks suitably qualified Ugandans to fill the following posts:

1. Programme Officer (1 post)
2. Personal Secretary (2 posts)
3. Field Officer (4 posts)

Qualification and Experience:

- A minimum of an O-level certificate.
- A good command of the English Language.
- An ability to get on well with people of all ages.
- Experience in working with local communities on developmental projects.
- The posts involve travelling to different parts of the country.

Hand written application should be sent to:

The Chairperson
Uganda Community Efforts for Children (UCEFOC)
P.O. Box 1784
Kampala. Tel.650409

2. As the head prefect of school, you have been asked to give a speech on a Parents' Day. Explain the role of students in the improvement of the school.
3. You are the Sports commentator at a match between K.C.C and Express at Nakivubo Stadium. Write a live commentary of the match for Radio Uganda.
4. You have watched a thrilling drama presented by one of the secondary schools you know. Write a letter to a friend in a different school describing the event.
5. Which day of the week do you find most interesting and why?
6. Imagine you have a daughter and a son who have both qualified with 18 points each to join Makerere University to study Law. You however, have to pay a cost-sharing fee of \$4000 per year for each of them and cannot afford it for both of them. Which one of them would you send and why?

PAPER 2

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

When man evolved a conscience, his basic relationship with the other animals began to change. Until then, they were broadly divided into those which ate him when they got the chance, those which he ate when he got a chance and the third group which competed with him for food, or was otherwise a nuisance to him in the business of keeping alive.

In the primitive situation, man was, therefore, basically against nature, but as the battle was progressively won, conscience crept in; the awareness of responsibility, and a failure to meet it, produced feelings of guilt. Those who live in cities and need no longer to battle against nature are nowadays most active for nature.

At this time, something like a thousand kinds of animals (vertebrate animals) can be said to be in danger of extinction. A few of them have been reduced to this precarious position by extensive killing, but the majority are disappearing only as fast as the particular kind of country they need for existence is itself disappearing and all this at the hands of man, as often as not by mistake.

These two kinds of threat can be found in the blue whale and hunter's antelope. Man has not so far substantially altered the habitat of the blue whale (although even here is a threat), but he has killed so many that the species faces extinction. In spite of an international convention, he cannot even now, agree to give full protection to this, the largest animal in the world- the largest now and as far as scientist know the largest there has ever been.

Hunter antelopes, on the other hand, live only in a quite small area along the Tana River in Kenya- an area which is scheduled for major development. There will be just as many in future as there is a suitable country for them, and the survival of the species depends simply on whether or not a portion of their habitat is set aside, or whether their new home in the Tsavo Park to which some have been transported, turns out to be acceptable to them.

There are three species of turtles whose future survival is menaced by the demand for turtle soup, which would hardly justify the extermination of a giant reptile whose family has existed for 200 million years.

Leopards are in jeopardy because of the fashion for their skins. As they get rarer, the prices rise, and as leopard skin coats become more expensive the demand increases. No species can long survive the price of sixty pounds which a half grown baby leopard now carries on its own skin. And crocodiles, the largest surviving reptiles, are now dwindling alarmingly as a result of the fashion in crocodile skin for ladies' handbags and men's shoes.

But it is not only the individual species which are endangered. Among the greatest wonders in the world are the magnificent communities of animals still to be found in some especially favoured places such as the Galapagos Archipelago, some of the sub- Antarctic islands, parts of the Arctic, certain coral reefs in the Tropics, and above all Africa.

Is it really the end for animals in that spectacular continent? Is the world's wild life all doomed? Will the child of A.D. 2000 ask, "What was an elephant?" The answer can be no only if enough people are prepared to take a little trouble about it. It may be some losses are inescapable, some species will disappear, but with more effort, much can still be saved.

(Adapted from Peter Scott: *Sunday Times in Certificate English Language* by D.W. Grieve & K.Pratt.)

Questions:

In not more than 130 words, summarise what the writer considered to be the basic reasons for the extinction or elimination of certain animals by man as described in the passage.

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

Before setting off from Nsambya Police Barracks, Nyero had told me to be very careful when crossing streets. But how could one take care? In battles, can you protect yourself against these numerous wheeled killers? If you did not want to die, you must not cross any street.

Nyero was a Kampala child-born and raised there. Perhaps he even knew some of the motorists and cyclists. Perhaps some of them knew his father, Corporal Okello; perhaps a few of them knew his mother. He slipped across the street, and it was as if vehicles had slowed down for him to pass, and he was on the other side in no time. I saw him raising his hand in greeting to one of the drivers. He stood there under a lamp post, waiting for me to cross the street and join him. Some fire began to burn inside me. A bus rumbled past, shaking the ground where I stood like an earthquake, and for a Mummyent I could not see the boy. I must not lose sight of Nyero for how would I find my way back to Nsambya Police Barracks through the stupid milling crowds? And I must stop looking frightened, because Nyero would narrate it to the women at home, and where would I go to escape their cruel laughter?

Each time I made to cross the street, vehicles would come towards me with an intention to kill! I felt confused and helpless like a woman whose hut was engulfed in flames, I waited until the flow of vehicles had Mummyentarily become a trickle, then I shot myself across the street; the kind of running you might see when a hunter is chasing a wounded edible rabbit. An old bus came at me as if I had killed its driver's twin brother! I braked in the middle of the street and jumped back like a waterbuck breaking through the net. I crashed into a giant of an Asian who was standing on the pavement. The white man fell on his back, and the buttons of his trousers broke, and his head-gear flew some distance away. My loin-cloth came apart and three thousand shillings in notes I had tied on my loin-cloth scattered and I immediately bent down to gather them.

The policemen swooped down on me like waiting vultures after seeing the animal had dropped dead. One held my left hand, greatly interfering with my efforts to wear my loin-cloth. They said foolish things in some crazy language, and Nyero appeared to be translating to me what they were saying but I could not hear a word. A large crowd quickly gathered and they were shouting their heads off. What makes men in a crowd so stupid, so childish? There were men dressed in respectable-looking suits, carrying small leather boxes in their hands. They stood there looking at me as if they had nothing else better to do than to stand there making so much noise in broad daylight! There was an old man straining his skinny neck to catch a glimpse of a young man from the village. When our eyes met, he emitted a shrill cry as if he had nothing else better to do than to stand there making so much noise in broad daylight! A white woman stood there trembling all over; she was so excited and really enjoying the policeman's interference with my dressing up. I could not hear anything, not only because of the noises produced by that silly crowd; there was also a drum pounding in my head.

The white man stood there spitting blood. He held his trousers with his left hand, and brushed the blood from his bushy face with the back of his right hand. His moustache was full of blood and he looked like a lion shot dead before it had licked the blood of its kill from around its mouth.

I faintly heard Nyero say that we were supposed to go to the police station.

Questions:

- 1) Briefly explain what the following expressions mean from the way they are used in the passage:
 - (i) "these numerous wheeled killers"
 - (ii) "he slipped across the street"
 - (iii) "some fire began to burn inside me"
 - (iv) "I shot myself across the street"
 - (v) "policemen swooped down on me"
- 2) i) Do you think the story teller is familiar with crossing Kampala streets or not?
ii) Give three examples from the passage to illustrate your answer.
- 3) In two short sentences describe, what happens from the time the story teller crashes into the Asian up to the time he is taken to the police station.
- 4) I could not hear anything, not only because of the noises produced by that silly crowd; there was also a drum pounding in my head. What caused this?
- 5) In your own words, say what the story teller thinks of:
 - (i) Nyero
 - (ii) the crowds
 - (iii) the woman at the scene of accident
- 6) From this narrator's expressions about other people, what sort of person do you think he is? Support your answer with an example from the passage.

Select the best of the four choices given.

- 1) "If you do not want to die, you must not cross any street" means
 - a) if you don't cross the street you will never die
 - b) you should cross the street when you want to die
 - c) crossing the street extremely dangerous and can cause your death
 - d) you should not come anywhere near any street
- 2) "It was as if vehicles had slowed down for him to pass" implies that Nyero seemed to be:
 - a) well known and respected
 - b) familiar with crossing streets
 - c) the son of a policeman
 - d) a fast runner
- 3) The story teller knocked the Asian down because he:
 - a) was confused by too much noise
 - b) feared being knocked down by a bus
 - c) was being chased by a wounded edible rat
 - d) wanted to reach his friend quickly
- 4) The writer thought the woman was trembling with excitement because:
 - a) the policeman had interfered with the story teller's dressing up

- b) the old man had emitted a shrill cry
- c) the buttons on the trousers of the Asian had fallen off
- d) the story teller had knocked down an Asian

- 5) The most possible reason why the story teller is taken to the police station is that:
- a) he had stolen the Asian's money
 - b) he was seen knocking the Asian and picking money that was suspected to be the Asian's
 - c) his loin-cloth came apart and scattered on the ground
 - d) he was disorderly

3. Rewrite each item as instructed without changing the meaning.

- 1) The father gave his children detailed instructions. His purpose of giving these instructions was to help them to avoid contracting Aids disease. AIDS could kill them.
(Join into one sentence without using "and, but, so, therefore")
- 2) She did not repeat the mistake again and she returned back home.(Remove the repetition)
- 3) "How many trees did you plant last year?" she asked.(Rewrite in indirect speech)
- 4) The Minister complained that the budget for her Ministry was undercut.
(Begin: The Minister complained of.....)
- 5) My grandfather has died.(Begin: Death....)
- 6) I had never before seen such a beautiful picture.(Begin: That....)
- 7) He hit his child with a club because he thought he was a robber.(Rewrite omitting 'because')
- 8) It is surprising that the thief killed our RC Secretary for Defence. (Begin: That.....)
- 9) Veronica has not eaten fish for the last six months.(End with.....ago)
- 10) There has seldom been such a long drought. (Begin: Seldom.....)

4. Choose your best alternative.

- 1) Newton..... a number of scientific theories during his life time.
 - A. announced
 - B. expanded
 - C. expedited
 - D. propounded
- 2) There is no way.....to the dead.
 - A. for talking
 - B. talked
 - C. of talking
 - D. talking
- 3) We went to Malaba Border Post and bought things cheaply. We felt we had got.....

- A. the worth of our money
 - B. our money's worth
 - C. the worthy of our money
 - D. our money with worth
- 4) If I.....known it would rain, I would have carried an umbrella.
- A. have
 - B. heard
 - C. had
 - D. hard
- 5) Before the exams begin next November,
- A. we shall cover the syllabus content properly
 - B. we shall have covered the syllabus content properly
 - C. we shall be covering the syllabus content properly
 - D. we are covering the syllabus content properly
- 6) The battle at Lukaya was crucial. The underlined word means
- A. easy
 - B. decisive
 - C. damaging
 - D. dangerous
- 7) The minister scrutinised the commissioner's report. The underlined word means:
- A. printed
 - B. rejected
 - C. held back
 - D. examined
- 8) He asked his mother if he could spend the next holiday at his friend's home and she said she would think about it over lunch. This means:
- A. She will only think about it before having lunch.
 - B. She will think about it only after having lunch.
 - C. She will think about it instead of having lunch.
 - D. She will think about it while having lunch.
- 9) She was sitting under the tree when the snake bit her. This can best be replaced by:
- A. Sitting under the tree, the snake bit her.
 - B. Sitting under the tree, she was bitten by the snake.
 - C. Sitting under the tree, she bit the snake.
 - D. Sitting under the tree, the snake beat her.
- 10) Not only insult me, but they also kicked me.
- A. do they
 - B. they do
 - C. that they

D. did they

ANSWERS

- 1 What the writer considered to be the basic reasons for the extinction or elimination of certain animals by man.

Rough copy

- Animals are broadly divided into three categories of those which eat man when they get the chance, those which he eats when he gets a chance and the third group which compete with him for food, or is otherwise a nuisance to him in the business of his keeping alive. So for any of these reasons, man kills animals.
- The extinction or elimination of certain animals by man is also due to the fast disappearance of the particular kind of country they need for existence at the hands of man.
- Others are killed for food such as the turtle killed for its soup.
- The killing of leopards is due to the demand for their expensive skins and crocodiles for the fashion in crocodile skin for ladies' handbags and men's shoes.

Fair copy

Animals are broadly divided into three categories of those which eat man when they get the chance, those which he eats when he gets a chance and the third group which compete with him for food, or is otherwise a nuisance to him in the business of his keeping alive. So for any of these reasons, man kills animals. The extinction or elimination of certain animals by man is also due to the fast disappearance of the particular kind of country they need for existence at the hands of man. Others are killed for food such as the turtle killed for its soup. The killing of leopards is due to the demand for their expensive skins and crocodiles for the fashion in crocodile skin for ladies' handbags and men's shoes.

- 2 (1) (i) the very many vehicles
(ii) he crossed the road very fast
(iii) I felt very frightened
(iv) I ran very fast across the road
(v) policemen gathered around me
- (2) (i) No
(ii) He was scared of crossing the road; when he tried to cross he ran very fast; then in panic, he stopped in the middle of the road and tried to jump back to where he had come from.
- (3) The Asian fell on his back, and the buttons of his trousers broke, and his head-gear flew some distance; then the story teller's loin-cloth came apart and three thousand shillings in notes he had tied on it scattered and he immediately bent down to gather them. Policemen and other people gathered around him, looking at him in a funny way.
- (4) He was very scared.
- (5)
i) He admires Nyero and thinks he is very shrewd and very used to the city

- ii) He thinks the crowds were behaving funny and immaturely.
- iii) He thinks the woman was inconsiderate and unsympathetic.
- (6) He is not confident of himself. He thinks everyone despises him. This can be exemplified by some of his thoughts such as; "I must not lose sight of Nyero for how would I find my way back to Nsambya Police Barracks through the stupid milling crowds? And I must stop looking frightened, because Nyero would narrate it to the women at home, and where would I go to escape their cruel laughter?"

Selecting the best of four choices given.

- 1) crossing the street extremely dangerous and can cause your death. (C)
 - 2) familiar with crossing streets (B)
 - 3) The story teller knocked the Asian down because **he feared being knocked down by a bus** (B)
 - 4) The writer thought the woman was trembling with excitement because: **the policeman had interfered with the story teller's dressing up** (A)
 - 5) The most possible reason why the story teller is taken to the police station is that: **he was seen knocking the Asian and picking money that was suspected to be the Asian's** (B)
- 3**
- 1) The father gave his children detailed instructions to help them avoid contracting AIDS disease which could kill them.
 - 2) She did not repeat the mistake and she returned home.
OR She did not do the mistake again and she went back home.
 - 3) She asked me how many trees I had planted the previous year/ the year before.
 - 4) The Minister complained of her Ministry budget being undercut.
OR The minister complained of the undercutting of her Ministry budget.
OR The minister complained of the undercutting of the budget for her Ministry.
 - 5) Death has occurred to my grandfather.
 - 6) That was my first time to see such a beautiful picture.
 - 7) He hit his child with a club thinking he was a robber.
 - 8) That the thief killed our RC Secretary for Defence is surprising.
 - 9) Veronica last ate fish six months ago.
 - 10) Seldom has there been such a long drought.
- 4**
- 1) Newton **propounded** a number of scientific theories during his life time. (D)
 - 2) There is no way **of talking** to the dead. (C)
 - 3) We went to Malaba Border Post and bought things cheaply. We felt we had got **our money's worth**. (B)
 - 4) If I **had** known it would rain, I would have carried an umbrella. (C)
 - 5) Before the exams begin next November, **we shall have covered the syllabus content properly**. (B)
 - 6) The underlined word means: **decisive**. (B)

- 7) The underlined word means: **examined (D)**
8) **She will think about it while having lunch. (D)**
9) **Sitting under the tree, she was bitten by the snake. (B)**
10) Not only **did they** insult me, but they also kicked me. **(D)**

1995 PAPER 1

SECTION A

Write a composition of 500 to 700 words.

1. Write a story ending: “.....When I woke up and realised that it was a dream, I was relieved.”
2. Imagine you are lost in an unfamiliar place and it is getting dark. Describe how you would feel.
3. Write a story beginning: I looked through the window and gasped in disbelief!
4. Describe the most unforgettable person you have ever met.
5. Give an account of a recent incident in which someone who was very ill made a miraculous recovery.
6. ‘Spare the rod and spoil the child.’ Using this saying, give your opinion on beating as a form of punishment.
7. Write a story ending: "Whenever I look back to that time I get a feeling of satisfaction."

SECTION B

Each of you composition should be 250 to 300 words.

1. Imagine that a committee has been set up by parents in your village for the purpose of organizing the building of a school block. You have been made secretary to the committee. Write out the final report on the findings of the committee. Include the following points in your report;
 - size of the school building
 - type and quantity of material to be used
 - price of the materials
 - labour
2. Write out clear instructions on how to reach one of the following places from your school stating the means of transport you can use:
 - the district headquarters
 - the hospital
 - the police station
3. Imagine you are an L.C.I chairman of your village. What changes would you make to improve the conditions in your village?
4. Describe a day in a fisherman's life.

5. A relative abroad has sent you a beautiful photo album for your birthday. Write a thank you letter to her.
6. Mention some of the ways in which bicycles have improved the lives of people in your home area.

PAPER 2

1. *Read the following passage and answer question that follows.*

Today streets, roads and highways are not only filled with the sounds of the steady stream traffic, but also the occasional hooting of horns or the mounting sound of accelerating vehicles. There might be the additional but not unusual sound of the sudden, screeching brakes and the screaming of the unfortunate pedestrian who is the innocent victim of an incident of an accident.

With the ever increasing traffic of cars, cycles and pedestrians, an increase in the number of accidents is only to be expected but it is nevertheless within human control to restrict the number of accidents to a negligible minimum. Statistics issued periodically by the police authorities reveal clearly that up to seventy five percent of all road accidents can be avoided if motorists, cyclists and pedestrians exercise care and patience.

It is shocking to note how some motorists show an utter disregard for human life in their anxiety to reach their destination in a short time possible. In the process, they overtake needlessly; disobey traffic signals and signs and change lanes sharply and suddenly. Such motorists scarcely realise that they might reach their ultimate destination much before the immediate one.

A driver, who drives under the influence of alcohol, is perhaps the greatest single cause of road accidents. Alcohol affects the sight, alertness and reflexes. As a result, he has little control over himself, let alone the car he is driving.

Apart from the direct human element which gives rise to accidents, there are two other causes; road unworthy vehicles and bad roads. Faulty brakes, bald tyres and mechanical defects cause accidents, often many serious ones. Cars must therefore be kept in a constant state of fitness. Roads too need regular attention. Lanes must be clearly cut or marked, potholes filled and narrow streets broadened.

It would be unjust to place a full responsibility of all accidents solely on motorists. Two other categories of road users must also take the blame for accidents- cyclists and pedestrians.

Most cyclists are undoubtedly skilled in the art of controlling their machines but overloading a bicycle might result in loss of balance and therefore very likely to lead to accidents particularly during rush hours.

Pedestrians are often too careless or too busy to look on both sides of the road before crossing it. They are often too lazy to walk up to a pedestrian crossing to cross a busy road. Almost all roads have foot paths which must be used by all pedestrians so that the road itself is left to the use of motorists and cyclists.

Accidents may also be caused by sheer bad luck. No human or mechanical care can prevent such accidents but if motorists, cyclists and pedestrians exercise care and patience, accidents can be reduced to a negligible minimum.

Monitor Newspaper- Road Accidents

Questions:

You have been asked to write an article for the school magazine on the topic: 'The cause of road accidents.' In summary of not more than 150 words, Use all the causes of road accidents that are mentioned in the passage to write your article.

2. Read the following passage carefully and answer the questions that follow.**The Virtues of Growing older**

Our society worships youth. Advertisements convince us to buy products like hair dye and body lotion so we can hide the grey in our hair and smooth the lines on our face. Television shows feature attractive young stars with firm bodies, perfect complexions, and thick shiny hair. Middle-aged folks do exercises in gyms and jog down the street, trying to delay the effects of age.

Wouldn't any person over thirty gladly sign with the devil just to be young again? Isn't aging an experience to be dreaded? Perhaps so, but I believe the answer is "No". Being young is often pleasant but being older has clear advantages.

When young, you are likely to be obsessed with your outward appearance. When my brother Kisa and I were teens, we worked feverishly to perfect the bodies we had. Kisa lifted weights, took mega doses of vitamins, and drank a half - dozen glasses of milk a day in order to turn his wiry adolescent frame into some muscular ideal. And as a teenager, I dieted constantly. No matter what I weighted, though, I was never satisfied with the way I looked. My legs were too heavy, my shoulders too broad, my waist too big. When Kisa and I were young, we begged and pleaded for the "right" clothes. If our parents didn't get them for us, we felt our world would fall apart. How could we go to school wearing knitted sweaters when everyone else would be wearing smart jeans jackets? We would be considered misfits. Now, however, Kisa and I are beyond such adolescent agonies. My rounded figure seems fine and I don't deny myself a slice of cake if I feel in the mood. Kisa still does exercises, but he has actually become fond of his tall lanky frame. The two of us enjoy wearing fashionable clothes, but we are no longer slaves to style. Now my clothes and my brother's are attractive yet easy to wear. We no longer feel anxious about what others will think. As long as we feel good about how we look, we are happy.

(Adapted with minor changes from: *The Macmillan Reader*)

Questions:

- 1) What things according to this passage show that our society adores the youth?
- 2) Explain the meaning of the following expressions from the way they are used in the passage.
 - a) gladly sign with the devil
 - b) obsessed
 - c) mega doses
 - d) slaves of style
 - e) adolescent agonies
- 3) i) Using examples from the passage, explain why the author and her brother used to feel bad about the way they looked
ii) What did they do about it?

4) Why do you think Kisa still does exercises?

5) According to the passage, what is the main advantage of growing older?

3. Read the following passage and answer the questions that follow.

Keeping wild animals as pets, whether on expedition or in your own home, can be tedious, irritating, frustrating business but it can also give you a great deal of pleasure. Many people have asked me why I like animals and I have found it a very difficult question to answer. You might as well ask me why I like eating. But apart from the obvious interest and pleasure that animals give me, there is another aspect as well. I think that their chief charm lies in the fact that they have all the basic qualities of a human being but with none of the hypocrisy in the world of man. With an animal, you do know more or less where you are; if it does not like you it tells you so in no uncertain manner; if it likes you, again, it leaves no doubt. But an animal which likes you is sometimes a mixed blessing. Recently I had a pie crow from West Africa who, after six months' deliberation, during which time he ignored me, suddenly decided that I was the only person in the world for him. If I went near the cage he would crouch in the floor trembling in ecstasy or bring me an offering (a bit of newspaper or a feather) and hold it out for me to take, all the while talking hoarsely to him in a series of hiccoughing cries. This was all right, but as soon as he would be let out of the cage he would fly on top of my head and perch there, first digging claws firmly into my scalp, then decorating my jacket with a nice moist dropping and finally proceeding to give me a series of love pecks on the head. As his beak was three inches long and extremely sharp, this was, to say the least painful.

Ofcourse you have to know where to draw the line with animals. You can let pet-keeping develop into eccentricity if you are not careful. I drew the line last Christmas. For a present I decided to buy my wife a North American flying-squirrel, a creature which I had always wanted to possess myself, and which I was sure she would like. The animal duly arrived, and we were both captivated by it at night when it came out of the cage and took up residence behind the wardrobe. At first this did not seem too bad. We could be in bed at night and watch it doing acrobatics on the wardrobe, scuttling up and down the dressing table, carrying off the nuts and apples we had left there for it. Then came New Year's Eve when we had been invited to a party for which I had to don my dinner-jacket. All was well until I opened a drawer in my dressing table, when I discovered the answer to the question that had puzzled us for some time: where did the flying-squirrel store all the nuts, apple, bread and other bits of food? My brand-new cummerbund, which I had never worn, looked like a piece of delicate Madeira lacework. The bits that had been chewed out of it had been economically saved and used to build little nests, one on the front of each of my dress shirts. In these nests had been collected seventy mealworms, fifty-two bits of apple and twenty grapes. The grapes and the apple had, of course disintegrated somewhat with the passage of time and had left most interesting Picasso design in juice across the front of my shirts. I had to go to the party in a suit. The squirrel is now in Paignton Zoo. The other day my wife said that she thought a baby otter would make a delightful pet, but I changed the subject hurriedly.

(From: *Encounters with Animals* by Gerald Durrell.)

Select the best of the four choices given in each question;

1. The chief charm of animals is that,
 - A. they are like humans, but always show their true feelings
 - B. they are like humans, but do not show their true dislikes
 - C. they help you to know where you are
 - D. they are so different from humans
2. "...an animal which likes you is sometimes a mixed blessing" means that
 - A. there is great variety of good things which comes from the friendship of an animal
 - B. having an animal for a friend has advantages and disadvantages
 - C. you usually end up disliking an animal which likes you
 - D. you do not necessarily like an animal which likes you
3. The author 'drew the line last Christmas' means he
 - A. set a trap for a flying- squirrel
 - B. decided not keep certain types of pets in the house
 - C. flew to North America to get a special kind of squirrel
 - D. acquired an animal he had wanted for a long time
4. The squirrel was kept in their bedroom
 - A. because the wardrobe was the best place to keep it
 - B. so that it could get its food easily
 - C. because the squirrel had destroyed its cage
 - D. so that it could get used to its new owners
5. The squirrel 'is now in Paignton Zoo' because
 - A. the author wanted to go to the party
 - B. there weren't any more fruits in the house
 - C. the author no longer thinks it is suitable for a house pet
 - D. the author wanted a baby otter instead

4. Rewrite each item as instructed without changing the meaning.

- 1) You may be a very good singer, but you still need to study music. (Rewrite beginning: No matter.....)
- 2) The greatest flood of modern times happened at Laki. (Begin: Laki...the scene...)
- 3) Poets often draw their inspiration from nature.
(Rewrite using.... 'Inspired'....instead of 'inspiration')
- 4) The chief guest boasted that he had taught in several good schools.
(Rewrite using 'having' instead of 'had')
- 5) Nansubuga's mother would not let her go to the party. (Rewrite using... 'Prevented'....)
- 6) We managed to transport our friend to a nearby dispensary immediately we got a car.
(Use 'succeeded' instead of 'managed')
- 7) We did not realise how badly John was injured until we saw him. (Begin: It was not....)

- 8) If you go to town, do check on her please. (Begin: Should.....)
- 9) He said he was unable to do the work. (Start: He expressed his...)
- 10) Although the situation was serious, we did not give up. (Begin: Serious....)

5. Choose your best alternative.

- 1) Anne'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
- 2) Robert showed great presence of mind when the fire broke out. The underlined expression means:
- A. ran away
 - B. put the fire out
 - C. calmly did what was necessary
 - D. took a long time to think
- 3) The quarrel between the husband and his wife resulted..... a fight.
- A. with
 - B. to
 - C. into
 - D. as
- 4) He was accused.....breaking into the Manager's office.
- A. for
 - B. of
 - C. about
 - D. on
- 5) Why do you always.....my statements?
- A. counteract
 - B. counterfeit
 - C. contradict
 - D. contend
- 6) Our team.....more goals than theirs
- A. won
 - B. put
 - C. played
 - D. scored
- 7)teachers take interest in their pupils' work, they will not pass.
- A. if

- B. since
C. unless
D. though
- 8) One of the questions he was asked at the interview was:
A. "Have you read Macbeth?"
B. have you read Macbeth?
C. have you read Macbeth?"
D. that you read Macbeth.
- 9) Her husband will believe anything and is easily.....
A. taken in
B. taken up
C. taken to
D. taken through
- 10) No.....than fifteen people were injured in the Entebbe road accident.
A. higher
B. more
C. lesser
D. greater

ANSWERS

- 1 The cause of road accidents.

Rough copy

- Road accidents are caused by disregard for human life by motorists who over speed in order to reach their destination quickly and as a result they overtake needlessly; disobey traffic signals and signs and change lanes sharply and suddenly.
- Others drive under the influence of alcohol which affects their sight, alertness and reflexes resulting into little control over themselves and their vehicles.
- Road unworthy vehicles with mechanical defects also cause accidents.
- Narrow roads or those without clearly cut or marked lanes, potholes also cause accidents.
- Overloading bicycles might result in loss of balance and very likely to lead to accidents particularly during rush hours.
- Pedestrians are often too careless or too busy to look on both sides of the road before crossing; are often too lazy to walk up to a pedestrian crossing to cross a busy road and this causes accidents.
- Accidents may also be caused by sheer bad luck.

Fair copy

Road accidents are caused by disregard for human life by motorists who over speed in order to reach their destination quickly and as a result they overtake needlessly; disobey traffic signals and signs and change lanes sharply and suddenly. Others drive under the influence of alcohol

which affects their sight, alertness and reflexes resulting into little control over themselves and their vehicles. Road unworthy vehicles with mechanical defects also cause accidents. Narrow roads or those without clearly cut or marked lanes, potholes also cause accidents. Overloading bicycles might result in loss of balance and very likely to lead to accidents particularly during rush hours. Pedestrians are often too careless or too busy to look on both sides of the road before crossing; are often too lazy to walk up to a pedestrian crossing to cross a busy road and this causes accidents. Accidents may also be caused by sheer bad luck.

- 2
 - 1) The numerous advertisements of products like hair dye and body lotion that make people look younger; television shows featuring attractive young stars with firm bodies, perfect complexions, and thick shiny hair; and middle-aged folks doing exercises in gyms and jogging down the street, trying to delay the effects of age.
 - 2) a) very willing to do unpleasant things or to behave queerly to achieve what you want.
b) deeply taken up; too much liking or too attracted to
c) huge amounts
d) paying too much attention to style
e) childish feelings/emotions
 - 3) i) They thought their bodies were not as perfect as they wanted.
ii) Kisa lifted weights, took mega doses of vitamins, and drank a half - dozen glasses of milk a day in order to turn his wiry adolescent frame into some muscular ideal while his brother dieted constantly in order to overcome the problem of too heavy legs, too broad shoulders and too big waist.
 - 4) Kisa still does exercises most likely to keep fit.
 - 5) The main advantage of growing old is that one is contented with how one is.
- 3
 - 1) they are like humans, but always show their true feelings (A)
 - 2) having an animal for a friend has advantages and disadvantages (B)
 - 3) decided not keep certain types of pets in the house (B)
 - 4) so that it could get used to its new owners (D)
 - 5) the author no longer thinks it is suitable for a house pet (C)
- 4
 - 1) No matter how good you are at singing, you still need to study music.
 - 2) Laki was the scene of the greatest flood of modern times.
 - 3) Poets are often inspired by nature.
 - 4) The chief guest boasted of having taught in several good schools.
 - 5) Nansubuga's mother prevented her from going to the party.
 - 6) We succeeded in transporting our friend to a nearby dispensary immediately we got a car.
 - 7) It was not until we saw John that we realised how badly injured he was.
 - 8) Should you go to town, do check on her please.
 - 9) He expressed his inability to do the work.
 - 10) Serious as the situation was, we did not give up.
- 5
 - 1) Anne's stubbornness was a stumbling-block to her progress. The underlined words mean: **an obstacle (C)**

- 2) Robert showed great presence of mind when the fire broke out. The underlined expression means: **calmly did what was necessary (C)**
- 3) The quarrel between the husband and his wife resulted **into** a fight. (C)
- 4) He was accused **of** breaking into the Manager's office. (B)
- 5) Why do you always **counteract** my statements? (A)
- 6) Our team **scored** more goals than theirs. (D)
- 7) **Unless** teachers take interest in their pupils' work, they will not pass. (C)
- 8) One of the questions he was asked at the interview was: "**Have you read Macbeth?**" (A)
- 9) Her husband will believe anything and is easily **taken up**. (A)
- 10) No **more** than fifteen people were injured in the Entebbe road accident. (B)

1996 PAPER 1

SECTION A

Write a composition of 500 to 700 words.

1. Write a story on one of the following titles:

- a) The funniest thing I ever saw.
- b) The longest hour of my life.

2. Describe an incident in which a punishment you were doing turned out to be fun.

3. Think of a party you could not resist gate crushing and describe what happened to you as a result.

4. Write a story beginning: "I could see the running figures disappearing around the corner."

5. Select one major environment problem in your country and say how it should be controlled.

6. Write a composition entitled "The Storm".

7. Write a story ending: "Whenever I look back to that time I get a feeling of satisfaction."

8. Describe an occasion when somebody helped you out of a difficult situation."

9. Should bride price be abolished or not? Give reasons for your answer.

SECTION B

Each composition should be 250 to 300 words.

1. Imagine you are a personal friend of Mr. Joshua Mwanika and he has invited you to his daughter's wedding. Unfortunately you are unable to attend the wedding, and you ring to explain why. You need to give convincing reasons. Write out the telephone conversation between you and Mr. Mwanika.

Begin:

Mr. Mwanika: Hello! Mr. Mwanika's residence. Can I help you?

Self: Hello! Is that you Joshua? This is.....

Mr Mwanika: Oh Hello.....

2. In what ways would you help your parents or guardians when they grow old?

3. Describe how very old people live in your home area.

4. You are the entertaining prefect and your school is hosting a get together dance. You have invited the neighbouring school. Write a welcome speech for the function.
5. A very prominent person, who is your family friend, in your area has died unexpectedly. Write a eulogy (tribute) to be read at the funeral stating the person's character and contribution towards the development of the area.
6. What good manners would you like your brothers and sisters to learn from you?

PAPER 2

1. *Read the following passage and answer the questions that follow.*

Many insects are known to play an essential part in transmitting diseases. Mosquitoes transmit malaria and yellow fever, tsetse flies carry sleeping sickness, and fleas harbour bubonic plague. Animals which carry organisms which can cause diseases in other animals or plants are called vectors.

Malaria is caused by a microscopic, single-celled parasites are transmitted from man to man by female mosquitoes of the genus *Anopheles*. They pierce the skin from the skin with their sharp mouth parts and feed on blood which they suck from the skin capillaries. If blood so taken contains the malarial parasites, these undergo a complicated series of changes within the mosquito, including extensive reproduction and eventually accumulate in large numbers in the salivary glands. If this mosquito now bites a healthy person, saliva containing hundreds of parasites is injected into his blood stream and he may develop malaria.

If mosquitoes could be prevented from biting people, disease could not be transmitted. Thus methods of controlling the disease, apart from drugs which kill the malaria parasite in the blood, concentrate largely on eliminating the mosquito. The species of mosquito which normally rest in dwellings can be attacked by sprays containing DDT or BHC. The spray remains effective on the walls of dwellings for several months and will kill any insects which settle on the sprayed surface. It is known that, although the adult mosquito spends its life on land, the larvae and pupae live in water. The female mosquito lays her eggs in the static water of lakes, ponds, ditches or even water collected in puddles, drinking troughs or tin cans. The eggs soon hatch to larvae which breathe air at the surface through a tracheal tube and feed on microscopic algae in water. The larva eventually pupates and although the pupa does not feed, it still breathes air. Finally, the pupa skin splits open, the imago emerges and flies away. Knowledge of this cycle leads to methods of mosquito eradication directed at the larval and pupa stages. By draining swamps and turning sluggish rivers into swifter streams the breeding grounds of the mosquito are destroyed.

In towns and villages, water must not be allowed to collect in any container, e.g. tanks, plots or tins, accessible to the mosquito. Spraying stagnant water with oil and insecticides suffocates or poisons the larvae and pupa. Such spraying must include not only lakes and ponds but any accumulation of fresh water which mosquitoes can reach, e.g. drains, gutters and the receptacles mentioned above.

As a result of a world-wide programme of malaria eradication, sponsored by the World Health Organisations, malaria has been virtually eliminated by the methods outlined above in fourteen countries and eradication is well advanced in another twenty-four. In fifty-four more countries, eradication is beginning or is planned.

(From: *Introduction to Biology* by Mackean)

Questions:

In not more than 150 words summarize the passage explaining;

- how malaria is transmitted,
- how malaria can be prevented and what achievements the World Health Organisation has so far made in eradicating malaria.

2. Use the same passage and answer the following questions 2 and 3.

- 1) What are the meanings of the following words as used in the passage?
 - (i) vector
 - (ii) malaria
 - (iii) Anopheles
 - (iv) malarial parasites
 - (v) species
 - 2) With reference to the passage, briefly explain how malaria is transmitted.
 - 3) Using information from the passage, say how malaria can be prevented.
 - 4) i) What do you understand by the term receptacles?
ii) Name the receptacles that have been 'mentioned above'.
 - 5) i) What does "malaria has been virtually eliminated" mean?
ii) What other plans does the World Health Organisation have to fight malaria?
- 3. 1)** Many insects are known to play an essential part in transmitting disease. The underlined word means;
- a) injecting disease
 - b) passing on disease
 - c) curing disease
 - d) harbouring disease
- 2) There are many ways of preventing malaria, two of which are.....and.....
 - 3) Spraying must include.....and.....and also.....
 - 4) The breeding ground of the mosquito can be destroyed by.....
 - 5) The pupa does not feed but.....

4. Rewrite as instructed without changing the meaning.

- 1) It was clever of him to build a house in the village. (Rewrite beginning: How.....)
- 2) Your dog was barking at a stranger when I shouted at him. (Begin: I.....)
- 3) After the gale the farmer had to have his fence repaired. (Use.....arranged)
- 4) When the Minister of Education visited the school, he was met by the headmaster. (Begin: On.....)
- 5) The porter found it difficult to move fast because of heavy luggage. (Begin: The heavy luggage...)

- 6) The class suddenly started to laugh.(Use: burst)
- 7) As Juliet was strikingly beautiful, she became the dream of every young man in the college.
(Begin: Strikingly....)
- 8) If you were a teacher, you would have known how tedious it is to teach a class of more than hundred pupils. (Begin: Not being....)
- 9) If the headmaster had not been merciful, Alice would not have sat her examinations.
(Begin: But for.....)
- 10) Nothing exciting is happening.(Begin: I wish.....)

5. Choose the best alternative

- 1) Barely.....started off when Mr. Kamba arrived at the stage.
 - A. the bus had
 - B. had the bus
 - C. the bus
 - D. hadn't the bus
- 2) The garden was.....planted with beans.
 - A. wholly
 - B. wholly
 - C. holy
 - D. holly
- 3) S.I's are rarely given hand-outs for.....is currently very expensive.
 - A. statutory
 - B. stationery
 - C. stationary
 - D. stationer
- 4) People who did not know the meaning of "Fools Day" called John a.....
 - A. lair
 - B. layer
 - C. lier
 - D. liar
- 5) The parent is.....to know his son's examination results.
 - A. ambitious
 - B. anxious
 - C. sensitive
 - D. shuttered
- 6) My classmate was.....with his pocket money.
 - A. economist
 - B. economic

- C. economical
- D. economized

- 7) He expressed his liking.....modern novels.
- A. to
 - B. for
 - C. of
 - D. with
- 8) My brother's hopes were
- A. chattered
 - B. shattered
 - C. chartered
 - D. shuttered
- 9) His sister got married in 1965 and.....three children so far.
- A. will have
 - B. has got
 - C. is having
 - D. is to have
- 10) I cannot makethe message which has been written in code.
- A. off
 - B. up
 - C. out
 - D. for

ANSWERS

1. How malaria is transmitted, how it can be prevented and what achievements the World Health Organisation has so far made in eradicating it.

Rough copy

- Malaria is caused by parasites transmitted from man to man by female Anopheles mosquitoes.
- They pierce the skin and feed on blood which they suck from the skin capillaries. If this mosquito now bites a healthy person, saliva containing hundreds of parasites is injected into his blood stream and he may develop malaria.
- Controlling malaria includes using drugs which kill the malaria parasite in the blood and eliminating the mosquito through spraying.
- Mosquitoes can also be eliminated at the larval and pupa stages by spraying stagnant water with oil and insecticides.

- Draining swamps and turning sluggish rivers into swifter streams eliminates the breeding grounds of the mosquito.
- Water must not be allowed to collect in any container accessible to mosquitoes. Through efforts by The World Health Organisation, malaria has been virtually eradicated in fourteen countries; while it is well advanced in other twenty-four and in fifty-four others, it is beginning.

Fair copy

Malaria is caused by parasites transmitted from man to man by female Anopheles mosquitoes. They pierce the skin and feed on blood which they suck from the skin capillaries. If this mosquito now bites a healthy person, saliva containing hundreds of parasites is injected into his blood stream and he may develop malaria. Controlling malaria includes using drugs which kill the malaria parasite in the blood and eliminating the mosquito through spraying. Mosquitoes can also be eliminated at the larval and pupa stages by spraying stagnant water with oil and insecticides. Draining swamps and turning sluggish rivers into swifter streams eliminates the breeding grounds of the mosquito. Water must not be allowed to collect in any container accessible to mosquitoes. Through efforts by The World Health Organisation, malaria has been virtually eradicated in fourteen countries; while it is well advanced in other twenty-four and in fifty-four others, it is beginning.

- 2
 - 1) What are the meanings of the following words as used in the passage?
 - (i) Animal which carries organisms which can cause diseases in other animals or plants
 - (ii) A mosquito-borne infectious disease affecting humans and other animals
 - (iii) Female mosquito
 - (iv) Organisms which cause malaria
 - (v) Breed/Variety/Type/Kind
 - 2) Mosquitoes pierce a person's skin with their sharp mouth parts and feed on blood which they suck from the skin capillaries. If blood so taken contains the malarial parasites, these undergo a complicated series of changes within the mosquito, including extensive reproduction and eventually accumulate in large numbers in the salivary glands. If this mosquito now bites a healthy person, saliva containing hundreds of parasites is injected into his blood stream and he may develop malaria.
 - 3) Malaria can be controlled using drugs which kill the malaria parasite in the blood and eliminating the mosquito through spraying. Mosquitoes can also be eliminated at the larval and pupa stages by spraying stagnant water with oil and insecticides. Draining swamps and turning sluggish rivers into swifter streams eliminates the breeding grounds of the mosquito. Water must not be allowed to collect in any container accessible to mosquitoes.
 - 4)
 - i) a hollow object used to contain something
 - ii) tanks, pots or tins,
 - 5)
 - i) Malaria has almost been completely eradicated.
 - ii) Providing anti-malaria medicine to the affected people.
- 3
 - 1) passing on disease (**B**)
 - 2) There are many ways of preventing malaria, two of which are using drugs which kill the malaria parasite in the blood and eliminating the mosquito through spraying
 - 3) Spraying must include the walls of mosquito dwellings, and lakes and ponds and also any accumulation of fresh water which mosquitoes can reach.
 - 4) The breeding ground of the mosquito can be destroyed by draining swamps and turning sluggish rivers into swifter streams.

5) The pupa does not feed but it breathes air.

4 Rewrite as instructed without changing the meaning.

- 1) How clever it was of him to build a house in the village!
- 2) I shouted at your dog **when/as** it was barking at a stranger.
- 3) After the gale, the farmer arranged to have his fence repaired.
- 4) On the visit of the Minister of Education to the school, he was met by the headmaster. **OR**
On his visit to the school, the Minister of Education was met by the headmaster.
- 5) The heavy luggage made it difficult for the porter to move fast.
- 6) The class suddenly burst into laughter.
- 7) Strikingly beautiful, Juliet became the dream of every young man in the college.
- 8) Not being a teacher, you cannot know how tedious it is to teach a class of more than hundred pupils.
- 9) But for the headmaster's mercy/mercy of the headmaster, Alice would not have sat her examinations.
- 10) I wish something exciting would happen!

- 5**
- 1) Barely **had the bus** started off when Mr. Kamba arrived at the stage. **(B)**
 - 2) The garden was **wholly** planted with beans. **(B)**
 - 3) S.1's are rarely given hand-outs for **stationery** is currently very expensive. **(B)**
 - 4) People who did not know the meaning of "Fools Day" called John a **liar**. **(D)**
 - 5) The parent is **anxious** to know his son's examination results. **(B)**
 - 6) My classmate was **economical** with his pocket money. **(C)**
 - 7) He expressed his liking **for** modern novels. **(B)**
 - 8) My brother's hopes were **shattered**. **(B)**
 - 9) His sister got married in 1965 and **has got** three children so far. **(B)**
 - 10) I cannot make **out** the message which has been written in code. **(C)**

1997 PAPER 1

SECTION A

Write a composition of 500 to 700 words.

1. Write composition showing your view on whether or not people are happier today than they were fifteen years ago.
2. Write about the most memorable experience in your life clearly showing the reader why it has stayed in your memory.
3. Write a story to end "...one of the gang members disappeared into the bush to be seen no more."
4. Write about a time when you waited anxiously for something and describe your feelings when it did not happen the way you had expected.
5. "Better late than never." Write a story in which the meaning of this saying applies.
6. Write a description of the most disturbing time of the year for you.
7. "Health is everybody's responsibility." Discuss.

SECTION B

Each of your composition should be 250 to 300 words.

1. You have been approached by the parent of a primary seven candidate for advice on how to choose a good secondary school. Write your advice to him or her.
2. The student council of your school has asked you to write a report outlining a proposed project for a school canteen. Write the report.
3. You are a voluntary worker helping the needy in your district. Describe your work to a visiting team of voluntary workers.
4. An unexpected birthday gift has arrived sent by a relative you have not seen for five years. Write a letter thanking him or her.
5. You have visited a factory as part of your geography course. Describe one of the manufacturing processes you were shown at the factory.
6. Your niece raises an alarm shouting "Fire! Fire! Help!" Neighbours run to the rescue only to find she is playing around. You are very angry and decide she should stay at home while you visit town. Unfortunately when real fire breaks out at the house while you are away, nobody comes to help. You get back home find her burnt in the house. Describe what you would do.
7. Write a prayer entitled "God, what should I have done!"

PAPER 2

1. ***Read the following passage carefully and answer the questions that follow.***

World Government

If World Government is to work smoothly, certain economic conditions will have to be fulfilled. One of these, which are beginning to receive widespread recognition, is the raising of the standard of life in what are now under-developed countries to the level which prevails among the most prosperous populations of the West. Until a certain economic equality among the different parts of the world has been achieved, the equality among the different parts of the world has been achieved, the poorer nations will envy the richer ones, and the richer ones will dread violent action on the part of those who are less prosperous.

But this is not the most difficult economic measure that may be necessary. Various raw materials are essential to industry. Of these, at present, oil is one of the most important. Probably uranium, though no longer needed for purpose of war, will be essential for industrial use of nuclear energy. There is no justice in the private ownership of such essential raw materials - and I think we must include in undesirable private ownership, not only that by individuals or companies, but also that by separate states. The raw materials without which industry is impossible should belong to International Authority and be granted to separate nations in accordance with the two principles of justice and aptitude for their use. Nations which are lacking in this aptitude should be helped to acquire it.

In a stable world such as we are envisaging, there could be in many ways a great deal more freedom than there is at present. There would, however, be some new limitations on freedom, since it would be necessary to include loyalty to the international government and to curb

incidents of war by single nations or groups of nations. Subject to this limitation, there should be freedom of press and travel. There should be a very radical change in education. The young should no longer be taught to over-emphasize the merits of their own countries, to feel proud about their compatriots with tendencies of killing foreigners, or to adopt Mr. Ponsnap's maxim: 'Foreign nations, I am sorry to say, do as they do.' History should be taught from an international point of view with little emphasis on wars and much emphasis upon peaceful achievements, whether in knowledge or art, or in exploration or adventure. The education authorities of a single country should not be permitted by the international government to stir up chauvinist feelings or to advocate for armed rebellion against the international government. Apart from these limitations, there should be a much greater freedom in education than there is at present. Unpopular opinions, unless they were such as to cause danger of war, should be tolerated in teachers. The whole emphasis, in all teaching of history or social subjects, should be on Man and not on separate nations or groups of nations.

(Adapted from Bertrand Russell *Has Man a Future* Longman, London, 1970 pp 68)

Questions:

- a) Explain in not more than 70 words how education should change for the success of a World Government.
- b) In not more than 40 words explain the most difficult economic task that a World Government has to accomplish.

2. *Read the following passage and answer the questions that follow:*

The Brazilian Government has authorized the establishment in the Amazon Basin of almost three hundred ranching schemes with a capacity of nearly four million cattle. Bulldozers and fellers are now clearing several areas of the forest, in projects supported by some of the world's biggest processed meat producers. The government insists that half of the forest cover must be preserved on each of these properties.

Nevertheless, their research scientists are worried that all the goodness will be leached from the soil when the trees come down, and that, fellers may be making deserts. They are concerned also about the industrial developments that would accompany meat production on such a huge scale; these could adversely affect not only the marvellous aquatic life of the Amazon but even commercial fishing out in the Atlantic.

One scientist has gone so far as to suggest the Amazonian might be responsible for half of the world's oxygen supply. The technical arguments are complicated, but the basic contention is that much of the carbon dioxide produced by world industry and pumped mercilessly into the atmosphere is converted into cellulose and oxygen by photosynthesis; that tropical rainforests are much more effective for this purpose than foliage in temperature zones which does not grow all the year round; and that Amazonian could therefore be earning its keep on a world scale.

To the optimists, then, the development of Amazonian is panacea for world blunder...

(Source: Rid out, *English Today* 1954)

Questions:

- 1) The last sentence of the passage states the optimist's view. What then is the pessimist's view?
- 2) Why are research scientists worried about the Amazon's soil?
- 3) What are the views of the scientists about industrial development?
- 4) What is meant by "the basic contention"? (third paragraph)
- 5) According to the passage, the Amazonian could be "earning its keep on a world scale" Explain this statement.

3. Read the following passage and answer the questions that follow.

Tired out and scared to pieces, David was glad when it began to grow light. He was no longer used to travelling at night-time and decided that as soon as he got far away he would travel during the day instead. Travelling by night was too exhausting in a terrain where at every step you might run into something or trip over it - plants, tree roots, an unexpected slope or hole in the ground. He had noticed, too that as long as people were not able to take a good look at him, they paid him little enough attention - he was just a boy passing by. There must be lots of boys in the world. The many things he must have failed to notice in the town continued to fret him. There might have been boys there, too, but he had been so busy learning about what was in the shops, listening to what people were talking about and reading the notices that he had not been aware of. He could read anything now, as long as it was in print and that was a great advantage.

He waited till it was light enough to see whether there were houses nearby and then found a good clump of bushes to sleep in.

When he woke he had a shock. It was daylight, and he sat up he found himself looking straight out to sea! He looked anxiously at his compass. Perhaps it had broken? But the needle moved as it should. For a Mummyent he thought he had lost his way in the dark and had wondered round in a circle till he was back again in the neighbourhood of the town. Then another thought occurred to him: perhaps the coastline curved right round and had crossed a strip of land with the sea on both sides of it. Yes, that was it.

(Source: *The Listener*, by Stark OUP.1951 pg 48)

Select the best of the four choices given in each question:

- 1) David was scratched to pieces because
 - A. he did not know the way
 - B. he could not see where he was going
 - C. it was exhausting terrain
 - D. he was travelling at night over rough ground
- 2) He decided to travel by day
 - A. because it was less exhausting
 - B. if people no longer stared at him
 - C. as people did not stare at him if he passed quickly
 - D. for he wanted to see the countryside

- 3) While he was in town
 - A. he had learned to read notices
 - B. he had been trying to learn as much as possible
 - C. he had seen a lot of boys like himself
 - D. he had fretted about the things
- 4) When he woke up, he had a shock because
 - A. that was more late than expected
 - B. the sea had apparently moved
 - C. he had broken his compass
 - D. he had thought he was nowhere near the sea
- 5) Finally he discovered
 - A. a curved coastline
 - B. that he was mistaken
 - C. that he had been right all the time
 - D. that he was lying on an island

4. Rewrite the following sentences as instructed without changing the meaning.

1. It started to rain during the match but we decided we continue until the end. (Begin: Although.....)
2. Uncle Amukun may arrive tomorrow morning. (Rewrite using.....possibility.)
3. "I hope I shall win the first prize in the competition." Simon Okello said.
(Begin: Simon Okello hoped.....)
4. He wondered how the kid got injured. (Use direct speech)
5. In case of emergency, ring 999. (Begin: If.....)
6. The only thing we can do is buy a new car. (Rewrite to end.....alternative.)
7. Akello is too young to enter the competition. (Rewrite using.....enough...)
8. Has the lawyer been in touch with you about the murder? (Rewrite using.....heard.)
9. You may go with your friends but you must return by ten. (Rewrite using.....provided.)
10. Gertrude had no difficulty in finding Rehemah's house. (Rewrite to end.....ease.....)

5. Choose the best alternative

1. 'I don't understand it,' he said. 'I don't.....' I replied.
 - A. don't I
 - B. too
 - C. either
 - D. neither
2. They asked him if he had any objection.....them to the police station.
 - A. of accompanying
 - B. to accompanying
 - C. for accompanying

- D. to accompany
3. The country has a hard working population and many national resources. If only it.....more industries of its own.
A. had
B. has
C. will have
D. should have
4. Eventually the nurse cast her eyes over the rows of patients and asked.....
A. 'Who had been waiting longest?'
B. 'Who had been waiting the longest?'
C. who had been waiting longest
D. who had been waiting the longest?
5.his efficiency, he was quite a successful businessman.
A. but for
B. as for
C. for all
D. in return for
6. The defeated team left the field looking extremely.....
A. dejected
B. dismantled
C. distorted
D. grievous
7. It was not clear.....he was referring to.
A. the one
B. which one
C. the one which
D. as to that
8. While no exactly admiring him,
A. they did not respect him
B. they still respected him
C. he deserved to be respected
D. he did not deserve respect
9. His wife's infidelity was something he would rather.....
A. to have discovered
B. not have discovered
C. to have not discovered
D. not to have discovered
10. I wanted to learn Arabic, but I was.....by the appearance of the script.
A. run down
B. put off
C. cut off

ANSWERS

1. (a) How education should change for the success of a World Government.

Rough copy

- The young should no longer be taught to over-emphasize the merits of their own countries or feel proud about their compatriots with tendencies of killing foreigners.
- History should be taught from an international point of view with little emphasis on wars and much emphasis upon peaceful achievements.
- Education should discourage chauvinist feelings armed rebellion against the international government.
- It should emphasise Man and not separate nations or groups of nations.

Fair copy

The young should no longer be taught to over-emphasize the merits of their own countries or feel proud about their compatriots with tendencies of killing foreigners. History should be taught from an international point of view with little emphasis on wars and much emphasis upon peaceful achievements. Education should discourage chauvinist feelings armed rebellion against the international government. It should emphasise Man and not separate nations or groups of nations.

(b) The most difficult economic task that a World Government has to accomplish.

Rough copy

- It is very difficult to attain justice in the private ownership of the essential raw materials for industrial use such as oil and uranium.
- Undesirable private ownership of raw materials not only by individuals or companies or separate states is unavoidable.

Fair copy

It is very difficult to attain justice in the private ownership of the essential raw materials for industrial use such as oil and uranium, because their undesirable private ownership, not only by individuals or companies or separate states is unavoidable.

- 2
- 1) The development of Amazonian is a disaster
 - 2) Scientists are worried that all the goodness will be leached from the soil when the trees are cut down leading to making desertification.
 - 3) They are concerned that the industrial developments that would accompany meat production on such a huge scale could adversely affect not only the marvellous aquatic life of the Amazon but even commercial fishing out in the Atlantic.
 - 4) The fundamental thinking or consideration.
 - 5) According to the passage, The Amazonian could be generating income by world standards.
- 3
- 1) David was scratched to pieces because **he was travelling at night over rough ground (D)**
 - 2) He decided to travel by day because **it was less exhausting (A)**
 - 3) While he was in town **he had been trying to learn as much as possible (B)**

- 4) When he woke up, he had a shock because **he had thought he was nowhere near the sea** (D)
- 5) Finally, he discovered **that he was mistaken** (B)
- 4
- 1) Although it started to rain during the match, we decided we continue until the end.
 - 2) There is a possibility that Uncle Amukun may arrive tomorrow morning.
 - 3) Simon Okello hoped he would win he first prize in the competition.
 - 4) He said, "How did the kid get injured!"
 - 5) If there is an emergency, ring 999.
 - 6) Buying a new car is the only alternative.
 - 7) Akello is not old enough to enter the competition.
 - 8) Have you heard from the lawyer about the murder?
 - 9) You may go with your friends provided you return by ten.
 - 10) Gertrude found Rehemah's house with ease.
- 5
- 1) 'I don't understand it,' he said. 'I don't **either**' I replied. (C)
 - 2) They asked him if he had any objection **to accompanying** them to the police station. (B)
 - 3) The country has a hardworking population and many national resources. If only it **had** more industries of its own. (A)
 - 4) Eventually the nurse cast her eyes over the rows of patients and asked **who had been waiting longest**. (C)
 - 5) **In return for** his efficiency, he was quite a successful businessman. (D)
 - 6) The defeated team left the field looking extremely **dejected**. (A)
 - 7) It was not clear **which one** he was referring to. (B)
 - 8) While not exactly admiring him, **they still respected him**. (B)
 - 9) His wife's infidelity was something he would rather **not have discovered**. (B)
 - 10) I wanted to learn Arabic, but I was **put off** by the appearance of the script. (B)

1998 PAPER 1

SECTION A

Write a composition of 500 to 700 words.

1. Write an original story beginning: "She regretted having talked to the stranger."
2. Describe what happened at a candidates' meeting when one of the contestants stood up to persuade the people to vote for him or her.
3. In your opinion what should be done to help AIDS patients live positively?
4. Explain clearly how you feel about wearing a uniform at school.
5. What are some of the most appropriate ways in which government can address poverty in Uganda?
6. You are faced with the urgent need to decide between two choices. Give clear details of your dilemma and what you would do eventually.
7. "Government should ban all dressing that exposes people's thigh and their underwear." Write in support or rejection of this view.

SECTION B

Each of your composition should be 250 to 300 words

1. Write a letter to your local council asking for a change in your leadership in your area or for provision of some service or facility that you area lacks. You may use some or all of the following points:
 - broken bridges.
 - poor roads in the area
 - long distance to the nearest town
 - no buses
 - area needs to open up trade with the outside
 - there has been no progress in the area
 - new leadership can bring some hope
 - poorly built schools without scholastic materials and trained teachers
 - poor performance at examinations at PLE, 'O' & 'A' Levels.
2. Describe three things that you find annoying about your neighbours.
3. Someone who has never been to your home wants to visit you. Give him or her clear directions to help them to get there easily.
4. Describe a crop grown in your area and say how it is grown.
5. Give reasons why children should or should not be punished in school.
6. Explain the dangers of pre-marital sex.
7. "Violence in sports should be abolished." Give reasons to support or reject this view.

PAPER 2

1. *Read the following passage carefully and answer the questions that follow.*

Traffic congestion in the peak hours is already creating havoc in the main transport route and bottlenecks between Khartoum, Omdurman and Bahri. The Ministry of Energy and Mining has estimated that some 50,000 "bakasi", (converted light weight Japanese pickup trucks) operate in the capital.

Undoubtedly, fewer vehicles on the road and elimination of the unsafe 'bakasi' would reduce accidents. An alleviation of daily rush for transport would mean less dependence on 'bakasi' whose capacity is only eight passengers, but which carry up to fifteen, some hanging from the rest with only an arm's hold on the speeding vehicle. "This is the easiest way of killing many people at one go", remarked Mark Simon, a self-employed labourer. With no alternative, thousands of workers each day make their way home.

Since 1977- according to government statistics- traffic accidents, unlicensed drivers, death and severe injuries caused by cars, have actually decreased. In 1977, 204 people were reported killed in Khartoum in traffic accidents. In 1982, only 136 perished.

Unfortunately, the fewer numbers are likely more a reflection of the reduced monitoring capacity of the traffic department than safer driving.

In addition to the absence of safety regulations for public transport the current state being one of survival of the fittest, and he who does not push and shove does not get home, traffic regulations are largely ignored.

With the installation of traffic lights, the work-load of the traffic policeman might be thought to have been reduced. However, more often than not, traffic lights are out of order, creating not only confusion for drivers, but also the need for the posting of police on traffic duty.

More acute is the danger to pedestrians. With most of the white lined zebra crossings faded, drivers are unaware of the pedestrians' right of way. Unfortunately, the average driver simply ignores the waiting pedestrians and merely swerves to miss the pedestrians who characteristically walk into the traffic anyway.

The men and women behind the wheel are very inconsiderate. The rule of driving is often, the bigger the car the fastest one must go. Rather than using their horns to intimidate the road users, for the Khartoum drivers, excessive hooting has replaced the use of indicators, rear view mirrors or a simple caution.

To obtain a road license in Sudan, it is said that one may need to do nothing more than fill out forms and pay the standard fee. One Khartoumer remarked, "You could be away in Europe and return to find a relative has got you a perfectly legal license for a car which has no wheels and no engine."

The men behind the wheels of 'bakasi' and lorries which everyday move thousands through the city are traditionally migrants from the country side with a notorious disregard for basic safety. Learners often pick up bad driving habits from their inexperienced tutors.

Law enforcement is also ineffective because of ridiculously low fines; for example, the fine of failing to renew a license is \$5, the same as it was two decade ago.

The majority of accidents according to Dr. Zein occur on public holidays. This is because most drivers involved in accidents are under the influence of alcohol. Between 50 to 60 per cent of those examined are found to be drunk.

(Adapted from Sudanews, LSI, Vol. 8 NO. 2 Feb 1982)

Question:

In not more than 100 words, explain what, according to the writer are the causes of road accidents?

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

There can be few more depressing stories in the entire history of man's exploration of nature than the destruction of the unfortunate great whales. The whales have not only suffered untold cruelty but now face total extermination. Already entire populations have been wiped out, and the only reason why no species has yet been finished off is due to the vastness and inaccessibility of the oceans; so a pocket or two somewhere has always managed to escape. How ironic if biological extinction were to complete the job.

The basic rule of extinction is very simple: It occurs when a species' mortality is continually greater than its recruitment. There are, though, some very special additional factors in the case of whales.

Man does not actually have to kill the last whales of a species with his own hands, as it were, to cause its disappearance. Biological extinction will quickly follow the end of commercial whaling should that end be due to a shortage of raw materials i.e. of whales. Whalers have long sought to defend their wretched trade by insisting that whales are automatically protected as soon as they become rare, and therefore uneconomic to pursue. Man will have no choice but to stop the hunting. That is a very nice theory, but it is the theory of an accountant and not of a biologist: only an accountant could apply commercial economics to complex biological systems. The reasons for its absurdity are many and varied. In the case of whaling it can be summed up in the following way: When the stock has been reduced below critical level, a natural, possible unstoppable downward spiral begins because of three main factors. First, the animals lucky enough to survive the slaughter will be too scattered to locate one another owing to the vastness of the oceans. Secondly whales being sociable animals probably need the stimulus of sizeable gatherings to induce reproductive behaviour (which has social inferences as well as sexual). It is quite likely that two individuals meeting through chance will not be compatible. (They can hardly be expected to be aware of their own rarity or to realize any need for adjusting their natural inclinations). This is especially so with polygamous species like the sperm whale. Thirdly, and perhaps most important in the long term, even allowing that the whales might still be able to band

together in socially acceptable groups (thanks to their undeniably excellent communicative systems when there is a real danger), possibly even a probability, that the whales gene pools would by then have sunk so low as to be biologically unviable. That is to say, the characteristics possessed by the original population in total would be whittled down by those characters possessed by the few remaining individuals. The result of such a biological calamity is in-breeding; less ability to adapt to new conditions and less individual variety. Three words can sum it up: protracted biological extinction.

(From Mammals of Seals by Richard M. Martin, published by Nicholas Enterprises Ltd)

Questions:

2.5 Give four words from the passage that suggests what whales have a problem.

2.5 Briefly explain the meaning of the following words and expression as used in the passage:

- (i) vastness
- (ii) species
- (iii) not compatible
- (iv) whittle down

2.5 When, according to the writer, is it possible for extinction to occur?

2.5 What reasons do the whalers give to argue that the whales cannot become extinct?

2.5 Give one reason why the numbers of whales could never recover even when whaling has stopped.

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

Some of the ways of the British students did appear to me distinctly odd, as no doubt mine did to them. I found, for example, their refusal to admit the necessity for a daily bath, even in higher summer, a little disconcerting. I had been brought up to believe that cleanliness is next to godliness and also lie next to the skin. Whenever I would hear students in Britain referring to that curious institution of theirs, the 'bath-night', as though it were a special and very welcome weekly recurrence, I would think of the little stream which splashed under the bridge in Lokko. It was a temperamental stream; during the dry season it would shrink to a mere trickle, and at the height of the rains it would swell to a boiling, pounding cataract which could sweep grown-up men away. But every day, rainy season or dry, it would be the scene of busy laundry and toilet activity for a large number of people. What better and more sensible time to wash your clothes than when you yourself are having your bath? The water was soft and cool, and the rocks, hard and smooth, were perfect for beating clothes against. There was only one unwritten law about this admirable practice - no mixed bathing: and a good beating and cursing for any peeping Tom. And throughout history, conquered people have taught their conquerors good habits. The British in Africa also bathe assiduously whatever the weather.

I found in contrast to the casual attitude of many British students towards personal cleanliness; the concern of the British generally over the tidiness of their homes, streets, gardens and parks was limitless. Here I believed they could teach us much. Everywhere you went, you sensed a tradition of providing a place for everything and making sure that the place was used as

intended. Surface water, sewage waste paper, old rags, bottles and bones, even smoke: everything must be properly disposed of. The proper conservation and controlled use of all national resources is necessary in a relatively wealthy country such as this. I thought it must be a thousand times more so for us.

I could not help noticing, too, the individualism of the British, and the looseness of family ties and obligations, as compared with ours. We were brought up to have an intense pride in our family, and an intense loyalty to it; and to feel that that pride and loyalty must extend to most distant relatives known to us. The word 'family' means more to an African than it does to a European; and many of us smile quietly when we hear British people talking about family life in their country. How little of it there really is! I remember how no one either in Lokko or in Sageresa, old or young, took any important decision without first discussing the pros and cons with every available relative. A wedding, christening, funeral or initiation ceremony not attended by every member of the family who was not overseas would be unthinkable.

In times of adversity, there were literally scores and scores of relatives to console one; in times of prosperity a similar number turned up to share both your joy and your material wealth. A man who merely disliked you cursed you; a man who hated you cursed your family. It was all really an elaborate and most effective system of social security; and through it the very great extremes of wealth and poverty which have brought suffering and injustice into the social life of so many European countries (and revolution and bloodshed to some) which have been avoided in Africa. We had a joke amongst ourselves in the hostel in Newcastle that the Englishman treats his dog as he should his nephew, and his nephew as merely another man's son.

(From; *The African* by William Canton)

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 circle around it.

- 2.6** Which of the following statements is true?
- A. British students bathed as often as the author.
 - B. British students treated the 'bath-night' as if it were a welcome weekly reoccurrence.
 - C. British students believed it unnecessary to bath more often in summer.
 - D. British students had the same habits as the author.
- 2.7** The word 'temperamental' in paragraph one means;
- A. that one was never certain how it would behave
 - B. that it did not flow very often.
 - C. that it was angry.
 - D. that one could tell the time by it.
- 2.8** The average British is more individualistic:
- A. because he has more obligations to meet.
 - B. because his family ties are not as strong.

- C. because he is disloyal to his family.
- D. because he is never a part of a large family.
- 2.9** "A man who hated you cursed your family" because
- A. this was the worst thing he could say to you.
- B. such a remark would never cause bloodshed.
- C. the family is a very central element to an individual's existence.
- D. it was safer to do this.
- 2.10** The concluding sentence of the passage " We had a joke amongst ourselves in the hostel in Newcastle that the Englishman treats his dog as he should his nephew and his nephew as merely another man's son." This implies
- A. that an Englishman treats his nephews in the same way as he treats animals.
- B. that an Englishman treats animals better than he treats relatives.
- C. that an Englishman treats other children better than he treats his own sons.
- D. that an Englishman treats his nephew better than he treats his own sons.
- 3A. Rewrite as instructed and do not change the meaning.**
- 3.1** Do you know the departure time of the Arusha train? (Replace: "departure" with depart)
- 3.2** The teachers are not responsible for the pupils' poor performance in anyway. (Begin: In.....)
- 3.3** The Hilton is the most expensive hotel in Nairobi. (Use.....as....as...)
- 3.4** That was the worst storm they had ever seen. (Begin: Never.....)
- 3.5** He recovered from his cold quickly. There was no need for him to see a doctor. (Rewrite as one sentence. Use.....so.....needn't.....)
- 3.6** "Will William be able to come home at Christmas?" asked his youngest sister. (Rewrite without inverted commas.)
- 3.7** Mukasa's mother said he will be back from school soon.(Punctuate the sentence)
- 3.8** Our teacher said he was pleased we had corrected our composition so carefully. (Use: congratulated)
- 3.9** The second cake she baked was even less successful than the first when it came out of the oven. (Rewrite to finish.....as the first.)
- 3.10** It rained at lunch time but Sports Day was a great success.(Begin: In spite of)

3B. Choose the Best among the alternative.

3.11 It was his most.....deed, to dive into the water and save the child.

- A. heroic
- B. silly
- C. daring
- D. extraordinary

3.12 The water was very.....and we couldn't swim easily.

- A. shallow
- B. space
- C. deep
- D. infectious

3.13 In no time people get fed.....a tyrant ruler.

- A. down with
- B. up with
- C. across with
- D. fully with

3.14 While **crossing** the railway line, his car broke.....

- A. up
- B. down
- C. off
- D. apart

3.15 When he reached the station, the train.....already.

- A. left
- B. has left
- C. had left
- D. was leaving

3.16 Never.....so hilariously.

- A. they laughed
- B. they would laugh
- C. they have laughed
- D. had they laughed

3.17 The building collapsed as its.....was weak.

- A. bottom
- B. base
- C. floor
- D. foundation

3.18 The police force is always alert in.....crime

- A. shutting
- B. prohibiting

- C. preventing
- D. arresting

3.19 He.....in the school for the last three years.

- A. was working
- B. is working
- C. had work
- D. had been working

3.20 Being tired, Grace.....on the way.

- A. laid down
- B. had lain
- C. lay down
- D. lied down

ANSWERS

1. The causes of road accidents

Rough copy

- Road accidents are caused by the absence of safety regulations or ignoring them altogether. Traffic lights are often out of order.
- Most of the zebra crossings are faded so drivers cannot notice the pedestrians' right of way.
- The regulations of obtaining a road license are not strictly followed.
- Many of the drivers are migrants from the countryside who disregard basic safety regulations.
- Learners often pick up bad driving habits from their inexperienced tutors.
- Law enforcement is also ineffective because of ridiculously low fines.
- The majority of accidents occur on public holidays as most drivers are under the influence of alcohol.

Fair copy

Road accidents are caused by the absence of safety regulations or ignoring them altogether. Traffic lights are often out of order. Most of the zebra crossings are faded so drivers cannot notice the pedestrians' right of way. The regulations of obtaining a road license are not strictly followed. Many of the drivers are migrants from the countryside who disregard basic safety regulations. Learners often pick up bad driving habits from their inexperienced tutors. Law enforcement is also ineffective because of ridiculously low fines. The majority of accidents occur on public holidays as most drivers are under the influence of alcohol.

2A 2.1 destruction; unfortunate; extermination; extinction

2.2

- (i) extreme largeness/wideness
- (ii) a group of living organisms consisting of similar characteristics

- (iii) cannot adapt
- (iv) reduced in number

2.3 When a species' mortality is continually greater than its recruitment.

2.4 Whales are automatically protected as soon as they become rare

2.5 It is because of protracted biological extinction.

2B 2.6 British students treated the 'bath-night' as if it were a welcome weekly reoccurrence. **(B)**

2.7 The word 'temperamental' in paragraph one means; that one was never certain how it would behave. **(A)**

2.8 The average British is more individualistic because his family ties are not as strong. **(B)**

2.9 A man who hated you cursed your family because this was the worst thing he could say to you. **(A)**

2.10 An Englishman treats animals better than he treats relatives. **(B)**

3A 3.1 Do you know when the Arusha train will depart?

3.2 In no way are the teachers responsible for the pupils' poor performance.

3.3 No hotel in Nairobi is as expensive as The Hilton.

3.4 Never had they ever seen such a storm.

3.5 He recovered from his cold quickly so he needn't see a doctor.

3.6 William's youngest sister asked whether he would be able to come home at Christmas.

3.7 Mukasa's mother said, "He will be back from school soon."

3.8 Our teacher congratulated us upon correcting out composition so carefully.

3.9 The second cake she baked was not as successful as the first when it came out of the oven.

3.10 In spite of the rain at lunch time, Sports Day was a great success.

3B 3.11 It was his most **heroic** deed, to dive into the water and save the child. **(A)**

3.12 The water was very **deep** and we couldn't swim easily. **(C)**

3.13 In no time people get **fed up with** a tyrant ruler. **(B)**

3.14 While crossing the railway line, his car broke **down**. **(B)**

3.15 When he reached the station, the train **had left** already. **(C)**

3.16 Never **had they laughed** so hilariously. **(D)**

3.17 The building collapsed as its **foundation** was weak. **(D)**

3.18 The police force is always alert in **preventing** crime. **(C)**

3.19 He **had been working** in the school for the last three years. **(D)**

3.20 Being tired, Grace **lay down** on the way. **(C)**

1999 PAPER 1

SECTION A

Write a composition of 500 to 700 words

1. Tell an original story based on one of the following subjects:
 - a) Fire
 - b) Examination fever
 - c) 'Where there is smoke, there is fire.'
2. Write an account of the trouble you got into when one of your teachers discovered a love letter in your exercise book.
3. Write an original story that ends, "Since that day, I decided not to trust women".
4. Consider the advantages and disadvantages of being a head prefect.
5. Explain how you felt during a miserable and uncomfortable journey you made.
6. Do you believe that primary education should be free and compulsory for everyone in the country? Explain.
7. "That girls should enjoy the same education opportunities as boys is unquestionable". Give your views on this.

SECTION B

Each of your composition should be 250 to 300 words.

1. You have volunteered, at the invitation of the LC III Chair person, to explain to the people in your locality the importance of a constitution to a country. Prepare your address in which you explain clearly the following points and any other that you consider necessary.
 - What a constitution is
 - Why a country should have a constitution
 - What the populace benefit from a constitution.
 - Major issues highland in a constitution, e.g. governance, etc
2. Describe one of following through the eyes of someone seeing it for the very first time:
 - a) An upcoming modern town
 - b) A dense, natural tropical forest
 - c) An abandoned old house.
3. Explain how your school or class benefitted from a recent visit by an individual or a group that talked about one of the following:
 - a) The rights of children
 - b) The relevance of school subjects to the world of work.
 - c) The importance of co- curricular activities in schools.
4. You have a bicycle or computer or sewing machine that you want to sell off. Write an advertisement for it with the following information:
 - a) make and model;
 - b) conditions or quality;
 - c) where and when it can be viewed;

- d) any other important characteristics that may interest the potential buyer.
5. Explain the problem that parents have with baby-sitters.
 6. "There are more disadvantages in being an only child." Show that you agree or disagree with this opinion.
 7. Give an account of the work or duties of one of the following:
 - (a) The Defence Secretary at the LC 1
 - (b) A teacher on duty during the week
 - (c) Your school Health Prefect
 - (d) The Director of Studies at your school

PAPER 2

1. *Read the following passage carefully and answer the questions that follow.*

Baird did not claim to have invented the idea of television but he was undeniably the first man in the world to have taken it out of the laboratory stage and put it into practice. He conceived the desire to dedicate his life to television at Hastings in 1924, and it was whilst walking alone over the cliffs to Fairlight Glen that he filled his mind with a subject to which he devoted all his energies until his death in 1945, at the age of 58.

Exhilarated by the freshness of the sea air in his lungs, and the conception of an idea laden with intriguing possibilities, Baird started operations at once. He began with a purchase of a tea chest, an old hat box, some darning needles, a bull's eye lens from a local cycle shop and a plentiful supply of sealing wax and glue. The contraption grew and eventually filled Baird's bedroom. Electric batteries were added to it; wireless valves and transformers appeared, and at last, he was able to show the shadow of a small cross transmitted over a few feet. Baird was elated, but there began a problem which haunted him from time to time - money; advertisements for assistance sometimes produced just enough to be able to scrape by, and then, sad to say, Baird was dismissed from his quarters in Hastings.

In rigging up his apparatus one day, he was connecting the supply to some of the wiring when he allowed his attention to wander Mummyentarily- but just long enough to receive the full force of two thousand volts through his hands. It was more than enough to have killed him. For a few seconds the inventor was twisted into a knot of helpless agony, but then fell backwards, breaking the circuit and saving his life. The noise of his fall and the vivid flash of light attracted the attention of passers-by; one of them a newspaper-man and the story received immediate publicity. In due course Baird received instructions from the landlord's solicitors to vacate the premises forthwith-that was the end of Hastings. Baird found a little attic at 23, Firth Street, London and he his contraptions moved there; locks, stock and barrel.

Hastings, however, had become immortalized by Baird. The small Maltese cross which he had televised inspired the Hastings Council to erect a plaque at the shop over which Baird had worked, bearing the followed inscription:

"Television first demonstrated by John Logie Baird from experiments started here in 1924."

(Adapted from: "Television Jubilee" by Gordon Ross)

Question:

In about 125 words, summarise Baird's contribution to the development of television, showing the problems he encountered.

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

Smile please! Say cheese! Anyone who has ever had a picture taken by a professional photographer swears he will scream if he ever hears those loathsome words again.

When you first entered the photographer's office, the girl at the desk seizes you firmly by the arm, ushers you into the studio and plunks you down or rather up on a high hard stool. The photographer examines you critically through narrowed eyes and tells you to look pleasant. This is just what you thought you were doing. You sit there for what seems like hours, displaying your best Pepsodent or Colgate smile and lighting up the studio with the glow of your dazzling white teeth while he proceeds to fiddle with the camera, twisting this, turning that, and all but scratching your nose or putting out an eye when he suddenly thrusts light into your face. Is it worth it, you wonder? You are almost overcome by an impulse to bolt and let posterity struggle through its disappointed centuries with no portrait of you.

Finally, everything is in order and the endless instructions begin. Instructions calculated to add to your already painful self-consciousness. "Head up, chin down, head right, shoulders to left! Remove the look of agony from your face. Smile please, pul-eeze! No, you look as if you are snarling at me. No, no, not that either; that makes you look like a half-wit. Say cheese. Now, again. That's it! Hold it!"

The photographer, however, doesn't seem to realize that his military order to hold it is easier said than done. Several days seem to pass between his command and the actual taking of the picture. Once again, he goes through the mysterious ritual with distance meters and dazzling lights, not unlike a priest before the altar, while the smile freezes upon your face and you feel as if you were cast in bronze. Finally, the blinding flash, the dancing blue spots before the eyes, and there is the photographer smiling genially, grasping you by the hand to pull you from the stool, from which position you end up on your knees. If so, seize the opportunity before you rise to say a prayer of thankfulness that it is all over.

You find yourself at the door being told that the picture will be best ever. You contort your face into various expressions-to the wondering gaze of the passers-by to see if the skin is still moveable. Then, with an airy feeling of release, as if a dentist had said, "That's all, I'll send the bill to your father," you walk away hating the word 'cheese' and especially 'smile!'

(Adapted from "Learning to write" by E.H. Winter Reed Smith)

Questions:

- 2.1 Give two expressions that show that the writer does not like the actions of the girl at the desk?
- 2.2 Why does the writer say that you have to say a prayer of thankfulness when the photographing session is over?
- 2.3 In your own words, say what the story teller thinks of the photographer.
- 2.4 Briefly explain what the following expressions mean as they are used in the passage:
- (i) "through narrowed eyes"
 - (ii) "displaying your Pepsodent or Colgate smile"
 - (iii) "snarling at me"
 - (iv) "his military order"
 - (v) "the mysterious ritual"
- 2.5 Why does the writer hate the words "cheese" and "smile" so much?

2B. Read the passage below and answer the questions that follow

They made their way easily between stunted trees, rock piles and thin clumps of bush. At one point they saw a small herd of elands moving along the summit of a group of little hills. Longolle explained to Hamisi, in a whisper, that those elands were feeding and enjoying the shade up there, and had chosen the place deliberately, because they were wary creatures. The elands always felt safe and comfortable if they could look out across an open space or over a high view.

After pausing for a Mummyent, they were ready to move again, when Kebo gave an abrupt urgent hiss. Hamisi noticed how Michael and Longolle just glanced to check their rifles before they all crouched down, hidden by some rocks and a blackened, flat-topped tree.

Kebo's fantastic eyesight and bush sense had spotted something up ahead. The others seemed to find it at once; now they were alerted, but Hamisi could see nothing unusual at all. Then Kebo put his mouth next to the boy's ear and in the faintest of whispers told him where to look. Thrilled but a little scared, Hamisi peered through a cleft straight in front of him. He nearly gasped aloud.

A huge male leopard was lying flat on a high rock screened from the eland both by height and by an overhanging branch. The leopard watched unblinkingly as a big antelope approached him, drew closer, and halted underneath the same rock. In those conditions the eland would get no help at all from the fickle pulls of breeze.

The leopard began to gather himself with movements as slow as the hands of a watch. Then suddenly he launched himself from the rock, straight at the herd and on the bull's massive neck.

This eland was a very large and heavy, steel-grey animal, in prime condition. As an immediate reaction to attack, the bull eland leapt into the air and then spurred on by terror, and the pain of this clawing, biting cat, hurled himself down the hill side.

No longer caring about making any noise, Michael and Hamisi and the rest of the party rushed to the edge to see.

Together, the leopard and the eland bounced and slithered down, two maddened beasts, crashing through the bush, bruised and gashed by rocks and trees.

Each time the leopard, who was mad with rage and lust to kill, evaded the eland's full weight. Gradually, the huge cat changed his killing grip and finally reached the throat. This was the end. From a screen of bush at the bottom of the hillside came faint sounds of struggle, then silence. The eland was dead.

(Adapted from: "Hamisi's Second Safari" by Anthony Cullen, East African Publishing House 1974)

Select the best of the four choices given in each question.

- 2.6** According to the passage, why had the elands chosen the summit of a group of little hills?
- A. They wanted to be comfortable and safe from the predators.
 - B. So as to be on top of the world.
 - C. Elands wanted to see other elands.
 - D. It had always been their sleeping ground.
- 2.7** Why do you think 'Kebo could only whisper' to Hamisi?
- A. Hamisi has a problem with his ears.
 - B. Kebo did not want to frighten the elands which were about to be attacked.
 - C. Hamisi told Kebo not to shout.
 - D. Hamisi was still a young boy.
- 2.8** What reason is given in the passage for the leopard's choice of position to hunt?
- A. A rock is strong enough for the leopard to stay on.
 - B. The leopard would be screened from the eland by the height and an overhanging tree branch.
 - C. It had always hunted from the same spot.
 - D. No reason is given.
- 2.9** Which of the following alternatives can best replace the phrase 'in prime condition'?
- A. In a working condition.
 - B. In a high condition.
 - C. In a good and youthful condition.
 - D. In a primary condition.
- 2.10** How did the leopard manage to overpower the eland?
- A. By changing the grip from front to back.
 - B. By going for the eland's neck.
 - C. By holding the eland's muscles firmly
 - D. By jumping above the eland

3A. Rewrite as instructed and do not change the meaning.

- 3.1** Juma was very happy at scoring the goal. He could not stop running.

(Join the two sentences ending:.....running.)

- 3.2** Is he very difficult to get on with? (Rewrite to start: "Do you.....?")

- 3.3** We were not surprised by Juma's playing so well. (Begin: Juma's.....)
- 3.4** Pamela has always strongly supported the school's basketball team.
(Rewrite the following sentence using the word 'staunch')
- 3.5** My husband helped me a lot or I could not have written this book.
(Begin: Without.....)
- 3.6** Because I did not wish to seem mean, I donated the same amount as everyone else.
(Begin: Not.....)
- 3.7** His keys were inside. He shut the door. He walked away.
(Join into one sentence beginning: "Forgetting.....")
- 3.8** The guest of honour regretted that the party had come to an end.
(Rewrite: ".....," said the guest of honour.)
- 3.9** That girl is very naughty. She can easily make a goat break its tether.
(Rewrite as one sentence using:such.....)
- 3.10** It was spoken quietly. It was almost inaudible.
(Combine in one sentence using:so.....that.....)

3B. Choose the best alternatives

- 3.11**me to the beach with you?
A. Do you take
B. Are you take
C. Will you take
D. You take
- 3.12** The news that we received was very disheartening. This means that the news was.....
A. sad
B. fair
C. flat.
D. amusing.
- 3.13** There was a.....of meningitis in Uganda a few years ago.
A. break out
B. get out
C. break up
D. run up
- 3.14** It is supposed.....in England next time.
A. to have made
B. be made
C. to have been made
D. to make
- 3.15** What is.....at the Video hall today?
A. in
B. off

- C. on
D. up
- 3.16** The teacher furiously demanded.....
A. us to leave
B. that we should leave
C. us that we should leave
D. o us that we should leave
- 3.17** Juma.....to buy a house.
A. had no enough money
B. had no enough money
C. didn't have enough money
D. hadn't some money
- 3.18** There was a group of.....monkeys on the roof of the lodge.
A. velvet
B. vervet
C. vevelt
D. velt.
- 3.19** The club decided to make ato the salvation army.
A. present
B. settlement
C. subsidy
D. donation
- 3.20** The manager was accused.....stealing the company's money.
A. for
B. of
C. about
D. onto

ANSWERS

1. Baird's contribution to the development of television and the problems he encountered.

Rough copy

- Baird was the first to have taken the television out of the laboratory stage and put it into practice.
- He faced financial difficulties in addition to being dismissed from his quarters in Hastings.
- One day, as he was connecting wires he Mummyentarily became absent minded causing two thousand volts to pass through his hands, which almost killed him.
- For a short time, he was feeling a lot of pain, but then fell backwards, breaking the circuit and saving his life.

- His loud fall and the bright light flash attracted the attention of passers-by; one of them a newspaper-man and the story received immediate publicity.
- Consequently, he was instructed by his landlord to vacate his premises and so he had to relocate to another place.

Fair copy

Baird was the first to have taken the television out of the laboratory stage and put it into practice. However, he faced financial difficulties in addition to being dismissed from his quarters in Hastings. One day, as he was connecting wires he Mummyentarily became absent minded causing two thousand volts to pass through his hands, which almost killed him. For a short time, he was feeling a lot of pain, but then fell backwards, breaking the circuit and saving his life. His loud fall and the bright light flash attracted the attention of passers-by; one of them a newspaper-man and the story received immediate publicity. Consequently, he was instructed by his landlord to vacate his premises and so he had to relocate to another place.

- 2A** 2.1 “Seizes you firmly by the arm” and “plunks you down or rather up on a high hard stool”.
 2.2 It is a very tedious exercise.
 2.3 The photographer is fond of ordering people around in a teasing manner.
 2.4 Briefly explain what the following expressions means as they are uses in the passage:
 (i) looking at someone with squeezed exploring eyes
 (ii) smiling with well brushed white teeth
 (iii) showing me your teeth in anger
 (iv) his tough instruction
 (v) strange practice
 2.5 They remind him of the unpleasant experience he was subjected to by the photographer.
- 2B** 2.6 They wanted to be comfortable and safe from the predators. **(A)**
 2.7 Hamisi told Kebo not to shout. **(C)**
 2.8 The leopard would be screened from the eland by the height and an overhanging tree branch. **(B)**
 2.9 In a good and youthful condition. **(C)**
 2.10 By going for the eland's neck. **(B)**
- 3A** 3.1 Juma was so happy at scoring the goal that he could not stop running.
 3.2 Do you think he is very difficult to get on with?
 3.3 Juma's playing so well did not surprise us.
 3.4 Pamela has always been a staunch supporter of the school's basketball team.
 3.5 Without my husband's help, I could not have written this book.
 3.6 Not wishing to seem mean, I donated the same amount as everyone else.
 3.7 Forgetting his keys inside, he walked away.
 3.8 "I am sorry that the party has come to an end," said the guest of honour.
 3.9 She is such a naughty girl is that she can easily make a goat break its tether.
 3.10 It was spoken so quietly that it was almost inaudible.

- 3B**
- 3.11 **Will you take me** to the beach with you? (C)
- 3.12 The news that we received was very disheartening. This means that the news was sad. (A)
- 3.13 There was a **break out** of meningitis in Uganda a few years ago. (A)
- 3.14 It is supposed **to be made** in England next time. (B)
- 3.15 What is **on** at the Video hall today? (C)
- 3.16 The teacher furiously demanded **that we should leave**. (B)
- 3.17 Juma **didn't have enough** money to buy a house. (C)
- 3.18 There was a group of **velvet** monkeys on the roof of the lodge. (A)
- 3.19 The club decided to make a **donation** to the Salvation Army. (D)
- 3.20 The manager was accused **of** stealing the company's money. (B)

2000 PAPER 1

SECTION A

Write a composition of 500 to 700 words.

1. Write about a personal experience ending your composition with "...hadn't it been for the guidance of teachers I would never have made it."
2. Describe your reaction when you were caught red-handed searching through your mother's drawers.
3. 'People should tame but not destroy the environment.' In your view, how can this be achieved?
4. Explain why hygiene is important in improving the educational standards of secondary schools.
5. Describe your favourite celebration in the year and explain its significance to you as an individual.
6. Do you think that corruption is Uganda's greatest problem? Give reasons for your answer.
7. Imagine you are the heir to your late father's estate. Tell how you would overcome all your relatives' plot and attempts to take the property from you.

SECTION B

Each of your compositions should be 250 to 300 words.

1. Robberies are on the increase in your area. You recently attended a meeting at which residents discussed possible measure of preventing them. You have been asked to write a report of residents' ideas to be represented to the LC II Chairperson. Write your report focusing on some or all of the following points:
 - why robberies are on the increase
 - hiring trained security personnel/ LDUs
 - area increasingly becoming a slum
 - respect for the LC system
 - registering visitors to the area

2. You are the Discipline Prefect of your school. Write a speech that you would present on your school's open day in the presence of a named guest of honour. The theme should be:

"The Importance of Discipline and Rules in our school".
3. Describe one of the following:
 - a) an evening traffic jam
 - b) a busy market place
 - c) a traditional wedding
4. Give your views for or against multi-party politics in Uganda today
5. 'Advertisements on television have a negative effect on viewers.' Give reasons to support or reject this view.
6. Write about a competition that you enjoyed taking part in.
7. Give clear and full instructions on how to perform one of the following:
 - a) thatching a house
 - b) building a granary
 - c) mowing the lawn

PAPER 2

1. *Read the following passage and answer the questions that follow.*

You get an electric shock if an electric current flows through you. This usually happens if you touch something which is live, that is, which is connected to a supply of electricity. The severity of the shock will depend on the size of the current, and the part of our body that it passes through. The current will take the path of least resistance through your body that is in contact with the ground (earth) or any object making contact with the ground.

The size of the current is directly proportional to the voltage and to the resistance of the path taken by the current. The voltage will probably be fixed - a mains voltage of 200 to 250 volts. The resistance can vary considerably. Good conductors of electricity have a low resistance while bad conductors have high resistance and they are called insulators. For example, rubber is a good insulator so is dry skin. But water and most metals are good conductors; the body, a fairly good one.

This means that if you touch a live object and are well insulated from the ground, (for example if you are wearing shoes with rubber soles) and have dry skin, you should not get a severe shock. But if your skin is moist or wet and you are not well insulated from the ground (standing, for example, on a wet floor with leather-soled shoes), the shock will be severe, possibly fatal.

In a flat iron, the live parts (for example, the heating element, thermostat and wire connecting them) are insulated from the rest of the flat iron. Rubber is used to insulate some parts, mainly the connecting wires, while mica is frequently used to insulate the parts which get hottest, such

as the element. If this insulation deteriorates, some parts of the flat iron which the user may touch can become live.

To prevent an electric shock, if this happens, a path of much less resistance than that through the user can be provided for parts which might become live, so that current will flow along it instead of through the user's body. This is called earthing and is done by means of a third earth wire (in addition to the two conducting wires in the flex), one end of which makes good electrical contact with the ground, through the mains socket, while the other end is connected to the parts of iron which might become live.

It is, of course, up to the user to make certain that the 3-wire flex is correctly fitted to a 3-pin plug, which in turn is used in a properly earthed mains socket. Otherwise the flat iron is not earthed. Fewer accidents would occur if plugs and sockets were correctly wired, so that equipment was properly earthed. If you have any doubts, the first essential is, therefore, to have your wiring and your electrical equipment professionally checked. This will cut down to a minimum the chances of a serious shock or a fatal accident, should your flat iron (or, equally any other piece of electrical equipment) become faulty.

Question:

In about **120** words, explain the measures that could be taken to avoid electric shocks.

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

Clearly if we are to participate in the society in which we live we must communicate with other people. A great deal of communication is performed on a **person-to-person** basis by the simple means of speech. If we travel in buses, stand in football match queues, or eat in restaurants, we are likely to have conversations where we give information or opinions, receive news or comments and very likely have our views challenged by other members of the society.

Face to face contact is by no means the only form of communication and during the last 200 years, the art of mass communication has become one of the dominating factors of **contemporary** society. Two things, above others, have caused the enormous growth of the communication industry. Firstly, **inventiveness** has led to advances in printing, telecommunications the transmission and reception of communications so that local news often takes a back seat to national news, which often is **eclipsed** by international news. The Israeli raid on Entebbe Airport, Uganda, in 1976 was followed by six books about the subject and two films within months of the events!

No longer is the possession of information confined to a privileged minority. In the last century, the wealthy man with a library of his own was indeed fortunate, but today there are public libraries. Forty years ago, people used to flock to the cinema, but now far more people sit at home and turn on the television to watch a programme that is being **channelled** into millions of homes.

Communication is no longer merely concerned with the transmission of information. The modern communications industry influences the way people live in society and broadens their horizons by allowing access to information, education and entertainment. The printing, broadcasting and advertising industries are involved with informing, educating and entertaining.

Although a great deal of the material communicated by the mass media is very valuable to the individual and the society of which he is a part, the vast modern network of communications

is open to abuse. However, the mass media are with us for better, for worse, and there is no turning back.

Source: (A complete course for the new Cambridge Certificate for students (1986) by Judy Garton- Springer and Simon Greenall)

Questions

- 2.1** What examples are given of person-to-person communication?
- 2.2** What are the two main reasons for the development of mass communication?
- 2.3** Why is the cinema less popular than it was in the forty years ago?
- 2.4** Apart from information, what other material is communicated by mass media?
- 2.5** What do the following words or phrases mean in the context of the passage?

- (i) **Person-to-person**
- (ii) **Inventiveness**
- (iii) **Eclipsed**
- (iv) **Contemporary**
- (v) **Channelled**

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

It was not until the beginning of the twentieth century that it was recognised that certain substances were essential in the diet to prevent or cure some diseases. These substances are now known as vitamins, and they are vital for growth, good health, and maintenance of the normal functions of the body. The Hungarian biochemist, Szentayorgyi, who first isolated vitamin C (ascorbic acid), defined the vitamin as a substance which makes you ill if you don't eat it.

A well-balanced diet should provide all the vitamins we normally require. Those of us who are fortunate enough to be able to buy sufficient food should not suffer from vitamin deficiency. However, for various reasons, some people do not maintain a balanced diet. People often lose their appetite because of the illness. People living alone may not bother to eat proper meals, and people on diet may not eat sufficient quantities of necessary foods. Elderly people are at risk because they may be unable to shop and cook. Moreover, modern methods of preserving, freezing and long-term storage of food together with over cooking can destroy many of the vitamins. Food served in restaurants and canteens has often lost much of its vitamin content because it has been kept hot, or even prepared the day before. So you may have problems if you eat it.

Are you getting enough vitamins?

Source: Judy Garton- Spenger: A complete course for the new Cambridge First Certificate'.

Questions:

- 2.6** Vitamins are necessary to
 - A. Make it one ill
 - B. Keep the body in a healthy condition
 - C. Encourage vitamin deficiency
 - D. Make a balanced diet
- 2.2** Loss of appetite may be due to

- A. Lack of vitamins
- B. Not maintain a balanced diet
- C. Not eating sufficient quantities of necessary foods
- D. Illness

2.3 The following are ways of destroying vitamins except

- A. Modern methods of preserving food
- B. Freezing
- C. Keeping and eating food fresh
- D. Long term storage of food

2.4 Food served in restaurant may lose its vitamins because of

- A. Being kept under hot temperatures or prepared overnight
- B. Having been stored too long
- C. Not being fresh
- D. Being eaten regularly

2.5 Elderly people may suffer ill health particularly because they

- A. May be unable to buy their food and prepare their meals
- B. Do not know about balanced diets
- C. Often eat in restaurants.
- D. Always keep essential vitamins out of their diet

3A. Rewrite the following sentences without changing the meaning.

3.1 It would be even sillier to dodge the exams. (Replace sillier with foolish)

3.2 She would rather be punished than be suspended (*Use: prefer*)

3.3 "Have you any news of your uncle's arrival, John?" She asked.

(Rewrite using indirect speech)

3.4 I did not see him there. Nobody else saw him there either. (Join as one sentence using: neither)

3.5 We realised what a good teacher he was when he got into his class and we saw him teaching. (Begin: It was not)

3.6 Beatrice is a Ugandan student. Beatrice is slender. Beatrice is nineteen years old.

(Rewrite as one sentence without any repetition)

3.7 Keeping our money in the bank is quite wise, but it might be wiser to buy a house with it (Begin: It might be wiser.....)

3.8 Most people in southern Sudan haven't enough to eat. (*Use:too.....*)

3.9 Did you give me the keys or was it someone else? (Begin: Was.....)

3.10 The truck is so slow that it won't get to Fort Portal before dusk. (*Use:too.....*)

3B Complete sentences with the most suitable answer among the alternatives.

3.11 Peter told her.....he had said.

- A. Why
- B. That

- C. When
D. All that
- 3.12** I wish I.....more interesting books to read.
A. Have found
B. Would found
C. Can find
D. Could find
- 3.13** He's got.....of money, but very little sense.
A. a lot
B. much
C. enough
D. a great
- 3.14** Hosea.....in Fort Portal for the last six years.
A. working
B. has been working
C. is working
D. was working
- 3.15** His shyness and inability to speak English made him feel most.....
A. proud
B. embarrassed
C. dignified
D. excited
- 3.16** There is..... as not passing exams in that school.
A. no such thing
B. not such a thing
C. not a thing such
D. no such thing
- 3.17** He will not earn very much.....he works harder.
A. if
B. when
C. unless
D. because
- 3.18** Uganda is.....
A. a beautiful, exciting, small country
B. a small, beautiful, exciting country
C. beautiful, small, exciting country
D. small, strict beautiful, an exciting country.
- 3.19**of the two passed the exams.
A. All
B. Neither
C. Nor
D. Both

3.20 She didn't give me.....pocket money.

- A. a bit
- B. some
- C. any
- D. little

ANSWERS

1. The measures that could be taken to avoid electric shocks.

Rough copy

- A number of measures could be taken to avoid electric shock. First of all, it is important that all wiring and electrical equipment are professionally checked.
- When using electric gadgets, one should be well insulated from the ground for example by wearing shoes with rubber soles.
- Proper earthing should be done to create a path of much less resistance for parts which might become live, so that current will flow along it instead of through the user's body.
- This is done by adding a third earth wire to the two conducting wires in the flex, with one of its ends making contact with the ground while the other end is connected to the live parts of the electric gadget being used.

Fair copy

A number of measures could be taken to avoid electric shock. First of all, it is important that all wiring and electrical equipment are professionally checked. When using electric gadgets, one should be well insulated from the ground for example by wearing shoes with rubber soles. Proper earthing should be done to create a path of much less resistance for parts which might become live, so that current will flow along it instead of through the user's body. This is done by adding a third earth wire to the two conducting wires in the flex, with one of its ends making contact with the ground while the other end is connected to the live parts of the electric gadget being used.

2A **2.1** Travelling in buses, standing in football match queues, or eating in restaurants.

2.2 (i) Inventiveness which has led to advances in printing, telecommunications the transmission and reception of communications.

(ii) The access to information by the majority of people.

2.3 So many people now own televisions in their homes.

2.4 Apart from information, the mass media also influences the way people live in society and broadens their horizons by allowing access to information, education and entertainment.

2.5 What do the following words or phrases mean in the context of the passage?

- (i) Face-to-face
- (ii) Creativity/Innovation
- (iii) Overtaken/Overshadowed
- (iv) Modern/Current
- (v) Broadcast

- 2B** **2.6** Vitamins are necessary to keep the body in a healthy condition (**B**)
2.7 Loss of appetite may be due to illness (**D**)
2.8 The following are ways of destroying vitamins except keeping and eating food fresh (**C**)
2.9 Food served in restaurants may lose its vitamins because of being kept under hot temperatures or prepared overnight (**A**)
2.10 Elderly people may suffer ill health particularly because they may be unable to buy their food and prepare their meals (**A**)
- 3A** **3.1** It would be even **more foolish** to dodge the exams.
3.2 She prefers being punished to being suspended
3.3 She asked John whether he had any news of his uncle's arrival.
3.4 I did not see him there, neither did anybody else.
3.5 It was not until he got into his class and we saw him teaching that we realised what a good teacher he was.
3.6 Beatrice is a Ugandan student. Beatrice is slender. Beatrice is nineteen years old.
3.7 It might be wiser to buy a house with our money than keep it in the bank.
3.8 Most people in southern Sudan have too little to eat.
3.9 Was it you or someone else who gave me the keys?
3.10 The truck is too slow to get to Fort Portal before dusk.
- 3B** **3.11** Peter told her **all that** he had said. (**D**)
3.12 I wish I **could find** more interesting books to read. (**D**)
3.13 He's got **a lot** of money, but very little sense. (**A**)
3.14 Hosea **has been working** in Fort Portal for the last six years. (**B**)
3.15 His shyness and inability to speak English made him feel most **embarrassed**. (**B**)
3.16 There is **no such a thing** as not passing exams in that school. (**D**)
3.17 He will not earn very much **unless** he works harder. (**C**)
3.18 Uganda is a small, beautiful, exciting country. (**B**)
3.19 **Neither** of the two passed the exams. (**B**)
3.20 She didn't give me **any** pocket money. (**C**)

2001 PAPER 1

SECTION A

Write a composition of 500 to 700 words.

1. Write a story of your own entitled: "The President Wins Again."
2. Describe the functions of any one of the following in your school and say why it's important to the school:
 - library
 - kitchen/ dining
 - school garden
3. Why is it necessary to have well-trained teachers in secondary schools?
4. Write a story based on the expression, "A bird in the hand is worth two in the bush."
5. Write about the life of someone you know who uses his or her abilities to help the community.

6. Tell a story about how you narrowly escaped getting caught in the wrong.

7. "Developing countries are poor only because their citizens are lazy."

SECTION B

Each of your compositions should be 250 to 300 words.

1. You wish to borrow some money to start a project in your village. The manager at the local branch of your bank has encouraged you to write an application for the loan.

Write your application making sure that you do not forget the following points:

- the purpose of the project
 - the beneficiaries
 - your plans for repayment
 - why you should be trusted with the loan
 - your current activities
 - any people that should be trusted to support your intentions and activities
2. Write clear notes to present to your head teacher on how the following systems in your school should be improved:
 - electing prefects
 - punishing wrongdoers
 - rewarding well-behaved students.
 3. Explain how you would receive and entertain a visitor at home in your parents' absence.
 4. Your club has visited a game park in Uganda. On your return to school you are required to present a report of the trip to the club patron. Write an outline of the report.
 5. A group of donors from a foreign country are interested in giving aid towards community development in your home area. Identify the specific areas they should be encouraged to get involved in. Give clear and convincing reasons for the areas you have identified.
 6. A new product has just been introduced. Describe the product to a friend, pointing out all the reasons why he or she should use it.
 7. Write a brief letter to the editor of your favourite newspaper showing how the insurgency in a specific part of your country has affected the lives of the people.

PAPER 2

1. *Read the following passage and answer the questions that follow.*

Road Safety Measures

The numbers of killed and injured made 1968 the worst year in the records of road crashes. Despite all the publicity, the warnings and the repeated appeals for greater care, it looks as though this year is going to be even worse.

The police have announced that 173 people were killed in motor accidents during the second quarter, one more than the corresponding period of 1968. The figures are higher all rounds: there were 1,626 accidents against 1,343; 437 people sustained serious injury against 307; and the slightly injured numbered 1,016 against 864.

Road fatalities are running at the rate of two day as the Secretary General of the Automobile Association of East Africa graphically pointed out yesterday. Wing-commander Francombe welcomed the new rules published in Kenya Gazette requiring, among other things, reflective chevrons or number plates to be fitted to the rear lights (as well as, at present, heavy) commercial vehicles. Heavy vehicles will have to be fitted with white reflecting strips stretching across the full width in front.

Cyclists are a serious danger to themselves and other road users at night because so few carry effective front and rear lights and, therefore, are not easily distinguishable in the darkness on the long stretches of unlighted roads. The new rules provide that the rear mud-guards of bicycles must carry reflectors.

A suggestion made to the police and the Ministry of Education, since the effect would be in the interest of school children in particular, is that people who go out walking at night should wear some form of white reflective material. The orange-coloured reflecting uniforms worn by some road workers are great help to motorists in picking them out so that preventive action can be taken.

At last, under the new rule, double 'thou shall not cross' lines are to be introduced. Single white lines are no deterrent to many motorists, who badly ignore the restriction the lines ought to impose.

Light commercial vehicles have been required to display reflective chevrons for some time in Uganda. Bringing Kenya into line as an illustration of East African complex of road safety and traffic problems, it would be of great service if road safety and allied measures could be integrated as wing-commander Francombe said, on East African basis. Probably this is too much to expect at present, but there is no doubt Kenya should tackle these problems on a national basis.

The establishment of national organisation for road safety has long been advocated, uniting the work of the police, The Automobile Association, and other interested people in campaigning against death on the roads. Determined and sustained education on road use is needed in schools as well as among road users which means everybody, not solely motorists.

Road safety and traffic offences are national problems not confined to provincial compartments. Organised centrally, it should be possible to provide highway patrol radio cars.

They would be trained not only to hunt down speeding, dangerous and drunken drivers, drivers of defective vehicles, but to give expert help when accidents occur.

Obviously, such a fleet could be big enough at the outset to cover every road; but the patrols could concentrate at first on major routes radiating from Nairobi to Nakuru, Thika and Mummybasa, absorbing more areas as they increase in the strength. Moreover, such a central organisation would enable training to be co-ordinated effectively.

The limiting factor is the availability of cars and policemen. Both cost money and demands are rising from every side on the treasury's restricted resources. However, if money so spent saved lives, it would be money well spent on a rewarding branch of police work.

Source; Radford W.L *Junior Secondary English*

Question:

In not more than **120** words, explain the measures that could be used to maintain road safety.

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

In spite of what has recently been done to combat the threat of the locusts, they remain a **menace** to the entire food supply of a quarter of the world. One trouble with them is the speed with which they breed. And the more they breed, the more they eat; and the more they eat, the more they breed. Sometimes in a breeding area there are as many as five thousand eggs to the square yard. And if you remember that a breeding area may cover nearly two hundred thousand

acres, you will begin to see the size of the problem. A large swarm, **migrating** from one of these breeding grounds, may number five hundred million and be capable of destroying an area of two hundred square miles. The destruction caused by a swarm of locusts has to be seen to be believed. A small dark cloud appears on the horizon; it grows in size until the sun is darkened by the flying insects. If the swarm settles, the sky is no longer **blotted out**, but instead the field, which a Mummyent ago was green, is thick with brown crawling locusts. They eat slowly, but thoroughly. Before long every sign of green has vanished from the field and it has become a desert. A swarm may take hours to pass a given point, may be as much as sixty miles wide. It flies slowly, about nine miles per hour, but can cover immense distances. A swarm has been found four thousand miles from its breeding ground, another has been sent at sea, over a thousand miles from land, another has been known to cross a range of mountains fifteen thousand feet high. No wonder that men find it difficult and costly to deal with the threat of the locust. But that it can be dealt with is shown by the fact that without the campaign waged in America, farming would have been virtually impossible in six states where the locust is no longer a menace.

(Adapted from: "*The Facts about Locusts*" by Walter C. Lowedermilk)

Questions:

- 2.1 Give two reasons why it has been difficult to deal with the threat of locusts.
- 2.2 What threat do locusts pose to the world?
- 2.3 Briefly explain the meaning of the following words or phrases as used in the passage.
 - (i) 'menace'
 - (ii) "...may take hours to pass a given point."
 - (iii) 'migrating'
 - (iv) blotted out
- 2.4 What facts can clearly explain the slow speed of the locusts?
- 2.5 What shows that the menace of locusts can be dealt with?

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

Science has made a great difference to our lives. New products, new materials, new knowledge, have changed our attitude to the world and everything that is in it, including ourselves. Who can these days look at the moon on a clear night without remembering that men have been there and back? Can anyone these days hear the word "Hiroshima" without remembering the destruction of the atomic bomb? Not everything that science has brought has been good to mankind; but it has greatly enriched our lives, given us freedom from hunger, greater leisure, and a deeper awareness of the wonder and complexity of life.

As science has become a more and more important element in our lives, religion has become less and less so. We live in a time when many call themselves atheist or agnostic when the religious basis of morals is everywhere under attack; and the number of active Christians or devout Moslems seem to be in the minority in society. The question to ask is: Has the rise in science caused the decline in Faith? One is hesitant to say "yes".

Science and faith are not trying to do the same thing. Perhaps we can illustrate this. You may go into the kitchen and seeing steam coming from the kettle, ask, "Why is the kettle boiling?" Your brother who has just done a course in physics replies, "It is because vapour pressure of water is equal to atmospheric pressure." You might get quite a different answer from your mother, "Because I want a cup of tea."

Source: *Science, the Past and the Present* by Sherwood Taylor.

Questions:

2.6 An alternative title for this passage is:

- A. The contribution of science and religion.
- B. How science has changed our lives.
- C. The decline of religion.
- D. How science opposes religion.

2.7 “Many call themselves atheist or agnostic” means many people are

- A. ungodly
- B. attacked because of religion
- C. not believers in God
- D. more interested in religion than science

2.8 According to the author, science has

- A. brought a lot of happiness to man
- B. given us the new word 'Hiroshima'
- C. been partially useful to man
- D. barely benefitted mankind

2.9 The decline in faith

- A. is not related to advancement in science
- B. is not entirely the result of advancement in science
- C. can be illustrated scientifically
- D. has been caused by the number of devout Christians and Moslems

2.10 The kettle and steam illustration suggests that

- A. scientists are cleverer than religious people.
- B. science and faith are difficult to understand
- C. faith asks better questions than science
- D. faith and science do different things

3A. Rewrite the following sentences according to the instructions given in brackets without changing the meaning.

3.1 Women had never had greater opportunities for following careers at any time in history.

(Begin: **At...**)

3.2 “Did I close the gate?” he wondered. (Begin: **He wondered...**)

3.3 Such foolishness wouldn't be tolerated anywhere. (Rewrite to finish..... **tolerated**)

3.4 Although he was sick, he went to the meeting to protest against the chairman's cruelty.

(Begin: **Sick.....**)

3.5 The problem may be difficult but one should not lose heart. (Begin: **No matter.....**)

3.6 My brother gave detailed instructions. His purpose was to help us avoid contracting the AIDS disease. AIDS could kill us.

(Join into one sentence without using; **and, but, so or therefore**)

3.7 Simon has not visited Gulu for the last six months. (Rewrite using; **ago**)

3.8 The brother in-law complained that he had very many relatives to look after.

(Begin: **The brother in-law complained of....**)

3.9 It is surprising the man bit his dog and it died. (Rewrite ending.....**surprising**.)

3.10 The young boy ran to the stranger because he thought he was his father.

(Rewrite omitting "**Because**")

3B. Complete the sentences with the most suitable answer among the given alternatives.

3.11 She stood by the door hoping he would notice her, but he intentionally.....her.

A. dismissed

B. abandoned

C. forget

D. ignored

3.12 They all wanted to be rude to each other but they kept up a show of being.....

A. polite

B. brave

C. gallant

D. mild

3.13 The treasure had beencorporation funds for some weeks before he was found out.

A. cheating

B. defrauding

C. per taking

D. embezzling

3.14 The speaker was accused of the crowd to violence.

A. luring

B. enticing

C. inciting

D. tantalising

3.15 They wrote their answers that they had finished well before the end of the examination.

A. quite quickly

B. so quickly

C. more quickly

D. very quickly

3.16 "I am sorry I spoke to you so rudely over the phone. I took you..... someone else."

A. to

B. were

C. for

D. as

- 3.17** We found it difficult to get a suitable flat because no..... houses are being built in this area.
 A. any
 B. enough
 C. further
 D. more
- 3.18** The body was found in the grave where it had.....for centuries.
 A. lain
 B. laid
 C. been laid
 D. lay
- 3.19** In a modern state, everybody from the highest to the lowestobey the law.
 A. have to
 B. has to
 C. were to
 D. are to
- 3.20** The two of them were looking into.....eyes, whispering words of love.
 A. each other
 B. their
 C. each of the other's
 D. the other's

ANSWERS

- 1** The measures that could be used to maintain road safety.

Rough copy

- Various measures could be used to maintain road safety. Reflective chevrons or number plates should be fitted to the rear lights of vehicles.
- Heavy vehicles should be fitted with white reflecting strips stretching across their entire front.
- The rear mud-guards of bicycles must carry reflectors. People who go out walking at night should wear some form of white reflective material to help motorists in picking them out so that preventive action can be taken.
- The national organisation for road safety provides education on road use in schools and among road users and motorists.
- Government should provide highway patrol radio cars to hunt down speeding, dangerous and drunken drivers and those of defective vehicles, and give expert help when accidents occur.

Fair copy

Various measures could be used to maintain road safety. Reflective chevrons or number plates should be fitted to the rear lights of vehicles. Heavy vehicles should be fitted with white reflecting strips stretching across their entire front. The rear mud-guards of bicycles must carry reflectors. People who go out walking at night should wear some form of white reflective material to help motorists in picking them out so that preventive action can be taken. The national organisation for road safety provides education on road use in schools and among road users and motorists. Government should provide highway patrol radio cars to hunt down speeding, dangerous and drunken drivers and those of defective vehicles, and give expert help when accidents occur.

- 2A** **2.1** It has been difficult to deal with the threat for locust because of the speed with which they breed. Secondly, the more they breed, the more they eat; and the more they eat, the more they breed
- 2.2** They are a menace to the entire food supply of a quarter of the world.
- 2.3** Briefly explain the meaning of the following words or phrases as used in the passage.
- i. **great threat**
 - ii. **may spend a long time to go past a given place**
 - iii. **going away from**
 - iv. **covered**
- 2.4** It is because they move in very large numbers (swarms).
- 2.5** The menace of locusts can be dealt with because in six American states the locust has been overcome.
- 2B** **2.6** How science has changed our lives. **(B)**
- 2.7** "Many call themselves atheist or agnostic" means many people are not believers in God **(C)**
- 2.8** According to the author, science has been partially useful to man **(C)**
- 2.9** The decline in faith is not entirely the result of advancement in science **(B)**
- 2.10** The kettle and steam illustration suggests that faith and science do different things **(D)**
- 3A** **3.1** At no time in history, had women ever had greater opportunities for following careers.
- 3.2** He wondered whether he had closed the gate.
- 3.3** Such foolishness would never be tolerated.
- 3.4** Sick as he was, he went to the meeting to protest against the chairman's cruelty.
- 3.5** No matter how difficult the problem may be, one should not lose heart.
- 3.6** My brother gave detailed instructions for the purpose of helping us avoid contracting the AIDS disease which could kill us.
- 3.7** Simon last visited Gulu last six months ago.
- 3.8** The brother-in-law complained of having very many relatives to look after.
- 3.9** That the man bit his dog and it died, is surprising.
- 3.10** The young boy ran to the stranger thinking he was his father.
- 3B** **3.11** She stood by the door hoping he would notice her, but he intentionally **ignored** her. **(D)**
- 3.12** They all wanted to be rude to each other but they kept up a show of being **polite**. **(A)**
- 3.13** The treasurer had been **embezzling** corporation funds for some weeks before he was found out. **(D)**

- 3.14 The speaker was accused of **inciting** the crowd to violence. (C)
- 3.15 They wrote their answers **so quickly** that they had finished well before the end of the examination. (B)
- 3.16 "I am sorry I spoke to you so rudely over the phone. I took you **for** someone else." (C)
- 3.17 We found it difficult to get a suitable flat because no **more** houses are being built in this area. (D)
- 3.18 The body was found in the grave where it had **lain** for centuries. (A)
- 3.19 In a modern state, everybody from the highest to the lowest **has to obey** the law. (B)
- 3.20 The two of them were looking into **each of the other's eyes**, whispering words of love. (C)

2002 PAPER 1

SECTION A

Choose **one** of the following topics and write a composition of **500 to 700** words.

1. Write a story ending "It was only then that I realised I had been wrong; I apologised."
2. Write an imaginary story with the title "A strange marriage"
3. Describe the career you hope to join, giving clear reasons for your choice.
4. Give the most common causes of students' misconduct in secondary schools and suggest some solutions
5. Explain the advantages and disadvantages of polygamous families.
6. What, in your view, are the causes of environmental degradation in your country?
7. Give your views for or against some of the traditional beliefs and customs in your culture.

SECTION B

Each of your compositions should be **250 to 300** words.

1. The Minister of Education and Sports is due to visit your school to open a new classroom block. As head prefect of your school, you have been included among the speakers for the occasion.
Do not forget to include, among others, details of
 - use of space in the school
 - number of students in school
 - academic requirements
 - financial needs
 - benefits expected from the building.
2. Write clear notes to present to a group of visitors about the contribution that a particular NGO has made to your local community
3. Your friend who left home to study abroad wants some advice about useful subjects. Write a letter to her in which you explain the value of some subjects especially for employment.
4. If you were the games patron, how would you organise games and sports in your school?
5. You have disappointed a close friend. Write an apology to him or her showing clearly that you are aware of his or her feelings and need his or her forgiveness.
6. Write clearly what you would do if you caught a robber in your community.

7. What qualities would you insist on if you were electing an LC I Secretary for youth?

PAPER 2

1. Read the following passage and answer the questions that follow.

Classification helps us find order in the world. Human beings spend a great deal of time classifying persons, places, and events. We separate people into classes. A relatively smaller class consists of those we can call our friends, a much larger class contains our acquaintances, another group - small, one hopes - is made up of those we dislike, and there is a huge, faceless class of people we don't know. Classification means putting people, places and events into classes or categories. Usually, we group things together because they have something in common. We often classify things unconsciously, as a matter of habit, to make life a little more orderly. Even simple acts like getting dressed in the morning are simplified by the human habit of classification. One trunk or one drawer seldom holds an entire wardrobe stuffed in at random. Rather, one drawer holds underwears, another might contain socks and another is reserved for sweaters or shirts. People may even arrange their clothes according to the season. Without some kind of organisation (at least a clean pile and a dirty pile) getting dressed in the morning could be a time consuming and frustrating effort.

A familiar example of how useful classification can be is the library. Without a system of classification, all the books in the library would be useless to us because we could never find one book among thousands randomly scattered on the shelves. Libraries classify books according to their subject matter: history, education, mathematics business, and so on. Each large category is itself divided into smaller classes: histories of Russia, histories of United States, histories of Japan. As a result, the great store of information in a library becomes readily available to us after a glance into the card catalogue. Classification offers us systematic, orderly way of communicating information.

Classification demands a system of some kind. The choice of system depends on your purpose for writing and the type of information you are trying to organise.

Classification arranges ideas or things according to some principle of similarity. It is a method of putting facts into clear, recognisable order for the purpose of proper understanding. Classification breaks down a more complex object or group into parts. Classification arranges the material of existence into significant patterns discovered through careful observation and analysis. Even an apparently simple classification is the result of years of observation.

(Adapted from: *Writing in An age of technology* by Thomas.E. Kakonious and John Scally)

Question:

In not more than **80** words, explain the importance of classification.

2A. Read this passage and then answer the questions that follow:

Unemployment is one of the most formidable problems facing developing countries. Ironically, the reason for this seems to be education.

For centuries, the hoe has supported an ever-increasing population in Africa. A peasant population, with the help of modern agricultural techniques could easily continue to support peasants. It is simply a matter of each family producing a little more from its ancestral plot. What it cannot do is produce food that penniless town dwellers can afford.

To an aspiring African, a paper qualification is a passport to the good things in life: after all, isn't that how the others got their solidly built bungalows with electricity, piped water supply, comfortable furniture, cars, and transistor radios? And where better to "acquire education" and be within reach of these attractions than in towns? It is a recipe for disaster. In country after country in which the economy is based 80 or 90 percent on agriculture, almost every young person is fired with the ambition to get away from the land.

Perhaps one in twenty finds a satisfactory job, which is not surprising when one knows that in Kenya, for example, there are fewer than 1 million jobs for the population of 10 million. But the next crop of youngsters notices **only those who have made good**, not the rest who have drifted into the slums - cauldrons of unrest which from time to time bubble over in violence.

The straight forward way out of such a dilemma would seem to be a widening of the economy and by industrialization to create more jobs in factories. This is not always easy in developing countries. Their products would have to compete in world markets with those from wealthier nations. And to do this successfully, they would have to employ modern industrial techniques - which are designed to save labour and not to create extra jobs! For example, a West African country secured a contract for supplying confectionery groundnuts to Holland. Soon a hundred or so women were finding welcome employment in sorting the ground-nuts. Now someone has invented an electric device which does the job quicker. The women will soon be out of employment once again

Cottage industries, i.e. small workshops run by a few individual craftsmen, are often encouraged in these countries but they operate on such a small scale that no appreciable results have yet been achieved. There remains agriculture. Politicians are coming to the unwelcome conclusion that in countries in which it is the major industry, it will still be so in twenty or thirty years. Providing an agricultural education, or an agricultural bias to a general education, has been widely tried - but it is not very successful. One country set up an agricultural training college to provide a three-year course for youths who signed a document stating they would work on the land in their villages. Parents had to agree to provide the land. In their last term, some were asked if they were going to work on the land.

"Oh yes" they agreed cheerfully, "but not just yet. First we have to go to the town to get a job to repay our parents for our education. "You see, we have young brothers to educate, too."

A high ranking official in the same country explained that once a boy is admitted to a school or college where agriculture is taught as a subject -with an examination at the end- he is lost to the land forever. Agriculture for him becomes just another academic subject in which he can obtain a certificate or degree which will entitle him to a white-collar job in a town.

The hard fact is that these boys are lucky enough to get jobs as dock labourers, for two months a year they earn more than their brother who work on the farm all the year. Work on the land is still considered drudgery with a hoe. The smart lads are those who escape; the ones who remain are the failures. Nothing will change until this set of values is reversed.

Questions:

- 2.1. In the sentence, "**It is very human recipe for disaster.**" What does "it" refer to?
- 2.2. What according to the passage, is the meaning of the following phrases:
 - (i). **...those who have made good.**
 - (ii). **...the straight forward way out of such a dilemma.** What is a dilemma?
- 2.3. Why is it difficult for developing countries to widen the economy, establish industries and create more jobs in factories?
- 2.4. Give one disadvantage of cottage industries.
- 2.5. Mention three possible solutions to the problem of unemployment as discussed in the passage

2B. Read this passage and answer the questions that follow.

I did most of the domestic work because my sister and brother were still small. My uncles were considered too big. I woke up 4:30 in the morning to make fire in a brazier formed out of old lavatory bucket. I washed, made breakfast coffee for the family and tea for my grandmother as she did not take coffee.

After coffee, which we often had with mealy- meal porridge from the previous night's leftovers, we went to school. Back from school, I had to clear the house as Aunt Dora and grandmother did the white people's washing all day. Fire had to be made, meat had to be bought from an Indian butchery in the Asiatic Reserve. We were so many in the family that we had to cook porridge twice in the same big pot. We hardly ever bought more than a pound of mutton in weight. On weekdays, supper was very simple, just porridge and meat. When there was no money we fried tomatoes. We never ate vegetables except on Sundays. We never had butter and custard except when we had a visitor. And then I don't remember ever seeing a pound of butter. We bought trickery's three pence worth - when we did. On such days we, the children, made a queue to have Grandmother smear a thin of butter on slice only of the bread.

At breakfast, bread was cut up. The grown-ups were given their first in saucers. Then I rationed the reminder in slices and bits of slices. Our youngest uncle, not older than I, picked his first which was the greatest quantity. Then I followed, and then my brother then my sister. We ate supper out of the same plate, we children; and meat was divided into varying sizes and the ritual was repeated. We never sat at table. Only a visitor was treated to such modern ideas.

On Monday mornings, at about four O'clock, I started off for the suburbs to fetch washing for Aunt Dora. Thursday and Friday afternoons I had to take back the washing. If I was lucky enough I borrowed a bicycle from a tenant of ours. If I couldn't get a bicycle for the morning or afternoon I carried the bundles on my head and walked- about seven miles for a single journey.

When I came back, I went to school. I could never do my homework until ten o'clock at night when I had washed and everybody else had gone to bed. We all slept in the same room which had boxes of clothing and a kitchen dresser. My aunt and her husband slept in the room which had table and chairs.

Because we were so many in the family, there was only one bedstead- a narrow double bed occupied by Grandmother and Aunt Dora's children. The wooden floor of the room we slept in

had large holes. There was always a sharp young draught coming in from underneath the floor. Coupled with this, our heads were play ground for mice, which also attacked food and clothing
(Slightly adapted from: 'Down Second Avenue' by Ezekiel Mphahlele)

Answer questions by selecting the best of the four choices provided for each question.

- 2.6 The ritual mentioned in paragraph three was;
A. the order in which people got their food.
B. the cutting up of bread into varying size.
C. the dividing up of the meal into varying sizes
D. letting the younger uncle to get his food first.
- 2.7 They never sat on the table because
A. this was reserved for the grown-ups.
B. this was kept for special occasions only.
C. there were too many of them to fit round the table.
D. it was reserved for visitors.
- 2.8 The writer did his homework after 10 o'clock at night because
A. this was when he finished the washing up and had nothing else to do.
B. he had finished his domestic duties and everyone was out of the way.
C. there was not enough room until everyone had gone to bed.
D. there was too much noise until everyone had gone to bed.
- 2.9 The writer seems to suggest that he would have been more comfortable at night
A. if the holes in the floor had been blocked up.
B. if the mice had been kept out.
C. without the draught and the mice
D. in a proper bed
- 2.10 According to the passage, the writer
A. grumbles about his domestic duties
B. boasts about his domestic duties
C. enjoyed his domestic duties
D. accepted his domestic duties.
- 3A. **Rewrite the following sentences according to the instructions given in bracket without changing the meaning.**
- 3.1 Umeme F.C scored three goals. Maji F.C scored two goals.
(Join the two sentences using "**beat**")
- 3.2 I am confident that I will pass English. I am not very confident that I will pass Maths.
(Combine into one sentence using "**more...than**")
- 3.3 Jerry said he was sorry that he had broken the window.
(Replace 'sorry' with '**apologise**')
- 3.4 It's time for us to stop talking and start doing something about the problem.
(Begin: **It's time we...**)
- 3.5 Do not come into the chemistry laboratory until you are told to do so.
(Replace "**do not come**" with "**keep**")
- 3.6 Who will the head master choose to represent the school? We must accept his decision.

(Rewrite to form one sentence beginning: No matter...)

3.7 I was lonely, but I was never unhappy. (Begin: Lonely...)

3.8 As there was no lift, I had to climb six flights of stairs.
(Rewrite beginning: (“**There...**” **without using 'so' or 'and'**)

3.9 Need you bring up that topic again? (Begin: “**Is there...**”)

3.10 Do not be deceived by his polite manner. (Use “**taken**” in place of “**deceived**”)

3B. Complete the sentences with the most suitable answer among the given alternatives.

3.11 The rat had been surrounded by driver ants and.....to death.

- A. had bitten it
- B. had bitten
- C. bitten
- D. bitten it

3.12 I'm sure he stole it. He....., because he was the only one there.

- A. must
- B. must have
- C. must do
- D. must be

3.13 You will have to carry out the agreed programme.....your own personal feelings.

- A. no matter
- B. whatever
- C. whatever are
- D. however

3.14 You.....come to my house for the book. My sister will bring it to school.

- A. needn't
- B. had to
- C. wouldn't
- D. didn't need to

3.15 The students agreed that theywear a white polyester shirt than none.

- A. might
- B. had to
- C. could
- D. would rather

3.16 People who steal regularly certainly.....be caught sooner or later.

- A. will
- B. would
- C. might
- D. could

3.17 It is high time we.....the kitchen floor.

- A. should scrub
- B. scrub
- C. scrubbed

D. must scrub

3.18 Because of the bomb scare, all residents of the area had to be evacuated. The underlined word means;

- A. made redundant
- B. expelled
- C. deported
- D. moved out

3.19 The boat capsized and several of us only narrowly escaped.....

- A. drowning.
- B. to drown
- C. be drowned
- D. being drowned

3.20 "I'm afraid he is not at home." Give the corresponding question.

- A. Have you seen Juma?
- B. Can I see Juma, please?
- C. Is anyone at home?
- D. How is Juma?

ANSWERS

1 The importance of classification.

Rough copy

- Classification makes life a little more orderly and easy.
- In libraries, without classification, all the books in the library would be useless to us because we could never find one book among thousands randomly scattered on the shelves.
- Classification offers us a systematic, orderly way of communicating information.
- It helps us put facts into clear, recognisable order for the purpose of proper understanding.
- It breaks down a more complex object or group into smaller parts making it easier to understand.

Fair copy

Classification makes life a little more orderly and easy. In libraries, without classification, all the books in the library would be useless to us because we could never find one book among thousands randomly scattered on the shelves. Classification offers us a systematic, orderly way of communicating information. It helps us put facts into clear, recognisable order for the purpose of proper understanding. It breaks down a more complex object or group into smaller parts making it easier to understand.

2A **2.1** "It" refers to paper qualification.

2.2 What according to the passage, is the meaning of the following phrases:

- (i) those who have succeeded

- (ii) a situation of uncertainty
- 2.3 They would have to employ modern industrial techniques which are designed to save labour and not to create extra jobs
- 2.4 Cottage industries operate on such a small scale that no appreciable results have yet been achieved.
- 2.5 Widening of the economy and by industrialization to create more jobs in factories; setting up cottage industries; and introduction of practical skill based agricultural training.
- 2B 2.6 The ritual mentioned in paragraph three was the order in which people got their food. (A)
- 2.7 They never sat on the table because it was reserved for visitors. (D)
- 2.8 The writer did his homework after 10 o'clock at night because he had finished his domestic duties and everyone was out of the way. (B)
- 2.9 The writer seems to suggest that he would have been more comfortable at night without the draught and the mice (C)
- 2.10 According to the passage, the writer accepted his domestic duties. (D)
- 3A 3.1 Umeme F.C beat Maji FC by three goals to two.
- 3.2 I am more confident of passing English than Maths.
- 3.3 Jerry apologised for breaking the window.
- 3.4 It's time we stopped talking and started doing something about the problem.
- 3.5 Keep off the chemistry laboratory until you are told to do so.
- 3.6 No matter who the head master chooses, we must accept his decision.
- 3.7 Lonely as I was, I was never unhappy.
- 3.8 There being no lift, I had to climb six flights of stairs.
- 3.9 Is there any need for you to bring up that topic again?
- 3.10 Do not be taken up by his polite manner.
- 3B 3.11 The rat had been surrounded by driver ants and **bitten** to death. (C)
- 3.12 I'm sure he stole it. He **must have**, because he was the only one there. (B)
- 3.13 You will have to carry out the agreed programme **no matter** your own personal feelings. (A)
- 3.14 You **needn't** come to my house for the book. My sister will bring it to school. (A)
- 3.15 The students agreed that they **would rather** wear a white polyester shirt than none. (D)
- 3.16 People who steal regularly certainly **will** be caught sooner or later. (A)
- 3.17 It is high time we **scrubbed** the kitchen floor. (C)
- 3.18 The underlined word means: **moved out**. (D)
- 3.19 The boat capsized and several of us only narrowly escaped **drowning**. (A)
- 3.20 Can I see Juma, please? (B)

2003 PAPER 1

SECTION A

Choose one of the following topics and write a composition of **500 to 700** words.

1. Write a composition beginning: "Open the door, it's the police..."
2. Write a story about your best friend, describing why you like him or her.
3. Describe an accident which you witnessed, describing how it happened and what followed.
4. "The best thing to do is to abolish all boarding schools and make them day." Using your own experience, write a composition based on this argument.
5. "Science has made the world a better place to live in." Give your views on the above statement.
6. What are the major obstacles to peace in your country? Suggest possible ways of overcoming them.
7. "Being rich does not mean being happy." Do you agree or not? Give clear reasons for your answer.

SECTION B

Each of your compositions should be **250 to 300** words.

1. Complete the following story.

I jumped off the bus and began walking slowly down the busy Kampala Street, my briefcase in my hand. As I had arrived early for the interview I had come to attend, I decided to do a bit of window-shopping. I was being pushed left and right in the crowd; I lost my balance and fell. In the process, my briefcase slid out of my hand and fell. I struggled to my feet but my briefcase was nowhere to be seen. The briefcase contained money and important papers I needed to present that afternoon.....

2. Describe one of the following people and explain the work they do:
 - a) a nurse
 - b) a policeman
 - c) a carpenter
 - d) a teacher
3. Write about an incident which made you both happy and sad at the same time.
4. How do you usually spend your free time in the holidays?
5. Write a letter to your pen friend from another country, and tell him or her about a cultural function you recently participated in.
6. Describe the conditions of your home area after a heavy rain.
7. What changes have taken place in the way young people dress over the last few years?

PAPER 2

1. *Read the following passage carefully and answer the questions that follow.*

Consuming of Marijuana has continued to grow in Uganda despite increased vigilance on the part of the police and other law enforcement agencies. Marijuana is the second most widely abused drug in the country after alcohol. In order to beat the police, the consumers have resorted to taking the drug in food and tea. This is the recent shift from the traditional way of consumption where it is smoked. Oil is now extracted from Marijuana plants and mixed with food and tea. This system is safer because it does away with the smell in the location where it is being consumed.

Marijuana plants fall in the category of 'cannabis sativa' which produce narcotic drugs like cannabis herbal (thrashed leaves mixed with seeds), cannabis resin (hashish) and cannabis oil. Major consumers of marijuana are idle youths, street children, casual labourers and students, university students inclusive. Of recent, the working class and unemployed elite have jumped on the band wagon. It is also on demand across the borders where dubious dealers abound. People use it in cold conditions for warmth, to activate or alter the state of mind and for crime related purposes. Medical and traditional purposes are the least important reasons why it is consumed.

A psychiatrist from the national mental hospital at Butabika, says, "Marijuana has an active ingredient called Tetra hydro Cannabinol (THC) which has a disastrous effect on the brain. It causes a disease called hallucinogen, which causes falsehood in the mind. It's this disorganised mind that describes one's action and behaviour in the long run. Records indicate that 80% of mental illnesses registered in Butabika hospital are marijuana related. In a research carried out in secondary schools and institutions of higher learning by the Ministry of Health, 20% of total students interviewed admitted having smoked marijuana.

Marijuana is an addictive drug and once one is used to it, a lot of the substance has to be consumed so as to derive satisfaction. Once addicted to it, the abuser has the tendency to feel tough and strong thus committing criminal offences like rape, defilement, murder and robbery. It is said that rebels are influenced by marijuana to commit atrocities. It also helps them withstand harsh weather conditions in the bush.

Addicts of Marijuana normally have red eyes that cannot see properly, their mouths are dry and they cannot talk properly. Their hearts pump fast and they are anxious and tensed up. They begin to see strange things which in fact do not exist or begin to speak alone due to the development of schizophrenic illness. They behave strangely, are socially withdrawn, prefer isolation and have a chronic cigarette smell.

Marijuana affects the intestines leading to impotence. The heart is also damaged resulting in heart failure. The tar in it, as in tobacco, causes chest infection resulting into cancer of the lungs. It further damages the brain leading to schizophrenia and other cases like suicide and violence.

It further causes hallucinogen (falsehood of the mind) leading to road and job related accidents. Again, it damages the body tissues which sometimes make administration of medical drugs difficult and patient may never recover. Among students, it lowers the IQ, leading to loss of quality education and poor performance in schools. While encouraging idleness, it also causes anxiety which leads to prostitution, rape, defilement, spread of diseases like AIDS and other crimes like robbery and murder.

(Adapted from: "*The New Vision*, Friday, May 7, 1999 P.27)

Question:

In not more than **150** words, explain who the common consumers of marijuana are and its effects on them.

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

As we rapidly approached the 21st Century we become increasingly aware of the **forecasts** of the prophets, diviners or fortune-tellers, as well as the more scientific futurologists. What sort of future do these **seers** foretell? Just how far away is a scientific-created Utopia?

Well, already for the 1980's experts speak of the breakthrough in medicine and implanted nuclear-powered heart that can survive its owner and be re-planted in someone else. Then a small electronic brain stimulator is being developed that will be able to relieve headaches, help paralysed people regain the use of their limbs and assist in modifying the behaviour of mentally ill patients, while artificial pancreas will be able to automatically dispense insulin to diabetics and thus eliminate the need for injections.

For the 1990's the possibility is **even more dazzling**. There is talk of making synthetic blood and procedures to detect blood clots, the cause of heart attacks and strokes. There's also the **likelihood** of computer implants for the brain that can boost physical or intellectual performance, and even cloning, or replicating people, is envisaged.

And, as for the year 2000, scientists have forecast such things as using hibernation to extend human life by intermittently slowing down the body processes. But the most startling idea is the synthesis or marrying of plant and animal cells to create a new species called the plant-man chimera. Life is then beginning to resemble science fiction. Yet further changes are predicted within the first fifty years of the 21st century; by then scientists will be able to manipulate the brain so that memory correction is possible or prolong life until the age of 120. But are all these possibilities just hollow dreams, or mad scientists' illusions? Well, scientists say that many of them are facts already inside the laboratories and others more than possibilities. So where does that leave mankind? Just restricting ourselves to the discoveries already made, there are still enormous ethical dilemmas facing us. And, unfortunately, none of our laws, our religions or our ideologies have prepared us for this brave new world.

(Source: *Practising English Language* by Margret Archer and E. Nolan-Woods.)

Questions:

2.1 Briefly explain the meaning of the following words or phrases in the passage:

- a) **forecasts**
- b) **seers**
- c) **even more dazzling**
- d) **likelihood**

2.2 In what way could a nuclear-powered heart be considered a **breakthrough**?

2.3 List five things from the passage that scientists have forecast for the future.

2.4 a) Why does the writer pose the question: "**But are these the possibilities just hollow dreams or mad scientists' illusions?**"

b) What is the answer to this question?

c) Why do you think the writer uses the expression "**brave new world**"?

2.5 From the evidence in the passage, give four ways in which the writer warns mankind that there might be problems with future scientific discoveries.

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

The weather was still very grey when they set out to climb the peak. They halted that evening at the upper limit of the fire wood. The next day the way still lay over desolate

mountain-sides, vast screed slopes, ridges of crumbling rocks, and moraines. They made several reconnaissances, and on account of mist had trouble in deciding which route to the summit they should take. Eventually they fixed on a colt between the north or higher peak and a smaller rock mountain, and on this colt they pitched their third camp.

From it they could see their route would be up a vast snow-face till they reached a broad shoulder of mountain, whence a sharply defined ridge led to the summit. **All seemed plain sailing;** but in the night a fierce blizzard arose, and their spirits fell. In the afternoon however, the weather cleared and Pails and Warren packed up their light tent and with some provisions, set out up on the mountain and that evening anchored their tent on an ice-platform. The next morning, 10th August, they made for the top. Instead of the ice they found all snow. The day was brilliant, and they were full of hope. But after they had made a short halt and brewed some tea, clouds began together rapidly. Feature after feature became blotted out. A chilly wind began to blow. The ice-axes sizzled ominously. **The hair stood on end and crackled in harmony.** Violent peals of thunder shook the mountain, and in the lulls they pressed on bit by bit. At 2.30 the storm seemed to abate. Then some rocks appeared out of the mist. They made a final push and were on the summit. Leo Pargial, 22, 210 feet had been conquered.

Alas, from this peak, as from the other, there was no view. All was hidden in cloud, and they could not wait for the clouds to disperse. They had to hurry down. White woolly mist shrouded them all the way, and a violent storm of wind and hail made no impression on it. By six they were back in their tent on the western col. During the night the storm came on again, and the next morning, the whole mountain was covered with new snow. It was evident that they had, at great risk, climbed the mountain on the last feasible day.

(Source: *Everest - The Challenge*; by Francis Young husband.)

Answer the questions by choosing the best alternatives.

- 2.6 When the mountaineers set out climb the peak, the weather was
- A. very stormy with fierce winds blowing.
 - B. calm although the sky was overcast.
 - C. ideal for making an assault on the peak.
 - D. misty and visibility was poor.
- 2.7 "**They made several reconnaissances.**" This means they made several
- A. exploratory trips
 - B. attempts to reach the summit.
 - C. halts to discuss the various routes to the summit
 - D. weather forecasts
- 2.8 The **expression all seemed plain sailing** means
- A. It looked like they would not meet any difficulties
 - B. it seemed that the weather would be good
 - C. they were in high spirits
 - D. the visibility was poor
- 2.9 The purpose of the sentence " **Their hair stood on end and crackled in harmony.**" is to convey to us
- A. how cold they must have been feeling.
 - B. how strongly the chilly wind was blowing.
 - C. the intensity of the electrical disturbance

D. how alarmed they were at being in a thunderstorm.

- 2.10 "Feasible" in the expression, "**the last feasible day**" could be most accurately replaced by
- A. available
 - B. suitable
 - C. fine
 - D. practicable

3A. Rewrite according to the instructions. Do not change the meaning.

- 3.1 It is a good thing to vote liberal leaders. (Begin: You ought....)
- 3.2 It was the last time he saw his wife. (Begin: Never.....)
- 3.3 Mukasa ate a dozen mangoes. He was very ill. He never wants to see a mango again. (Combine into one sentence without using **and** or **but**)
- 3.4 As soon as they entered the railway coach, the train streamed away. (Begin: No sooner.....)
- 3.5 He will need to be looked after. (Rewrite to end:looking after.)
- 3.6 Judging from appearances, I should say he is a wealthy man. (Begin: If.....)
- 3.7 I don't know how you tolerate him for so long. (Use **put** instead of **tolerated**.)
- 3.8 Isaac shuddered to think of it. (Begin: Isaac shuddered at.....)
- 3.9 We reached Pride Theatre so early that we could not buy our tickets because the booking office was closed. (Rewrite using: early to buy)
- 3.10 "We", the policeman said, "are of the opinion that you were here last week". (Rewrite in Indirect Speech.)

3B. For 3.11 to 3.20 encircle correct answer.

- 3.11 The..... of the epidemic was marked by rampant diarrhoea
- A. onset
 - B. outset
 - C. outbreak
 - D. upset
- 3.12 You shall have as many books as you need. The underlined phrase means
- A. I promise to give you
 - B. I must give you
 - C. I may give you
 - D. I am required to give you.
- 3.13 I wish you..... "Julius Ceasar" at the National Theatre, it is a marvellous production
- A. will watch
 - B. would watch
 - C. watch
 - D. have watched
- 3.14 His house-mate..... to have arrived before six o'clock.
- A. ought
 - B. must

- C. was
D. tried
- 3.15** If the back benchers.....so loudly, we would have heard what the speaker actually said.
A. have not been talking
B. had not been talking
C. we're not talking
D. did not talk.
- 3.16** After a hard day's work, the meal was welcome..... for the hungry peasants.
A. spectacle
B. sight
C. scene
D. view
- 3.17** Baguma, you are so slow! This project..... weeks ago.
A. should complete
B. might be completing
C. must have completed
D. ought to have been completed
- 3.18** Okello sits..... Ouma and Musoke.
A. besides
B. adrift
C. between
D. next by
- 3.19** When a person grows old, his vitality and creative power.....
A. deteriorate
B. disappear
C. slow down
D. evaporate
- 3.20** Capital punishment may be a discouraging influence against repeated crimes. The underlined word means
A. determent
B. deterrent
C. barrier
D. dissuasion.

ANSWERS

1. The common consumers of marijuana and its effects on them.

Rough copy

- Marijuana is mainly consumed by idle youths, street children, casual labourers, students, the working class and unemployed elite.

- Marijuana has a disastrous effect on the brain causing hallucinogen, which causes falsehood in the mind.
- Consumers develop schizophrenia and often commit suicide. Its consumption leads to mental illness, prostitution and spread of AIDS.
- Addiction makes one feel tough and strong thus committing criminal offences like rape, defilement, murder and robbery.
- Addicts withstand harsh weather conditions, cannot talk properly; their hearts pump fast and they are anxious and tensed up.
- They behave strangely, are socially withdrawn, prefer isolation and have a chronic cigarette smell.
- Marijuana affects the intestines leading to impotence. It damages body tissues like the heart resulting in heart failure and causes chest infection resulting into lung cancer and makes administration of medical drugs difficult.
- It lowers the IQ, leading to loss of quality education and poor performance in schools.

Fair copy

Marijuana is mainly consumed by idle youths, street children, casual labourers, students, the working class and unemployed elite. Marijuana has a disastrous effect on the brain causing hallucinogen, which causes falsehood in the mind. Consumers develop schizophrenia and often commit suicide. Its consumption leads to mental illness, prostitution and spread of AIDS. Addiction makes one feel tough and strong thus committing criminal offences like rape, defilement, murder and robbery. Addicts withstand harsh weather conditions, cannot talk properly; their hearts pump fast and they are anxious and tensed up. They behave strangely, are socially withdrawn, prefer isolation and have a chronic cigarette smell. Marijuana affects the intestines leading to impotence. It damages body tissues like the heart resulting in heart failure and causes chest infection resulting into lung cancer and makes administration of medical drugs difficult. It lowers the IQ, leading to loss of quality education and poor performance in schools.

2A 2.1 a) predictions/prophecies

b) **people who can tell things that will happen in the future**

c) **even more remarkable/amazing/wonderful**

d) **possibility**

2.2 The implanted nuclear-powered heart that can survive its owner and be re-planted in someone else.

2.3 (i) The **breakthrough** in medicine and implanted nuclear-powered heart that can survive its owner and be re-planted in someone else.

(ii) A small electronic brain stimulator that will be able to relieve headaches, help paralysed people regain the use of their limbs and assist in modifying the behaviour of mentally ill patients

(iii) An artificial pancreas which will be able to automatically dispense insulin to diabetics and thus eliminate the need for injections.

(iv) Making synthetic blood and procedures to detect blood clots, the cause of heart attacks and strokes.

(v) The likelihood of computer implants for the brain that can boost physical or intellectual performance, and even cloning, or replicating people.

- 2.4 (a) It is **because** the things being talked about seem to be impossibilities.
 (b) Scientists say that many of them are facts already inside the laboratories and others more than possibilities.
 (c) It is because people must be prepared to take on new challenges, developments and trends with courage.

2.5 The **four** ways in which the writer warns mankind that there might be problems with future scientific discoveries are in terms of ethical dilemmas, the laws, religions and ideologies.

- 2B 2.6 When the mountaineers set out climb the peak, the weather was misty and visibility was poor. (D)
 2.7 "**They made several reconnaissances.**" This means they made several exploratory trips (A)
 2.8 The **expression all seemed** plain sailing means it looked like they would not meet any difficulties (A)
 2.9 The purpose of the sentence "**Their hair stood on end and crackled in harmony.**" is to convey to us how alarmed they were at being in a thunderstorm. (D)
 2.10 "Feasible" in the expression, "**the last feasible day**" could be most accurately replaced by **suitable** (B).

- 3A 3.1 You ought to vote liberal leaders.
 3.2 Never did he see his wife again.
 3.3 Having eaten a dozen mangoes when he was very ill, Mukasa never wants to see a mango again.
 3.4 No sooner had they entered the railway coach than the train streamed away.
 3.5 He will need looking after.
 3.6 If I am to judge from appearances, I should say he is a wealthy man.
 3.7 I don't know how you put up with him for so long.
 3.8 Isaac shuddered at thinking of it.
 3.9 We reached Pride Theatre too early to buy our tickets because the booking office was closed.
 3.10 The police were of the opinion (opined) that he/she/they had been there the previous week/ the week before.

- 3B 3.11 The **onset** of the epidemic was marked by rampant diarrhoea. (A)
 3.12 The underlined phrase means: **I promise to give you.** (A)
 3.13 I wish you **would watch** "Julius Ceasar" at the National Theatre, it is a marvellous production. (B)
 3.14 His house-mate **ought** to have arrived before six o'clock. (A)
 3.15 If the back benchers **had not been talking** so loudly, we would have heard what the speaker actually said. (B)
 3.16 After a hard day's work, the meal was a welcome **sight** for the hungry peasants. (A)
 3.17 Baguma, you are so slow! This project **ought to have been completed** weeks ago. (D)
 3.18 Okello sits **between** Ouma and Musoke. (C)
 3.19 When a person grows old, his vitality and creative power **deteriorate**. (A)
 3.20 Capital punishment may be a discouraging influence against repeated crimes. The underlined word means: **deterrent**. (B)

2004 PAPER 1

SECTION A

Choose **one** of the following topics and write a composition of **500 to 700** words.

1. Describe a magazine that you would strongly recommend teenagers to read.
2. "Uganda should build more industries and reduce on her reliance on agriculture." Do you agree? Why or Why not?
3. Should parents tolerate their children's friends of the opposite sex? Why do you think so?
4. Discuss the importance of one modern invention in the world today.
5. Write about a significant experience in your life that has made you what you are now.
6. Write a story to illustrate the saying "Do not count your chicken before they hatch".
7. Explain what you did when you were bothered by a guilty conscience for a long time.

SECTION B

Each of your compositions should be 250 to 300 words.

1. You are invited by the English language teacher of Senior two at your school to talk to her class about effective debating. She wants you to give the class tips about:
 - Preparing for a debate
 - Presenting one's views or points
 - Handling challenges from other speakers and the audience
 - Summarising one's points

Present short, clear and convincing notes of your talk to senior two.

2. Write an article for a school magazine describing a drought you have either experienced or heard about from close associates. Explain clearly what has happened and what is likely to happen as a result of this drought.
3. Your fifteen year old friend is deeply in love with a man much older than her. Advise her about the problems that this relationship is likely to cause both her and her man friend.
4. During a study trip to another part of the country, you visited a beautiful spot that you think everyone should see. Describe it to a friend, persuading her to find time to visit the place.
5. Write a brief speech that you would make to thank an official of the Ministry of Education who has just donated laboratory equipment to your school.
6. If you could go on a sponsored visit abroad, what country would you choose to visit and why?
7. The youth in your community are involved in a seminar on living positively with HIV/AIDS. Prepare a short speech that you would deliver to the seminar participants.

PAPER 2

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

Population control has become a burning issue in developing countries in general and in Uganda in particular. Most countries realise that if they allow themselves to be over-populated, the repercussions will be great. It is obvious that even within the family set up; many children

have become more of a problem than a blessing. In our own country, the government, the church and individuals have always stressed the need to have a population that the country can easily cope with. It has been the wish of the government that couples should have a maximum of four children.

The negative effects of over-population are far reaching. When there are too many people in a country, jobs become scarce. The country suffers from high rate of unemployment because of insufficient job opportunities.

In a country that relies on agriculture for its economic growth, the issue of land is crucial. If a country is over populated, there will not be enough land for the people to cultivate. People will, therefore, start cultivating the marginal lands and this could lead to the spread of deserts. When there's not enough land to cultivate, people do not have enough to eat and this may result in illness like kwashiorkor and marasmus. As land becomes scarce, another problem arises. People from the rural areas are forced by circumstance to move into the urban areas in search of jobs. With the migration into towns, the towns become so overcrowded that people are forced to put up slums for shelter. These slums become a health hazard to their dwellers. And when the people from the rural areas do not get jobs in the urban centres, they become frustrated. If they have no other way of making money, they turn to crime i.e. becoming robbers or pick-pockets.

Lack of education is another result of over population. When the number of children being born every year continues to grow, the government reaches a stage where it can't build enough schools to cater for all of them. As a result, some of them end up not going to school though they are supposed to. Such children may in future become juvenile delinquents, or even hardened robbers when adults.

A country that is overpopulated finds it difficult to cope with the health problems of its people. The medical facilities will not be adequate to cater for such a high density population. The people will therefore be sickly, infant mortality rate will be high and life expectancy very low.

The problem of over- population has great effect on individual and even at the family level. A family that has many children often finds it difficult to feed, clothe and educate them. The parents of such children may also find it difficult to cope with the situation; spouses blame each other for their financial problems and in the long run, this may lead to family break up.

(Adapted from: *Integrated English*: Kenya Institute of Education)

Questions:

In about 120 words, summarise the consequences of over-population as shown in the passage you have just read.

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

It was just after the sheep had returned on a pleasant evening and were making their way back to the farm buildings, that the terrified neighing of a horse sounded from the yard. Startled, the animals stopped in their tracks. It was Clover's voice. She neighed again, and all the animals broke into gallop and rushed into the yard. Then they saw what Clover had seen.

It was a pig walking on his hind legs. Yes, it was Squealer. A little awkwardly, as though not quite used to supporting his considerable bulk in that position, but with perfect balance, he was strolling across the yard. A Mummyent later, out from the door of the farm house came a

long line of pigs, all walking on their hind legs. Some did better than the others, one or two were even a **trifle unsteady** and looked as though they would have liked the support of a walking stick, but every one of them made his way right round the yard successfully. Finally, there was a tremendous baying of dogs and shrill crowing from the black cockerel, and out came Napoleon himself, majestically upright, casting **haughty glances** from side, and with the dogs gambolling round him. He carried a whip in his trotter.

There was dead silence. Amazed, terrified, huddling together, the animals watched the long line of pigs march slowly round the yard. It was as though the world had turned upside down. Then there came a Mummyent when the first shock had worn off and when, in spite of their terror of the dogs and of the habit, developed through long years, of never complaining never criticising, no matter what happened, they might have uttered some word of protest. But just at that Mummyent, as though, at a signal, all the sheep burst out into a tremendous bleating of:

'Four legs good, two legs better!'

'Four legs good, two legs better!'

'Four good, two legs better!'

It went on for five minutes without stopping. And by the time the sheep had quieted down, the chance to utter any protest had passed, for the pigs had marched back into the farm house.

Benjamin felt a nose nuzzling at his shoulder. He looked around. It was Clover. Her old eyes looked dimmer than ever. Without saying anything, she tugged gently at his mane and led him round to the end of the big barn, where the seven commandments were written. For a minute or two they stood gazing at the tarred wall with its white lettering.

'My sight is failing,' she said finally. 'Even when I was young I could not have read what was written there. But it appears to me that, that wall looks different. Are the seven commandments the same as they used to be, Benjamin?'

ALL ANIMALS ARE EQUAL
BUT SOME ANIMALS ARE MORE
EQUAL THAN OTHERS.

[Adapted from: Animal Farm by George Orwell, Heinemann Educational Books, 1976]

Questions:

- 2.1 Explain the meaning of the following words and phrases as they are used in the passage:
 - (i) **Trifle unsteady**
 - (ii) **Haughty glances**
 - (iii) **Dead silence**
 - (iv) **Uttered**
- 2.2 What were the pigs doing when Clover first saw them?
- 2.3 From the passage who do you think changed the commandments from seven to only one?
- 2.4 Why were the animals terrified?
- 2.5 Rewrite the following phrases as a complete, correct sentence:

Four legs good, two legs better.

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

Waking to the sound of her alarm clock that morning, the feeling struck her that the activities that awaited her might be there to be ignored. Sitting up in bed, she saw her course file and realized that she had a test that morning. It had completely slipped out of her mind. Scanning her notes, as if looking at a newspaper written in an unfamiliar language, she wondered how much she could take in during that short bus ride ahead of her. After a few minutes of desperate but hopeless revision, the hard tones of her father's voice came from down below. "It is almost time you were off Sarah! There is tea here if you like some."

Reluctantly, she rushed to the bathroom to wash and then quickly put on her hated school uniform. Determined not to miss her bus, on coming downstairs she headed straight for the door ignoring her father's hurried offer of a lift. As she arrived, the double-decker bus crawled awkwardly towards the bus-stop; she had timed it to perfection, reaching it just thirty seconds before the bus-stop. She watched as an old lady in a dirty raincoat, and three other children from her school climbed on, but to her amazement, once the rest of the queue in front of her had disappeared onto it, she found herself making a signal to the driver to say that she was staying where she was. The big red vehicle pulled away with her still on the pavement. Within seconds, she had reached the end of her street, and was walking up another that led to the edge of the village and the hill beyond. The sky was clear, and she hardly felt the cool autumn breeze as she strode along wondering about her destination. There was almost no one about and she whistled a tune to herself as she thought about her class-mates doing their test. She anxiously considered the excuses she would make to her father, and she found herself strolling along the country lane that encircled the hill and all those worries left her. She thought suddenly about a nearby footpath that led to the foot of the hill. She had been along it several years before with her father, and she made up her mind to take it.

On reaching the hill itself, she felt the urge to reach the top. It was not particularly steep and could be climbed in any season without difficulty. The sun shone more and more brightly, and she had left home earlier. From the long grass at the top of the hill she sat and stared at the valley below. She could see the road snaking from her village to the town where she should have been heading for. The thought suddenly came over her that the view would be beautiful in the cold months of December when there is snow. She suddenly hoped that the coming winter month would bring this chance were the weather to make it possible, she promised herself to return and catch that sight at the first opportunity, whatever her obligation might be on that day.

(Source: Adapted from Bob Stillwell)

Questions:

- 2.6** What was the girl's first reaction on waking up?
- A. To start revising for her examination.
 - B. To wander about her day's activities.
 - C. To remember that she had a test at school
 - D. To have her tea
- 2.7** What was her first response to the problem of the test?
- A. Not to bother much with her notes
 - B. To calmly read through her notes
 - C. To revise quickly and effectively.

- D. She was anxious to improve her chances.
- 2.8** When she left her house
 A. Be thought she was going to miss the bus
 B. Her father tried to hold her up
 C. She did not intend to catch the bus
 D. She hoped she would catch the bus
- 2.9** Once she had reached the hill
 A. She did not think any more about her test
 B. She began to regret not bringing her coat
 C. The weather became colder
 D. She remembered climbing it with her father.
- 2.10** Sarah promised herself that she would climb the hill again
 A. As soon as winter arrived.
 B. If she snow did not make it too dangerous
 C. When it snowed whatever she is supposed to be doing
 D. If the weather was the same as the previous year

3A. Rewrite the following sentences without changing the meaning:

- 3.1** If you had not helped me I would not have made it. (Rewrite beginning: But for....)
- 3.2** As he was walking along the road, a bus ran him over. (Rewrite ending...a bus)
- 3.3** The clock stopped because Bob didn't wind it. (Change to the passive voice)
- 3.4** Kim does not usually get out of the house on Sundays. (Rewrite using: used to)
- 3.5** The policeman said to the driver. "You have twenty four hours within which to produce your driving licence. Otherwise, you will be fined."
 (Begin: The policeman told the driver that unless.....)
- 3.6** We have ten packets of butter. My sister wants me to go to the shop and buy ten more. I don't understand why.
 (Rewrite as one sentence without introducing **and** but end with.....**ten already**.)
- 3.6** He is heavier than I. (Begin: I)
- 3.5** Alice is quite fit now. She can begin training with the rest of the netball team.
 (Rewrite as one sentence using enough)
- 3.5** The girl desisted from being unruly because she did not want to be branded a stubborn student. (Rewrite using for fear of instead of because.)
- 3.5** He is too big. He cannot run that fast.
 (Make one sentence from the two given sentences.)

3B. Complete the sentences by choosing the most suitable answer among the given alternatives:

- 3.11** No citizen is above the law he rich or poor.
 A. Be
 B. Even if
 C. Whether
 D. Though
- 3.12** They are in form four.....?

- A. Is it
 - B. Isn't it
 - C. Aren't they
 - D. Do they
- 3.13** He in the school for the last three years.
- A. Was working
 - B. Is working
 - C. Had worked
 - D. Has been working
- 3.14** The weather was..... dull that we could not play outside.
- A. So
 - B. Rather
 - C. Too
 - D. Much
- 3.15** Theman is my husband.
- A. Tall , dark, English, handsome
 - B. Tall, dark, handsome, English
 - C. English , dark tall, handsome
 - D. English handsome, dark , tall
- 3.16** After the game was over the speculators.....
- A. Will disperse
 - B. Were dispersing
 - C. Dispersed
 - D. Disperse
- 3.17** The house was..... Furnished.
- A. Luxuriantly
 - B. Luxuriously
 - C. Expansively
 - D. Leisurely
- 3.18** Which of the alternatively given is most correctly punctuated:
- A. "What an interesting book this is!" Exclaimed John
 - B. "What an interesting book this is "exclaimed John
 - C. "What an interesting book this is!" exclaimed John
 - D. "What an interesting book this is"! exclaimed John
- 3.19** Mr. Smith's conditions gets very..... when people disturb him.
- A. Aggrieved
 - B. Aggravated
 - C. Agog
 - D. Apologetic
- 3.20** He receives no pay as the post is an..... one.
- A. Honourable
 - B. Onerous

C. Honorarium

D. honorary

ANSWERS

1. The consequences of over-population as shown in the passage you have just read.

Rough copy

- Overpopulation leads to unemployment.
- Land for cultivation becomes scarce leading to cultivation of the marginal lands which causes spread of deserts.
- Consequently, there is lack of enough food to eat and this may result in illness.
- Slum development which is a health hazard.
- In urban areas, unemployed people from the rural areas turn to crime for survival.
- Government finds it difficult to build enough schools for an increasing number of children and many become juvenile delinquents or robbers.
- Health facilities become insufficient; people become sickly; infant mortality rate increases and life expectancy becomes low.
- Families find it difficult to cater for a big number of children and this may cause misunderstandings between spouses and eventually family break ups.

Fair copy

Overpopulation leads to unemployment. Land for cultivation becomes scarce leading to cultivation of the marginal lands which causes spread of deserts. Consequently, there is lack of enough food to eat and this results in illness. Lack of land leads to slum development which is a health hazard. The urban unemployed turn to crime for survival. Government finds it difficult to build enough schools for an increasing number of children and many become juvenile delinquents or robbers when they grow. Health facilities become insufficient so people become sickly; infant mortality rate increases and life expectancy becomes low. Families find it difficult to cater for a big number of children and this may cause misunderstandings between spouses and eventually family break ups.

- 2A 2.1 i. **slightly or a bit unsteady**
ii. **arrogant, proud or superior looks**
iii. **complete silence**
iv. **spoke out; mentioned**
- 2.2 They were walking on their hind legs.
- 2.3 The pigs.
- 2.4 They were terrified to see their fellow animals walking on two legs like human beings.
- 2.5 **Four legs are good but two legs are better.**
- 2B 2.6 To remember that she had a test at school (C)
- 2.7 To revise quickly and effectively (C)
- 2.8 She did not intend to catch the bus (C)
- 2.9 She did not think any more about her test (A)
- 2.10 When it snowed whatever she is supposed to be doing (C)
- 3A *Rewrite the following sentences without changing the meaning:*
- 3.1 **But for** your help, I would not have made it.
- 3.2 As he was walking along the road, he was run over by **a bus**.

- 3.3 The clock stopped because it wasn't wound (by Bob).
3.4 Kim is not used to getting out of the house on Sundays.
3.5 The policeman told the driver that unless he produced his driving licence within twenty four hours, he would be fined.
3.6 I don't understand why my sister wants me to go to the shop to buy packets of butter when we have ten already.
3.7 I am lighter than him; I am not as heavy as him.
3.8 Alice is fit enough now to begin training with the rest of the netball team.
3.9 The girl desisted from being unruly for fear of being branded a stubborn student.
3.10 He is too big to run that fast.

3B *Complete the sentences by choosing the most suitable answer among the given alternatives:*

- 3.11 No citizen is above the law **be** he rich or poor. (A)
3.12 They are in form four, **aren't they?** (C)
3.13 He **has been working** in the school for the last three years. (D)
3.14 The weather was **so** dull that we could not play outside. (A)
3.15 The **tall, dark, handsome, English** man is my husband. (B)
3.16 After the game was over the speculators **dispersed.** (C)
3.17 The house was **luxuriously** furnished. (B)
3.18 "What an interesting book this is!" exclaimed John (C)
3.19 Mr. Smith's conditions gets very **aggravated** when people disturb him. (B)
3.20 He receives no pay as the post is an **honorary** one. (D)

2005 PAPER 1

SECTION A

Choose one of the following topics and write a composition of 500 to 700 words.

1. Write a story with the following ending: ".....when I looked back at what happened to us, I couldn't believe that we had escaped."
2. A friend of yours was preparing to wed in an hour's time when he was told that his partner was HIV positive. Describe what happened next.
3. "The use of condoms for prevention of HIV/AIDS should be discouraged." Do you agree or not? Give reasons for your answer.
4. Write a story based on the saying "Patience pays."
5. Describe the natural features that make your area beautiful.
6. Imagine that you have been invited by UNEB to give suggestions on eliminating cheating in examinations. Write down your advice to UNEB.
7. How best can children who have been rescued from rebels be helped to fit into society again?

SECTION B

Each of your composition should be 250 to 300 words.

1. The Minister of Education and Sports has requested all secondary schools to carry out activities under the theme "Living positively with HIV/AIDS" on the world AIDS day. The whole school and the community around it will be invited and the Minister will be the guest of honour.
You have been nominated to make a speech on that day about the activities your school has done. Write the speech focusing on the following:
 - Music and drama
 - Forming an HIV/AIDS club
 - Visiting people living with HIV/AIDS
2. You have just joined Senior Five in a new school and made a new friend. Write to your brother or sister describing the new friend.
3. Describe the advantages and disadvantages of using any two of the following means of transport in your home area:
 - a bicycle
 - a personal car
 - a commuter taxi
 - a bus
4. Describe a road traffic accident you once witnessed.
5. Imagine that you are preparing to stand for the post of a Head Prefect. What Steps would you take to ensure that you win the elections?
6. "Anyone below the age of 18 should not be allowed into night clubs." Write in support or rejection of this view.

PAPER 2

1. Read the following passage carefully and answer the questions that follow:

Most African tribes have a communal approach to life. A person is an individual only to the extent that he is a member of a clan, a community or family. Land was never owned by an individual, but by the people and couldn't be disposed of by anybody. Where there were traditional heads, they held land in trust for the community generally. Food grown on the land was regarded as food to feed the hungry among the tribe. Although each family might have its own piece of land to cultivate, when there was famine or someone wanted to simply eat, he merely looked for food and ate it. It was not a question in his mind as to who owned it. In many parts of Africa it was quite natural for a traveller to walk into the nearest garden (shamba) and pick some bananas or maize and eat it. Nobody would interfere with him unless he went in and started taking loads of food away. Then he was of course contravening the law of hospitality and generosity, and exploiting the clan through whose land he was passing.

The same attitude prevailed in marriage customs. Bride price had to be paid, but if a man did not own cattle, it did not rule out marriage for him. Cattle owned by an uncle or distant cousin or by any member of society could be easily acquired to provide the bride price. In such cases, the

tribal elders ruled that several people should provide cattle for the man who did not have the wealth of his own. It was not expected that he should repay them, instead it was expected that he will do the same in the years to come if someone else's son found himself in a similar position.

When money was introduced, the African came to work for wages, but he still maintained contact with his native land as the only source of security to which he could look in old age or in sickness. He was secure in his mind that he could go back home and be taken care of by his people. It was a social security scheme with no written rules but with a strict pattern to which everyone adhered. If anyone did not adhere to the pattern, and did not take on obligations inherent in the system, he found that when he next got in trouble, he received little or no attention.

He was expected to live harmoniously with others in his community and make contribution to work done in the village. When a hut had to be built, everyone was expected to go out and cut the trees and erect the frame. The women would bring cow dung and the earth to make the floor and draw water to make the plaster for the walls. Then the men would bring the grass for thatching, and the work would be done together. The owner of the hut would cook food for everyone and the work would be finished in a day. If someone refused to take part, he would find that when his time came to build the hut, a few people would come to help and might be boycotted. This was the kind of sanction that operated against a lazy man. If he persisted and refused to help when there was harvesting to be done or weeding during the rainy months, he could be disowned and left to wander about alone. This was a strong sanction, because it meant he lost his whole source of security in life. Many of those who were disowned saw how foolish they had been and asked to come back into the clan and ceremonies had to be performed before they were taken back.

(Adapted from: *Freedom and After*; By Tom Mboya)

Question:

In about 120 words, summarise how the African people used to have a communal approach to life.

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

The school's rickety and half-dead live-band was in full session. Each class stood in twos in rigid military fashion. All the teachers, six of them, were standing on the school veranda, in the shade while the students stood in the scorching sun. Each class teacher stood in front of his class and barked orders. The newly admitted class one boys were **unruly** and noisy. They had not yet been initiated into the military discipline, which prevailed on such occasions. It was only a matter of time.

While they were so engaged, Torto, who was in another file, was looking intently in Mensa's direction; he was trying to wink and smile at him, hoping that Mensa would wink and smile reassuringly back at him. Unfortunately, Mensa would not look his way; Torto therefore had to persist, and he was so taken up by the **fruitless** task that when the teacher bellowed, "Mark Time!" he did not hear him. Mr. Lomo, the impressive head teacher, who stood **aloof** both from pupils and the teachers, noticed Torto's intention but waited for more evidence. Meanwhile, Torto was still smiling and winking. The teacher on duty yelled again, "Right turn!" and then "Quick march!" Torto was standing without any intention of moving when a boy immediately behind him, marched and bumped into him. The boy who bumped into him was so startled that soon

after the bump; he nudged Torto in the ribs to get moving so that they would soon not be caught. Torto was so startled by the well-intentioned nudge that he squealed.

"Halt." cried, Mr. Lomo. The whole school came to a halt. The boy playing the base was so taken aback by the thunderous cry of halt that he gave the already tied drum a big **superfluous** bang, which marked time for nobody. He had to pray to God at once that no ill should befall him for striking the bass drum when it should be silent. It was the kind of thing the head teacher did not like and he had been warned before. He had been accused by the head teacher of playing the bass not to keep time, hut to satisfy his juvenile lust for hitting things.

"Torto, Come Forward!" Mr. Lomo thundered. Thinking that Mensa had reported him, Torto had decided to run away at once never to return. But the shock of hearing his name mentioned paralysed him.

"Torto, I said come forward." cried Mr. Lomo, this time brandishing a stout cane he held in his hand. The whole place was as quiet as a courtroom just before the judge pronounces a sentence.

Torto once more thought of bolting, but he knew too much about the school. Just as he had been told in detail that the wife of the head master was selfish and wicked, so also had it been explained to him in graphic language that it was hopeless and indeed dangerous for a class-one boy to run away from school; Mr. Lomo would order the big boys to chase and catch him and if they caught him, they would so secretly nudge and twist all parts of his body that they would give hell before the worst hell followed.

He therefore obeyed and went forward. By the time he reached the head teacher, who stood tight-lipped and over-powering, his mind had become completely blank. Mr. Lomo spoke aloud and said, "Attention everybody, this boy, Torto standing before me, while the master on duty was giving orders, was laughing and winking. When you were all ordered to march, he was so engaged in naughtiness that he wouldn't budge."

"Whip him!" the whole school roared to the skies.

(Adapted from: *The Strange Man* by Amu Djoletto)

Questions:

- 2.1 Give three examples from the passage that show that some aspects of this school resemble life in the army.
- 2.2 Name two ways in which this assembly was more unpleasant for children than the teachers.
- 2.3 Why didn't Torto hear the teacher's orders?
- 2.4 Why did Torto decide against bolting?
- 2.5 Give the meaning o each of these words as they are used in the passage:
 - (i) **Unruly**
 - (ii) **fruitless**
 - (iii) **aloof**
 - (iv) **superfluous**

2B. Read the following passage carefully:

School Bullies.

I still remember- my hands and my fingertips -still remember what used to lie in store for us on our return to school from the holidays. The guava trees in the school yard would be full leaf again and the old leaves would be strewn around in scattered heaps. In places there were even more than just heaps of them: it would be a muddy sea of leaves.

“Get all that swept up,” the headmaster would tell us "I want the whole place cleaned up at once." At once! There was enough work there, damned hard work too, to last us for over a week. Especially since the only tools with which we were provided were our hands, our fingers and our nails.

“Now see that it's done properly, and be quick about it,” the head master would say to the older pupils, "or you'll have to answer for it." So an order from the older boys, we would all line up like peasants about to reap or glean a field, and we would all line up like members of a chain gang. If the work was not going as fast as the head master had expected, the boys instead of giving us a helping hand, used to find it simpler to whip us with branches pulled from the trees.

In order to avoid these blows, we used to bribe our tyrants with the succulent cakes of Indian corn, the couscous made of meat or fish which we used to bring for our midday meal. And if we happened to have any money on us, the coins changed hands at once. If we did not do this, if we were afraid to go home with an empty stomach or an empty purse, the blows would be redoubled. They were administered with such furious generosity and with such diabolical gusto that even a deaf mute would have gathered that we were being flogged not so much to spur us on to work , but rather to lash us into a state of submissiveness in which we would be only too glad to give up our food and money.

Occasionally, one of us, would have the courage to complain to the headmaster. He would of course be angry, but the punishment he inflicted on the older boys was always negligible. And the fact was that however much we complained, our situation did not improve in the slightest. Perhaps we should have let our parents know what was going on, but somehow we never dreamed of doing so. I do not know whether it was loyalty or pride that kept us silent, but I can see now that we were foolish to keep quiet.

(Adapted from: *The African Child* by Camare Laye)

Answer by selecting your best alternatives:

- 2.6** When the boys returned to school from holidays, the compound was
- A. scattered in heaps
 - B. a muddy sea of leaves
 - C. ready to reap or glean
 - D. a chain gang
- 2.7** If the work did not go as quickly as expected, the big boys
- A. Whipped the small ones.
 - B. helped the small ones
 - C. fought each other
 - D. fought with the head master

2.8 Succulent as used in the passage means

- A. juicy and tasting good.
- B. beautiful and tasting good
- C. dry but sweet
- D. big and sweet

2.9 The punishment inflicted on the bigger boys was

- A. the same as what they had done.
- B. harsh, considering what they had done.
- C. not as harsh as what they had done.
- D. generous due to what they had done.

2.10 The smaller boys did not report to their parents because

- A. The head master handled it
- B. they were loyal and proud
- C. they had food and money.
- D. it is not clear.

3A. Rewrite according to the instructions without changing the meaning of the sentence.

3.1 That pool is too dirty for swimming. (Use "Not")

3.2 She could not describe the pain she suffered. (Use "**description**")

3.3 The Nairobi bound bus was very crowded. It couldn't go up the steep hill.
(Join using "too...to...")

3.4 I'd rather stay at home than go out in this weather. (Rewrite beginning: I'd prefer,,)

3.5 The only reason my sister failed to win the competition was because she didn't train hard. (Begin: If ...)

3.6 "Kapere must be over eighteen years old since he is at university." the judge told the court.
(Rewrite into indirect speech beginning: The judge...)

3.7 The police can torture the prisoner as much as it likes, but he will never confess his crime. (Rewrite using: However....)

3.8 Oculi's parents could not give him all he needed for his studies, but he passed his examinations all the same. (Rewrite using: Much as...)

3.9 My mother is short-tempered. She beat up my little sister for breaking the plates.
(Rewrite as one sentence using: Owing to ...)

3.10 Maria asked Juma why he had gone to town the previous day.
(Rewrite using direct speech.)

3B. Answer the questions with the most suitable answer among the alternatives.

3.11 Our teacher..... us a test when the head master entered.

- A. has given
- B. gives
- C. was giving
- D. will give

3.12 Little..... know the consequences of our action.

- A. did we
- B. we did
- C. we didn't
- D. didn't we

3.13 Night doesn't say much. She is very.....

- A. reserved
- B. shut up
- C. keep quiet
- D. silence

3.14 John and Mary vowed that they would never let anything come..... them.

- A. amidst
- B. around
- C. between
- D. among

3.15 Kassubo is..... girl.

- A. a 18 years old
- B. 18 years old
- C. 18 year old
- D. an 18 year-old

3.16 Choose the correct response.

Unless you..... hard, I shall not support you anymore.

- A. will work
- B. could work
- C. work
- D. worked

3.17 She asked him.....

- A. how she could improve her English
- B. how could she improve her English
- C. how she is for improve her English
- D. how she was improving her English

3.18 The Head master was too angry.....

- A. for what he had done
- B. that he beat the boy who lied to him
- C. to listen to our excuses.
- D. than I had ever seen him before

3.19 We thought we had heard a voice.....?

- A. wasn't it
- B. had we
- C. didn't we
- D. isn't it

3.20 We'll..... outside your house at midday.

- A. picked you

- B. pick you up
- C. lift you
- D. lift you up.

ANSWERS

1. How the African people used to have a communal approach to life.

Rough copy

- Land was never owned by an individual, but by the people and couldn't be disposed of by anybody.
- Food grown on the land was regarded as food to feed the hungry among the tribe.
- If a clan member did not own cattle for bride price, cattle owned by an uncle or distant cousin or by any member of society could be easily acquired to provide the bride price.
- People were expected to live harmoniously with others in the community and make contribution to work done in the village.
- If someone refused to take part, he would find that when his time came to be helped by other village members, a few people would come to help and might be boycotted.

Fair copy

Land was never owned by an individual, but by the people and couldn't be disposed of by anybody. Food grown on the land was regarded as food to feed the hungry among the tribe. If a clan member did not own cattle for bride price, cattle owned by an uncle or distant cousin or by any member of society could be easily acquired to provide the bride price. People were expected to live harmoniously with others in the community and make contribution to work done in the village. If someone refused to take part, he would find that when time came for village members to help him, a few people would come to help him and he might be boycotted.

- 2A 2.1 (a) **Each** class stood in twos in rigid military fashion.
 (b) Each class teacher stood in front of his class and barked orders.
 (c) The newly admitted class one boys were unruly and noisy because they had not yet been initiated into the military discipline, which prevailed on such occasions.
- 2.2 (a) All the teachers, six of them, were standing on the school veranda, in the shade while the students stood in the scorching sun.
 (b) Each class teacher stood in front of his class and barked orders.
- 2.3 He **was** busy trying to wink and smile at Mensa.
- 2.4 Mr. Lomo would order the big boys to chase and catch him and if they caught him, they would **so** secretly nudge and twist all parts of his body.
- 2.5 Give **the** meaning of each of these words as they are used in the passage:
 (i). **Badly behaved**
 (ii). **not achieving the intended results; useless**
 (iii). **not bothered; not showing any concern**
 (iv). **unnecessary; needless**

- 2B** 2.6 When the boys returned to school from holidays, the compound was **a muddy sea of leaves.** (B)
- 2.7 If the work did not go as quickly as expected, the big boys **whipped the small ones.** (C)
- 2.8 **Succulent** as used in the passage means **juicy and tasting good.** (A)
- 2.9 The punishment inflicted on the bigger boys was **not as harsh as what they had done.** (C)
- 2.10 The smaller boys did not report to their parents because **it is not clear.** (D)
- 3A** 3.1 That pool is not clean for swimming.
- 3.2 The pain she suffered was beyond her description.
- 3.3 The Nairobi bound bus was too crowded to go up the steep hill.
- 3.4 I'd prefer staying at home than going out in this weather.
- 3.5 If my sister my sister had trained hard, she would have won the competition.
- 3.6 The judge told the court that Kapere must have been over eighteen years old since he was at university.
- 3.7 However much the police tortures the prisoner, but he will never confess his crime.
- 3.8 Much as Oculi's parents could not give him all he needed for his studies, he passed his examinations all the same.
- 3.9 Owing to my mother being short-tempered, she beat up my little sister for breaking the plates.
- 3.10 Maria asked Juma, "Why did you go to town yesterday?"
- 3B** 3.11 Our teacher **was giving** us a test when the head master entered.(C)
- 3.12 Little **did we** know the consequences of our action. (A)
- 3.13 Night doesn't say much. She is very **reserved.** (A)
- 3.14 John and Mary vowed that they would never let anything come **between** them. (C)
- 3.15 Kassubo is **an 18 year-old** girl. (D)
- 3.16 Unless you **work** hard, I shall not support you anymore. (C)
- 3.17 She asked him **how she could improve her English.** (A)
- 3.18 The Head master was too angry to listen to our excuses. (C)
- 3.19 We thought we had heard a voice, **isn't it?** (D)
- 3.20 We'll **pick you up** outside your house at midday. (B)

2006 PAPER 1

SECTION A

Choose one of the following topics and write a composition of 500 to 700 words.

1. Write an original story ending, "All that was left now was ashes – the ashes of what had been of my house"
2. Describe an incident when your parents accepted a piece of advice you gave them.
3. "Schools in war-torn areas should not sit for the same examinations with those in peaceful areas"

4. Write an original story with the title "A Narrow escape."
5. How has the life of someone you know been made better by learning how to read and write?
6. Describe an occasion when a football match or a meeting ended up in a fight.
7. Imagine you are preparing to elect prefects in your school; what qualities would you expect them to have?

SECTION B

Each of your composition should be 250 to 300 words.

1. You are looking for a job during vacation when you come across a newspaper with the following advertisement:

Applications are invited from suitable candidates for the post of Filing Clerk in the office of the District Education Officer. The minimum qualification is UCE with passes in English Language, Mathematics and Commerce.

Applications should be addressed to:

The District Education Officer,
P.O.Box 68,
Masindi.

Write a formal application for this job, giving information that is likely to get you selected for the position.

2. As a policeman, you are working under a very corrupt boss; yet you think as police officers, you should be fighting corruption. Write a letter to the IGG's office in Kampala about the conduct of your boss.
3. Describe how two of the following types of modern equipment have changed life today:
 - (i) Radio
 - (ii) Mobile phone
 - (iii) The computer
 - (iv) Television
4. Write about a dream you had which upset you so much.
5. Write about what you did when a child left in your care suddenly developed a fever and started vomiting.
6. What is your view about sustaining from sex until marriage?

PAPER 2

1. *Read the following passage and answer the questions that follow.*

ALCOHOL

Alcoholism (too much taking of alcohol) has been defined as a disease when the ingestion of alcohol impairs the individual's normal status of functions in daily situations and relationships. It is not necessary to become an alcoholic in order to be negatively affected by a serious drinking problem. We need to determine who the drinkers are, why they drink and the effects of alcohol on

the health of drinkers.

Finally, drinkers come from all levels of society. The typical drunk today has been identified as a bright, middle-management executive in his thirties, married and living with his family in a nice neighbourhood. Drinkers fall into one of the following categories.

The first type is the normal drinker. He drinks only occasionally and for perfectly innocent and harmless reasons; he could stop for a long period of time and never miss it.

The second type is the alcohol dependent drinker. He drinks every day and depends on alcohol more than he will admit. Having to do without alcohol is a difficult and unpleasant experience although he will argue vehemently that he can cut it out with no difficulty. During this stage, the individual usually becomes a heavy drinker. The third type is the alcoholic. He has lost control over his drinking and one drink leads to another. Alcohol seriously interferes with every aspect of his life, even though he may not admit it.

Secondly, people drink for a variety of reasons. The reasons for the initial use of alcohol run from experimentation to rebellion. Drinking now is more socially acceptable than in the past. So many people drink to be sociable. Others drink occasionally to relax at the end of a tiring day. The businessman often finds himself drinking at lunches, dinners and meetings to please his client. And many teenagers, as well as many adults, drink in order to be accepted among their peers. Some drink because they enjoy the intoxicating effects of alcohol. Alcohol acts as a partial or total anaesthetic on the brain, depending on the amount in the blood. Moderate amounts help to reduce shyness and feelings of restraint and relax nervous tensions. Young people see movie and television stars drink, and advertisements make liquor seem like the normal accompaniment to having fun. People drink to gain relief from a difficult situation or to escape from facing reality.

Thirdly, alcohol has many long-term effects on time drinkers' health. As a food, alcohol only supplies calories. One eight-ounce glass of beer or a one-ounce drink of 84 proof whisky, each contains about seventy calories.

Thus heavy drinking means extra calories in the diet. Prolonged drinking of alcohol causes the liver to become swollen and yellow with fat. This often develops into a serious condition known as cirrhosis of the liver. After long, excessive alcohol use, damage can occur in the form of neuropathy or delirium tremens. Delirium tremens is marked by hallucinations, severe tremor, insomnia and great exhaustion. Extreme cases of long lasting alcoholism may cause permanent brain damage and mental illness requiring confinement in a psychiatric hospital. Another more direct effect of alcohol is on the heart muscle itself. Deaths related to alcohol have been cited as the fourth ranking public health problem in America, surpassed only by heart diseases, cancer and mental disease.

(Slightly adapted from: "*The liquor problem by the committee of fifty*".)

Question: In about 120 words, summarise the reasons for drinking and the effects of alcohol.

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

A strange meeting

It was dusk. The three of us Adrua, Kalizo and I, were walking along a steep winding road somewhere in Uganda, when a loud cry of fear stopped us in our tracks. For a Mummyent, we stood there listening, and when we heard another scream Adrua went plunging through the roadside bushes and down towards the valley shouting, "Come on, boys – someone needs help!". Kalizo and I followed him at a slower pace because neither of us is as sure-footed as Adrua. The grass on the hillside was slippery with evening dew. We scrambled and stumbled against each other, but at last we reached the bottom, and chased after Adrua, who was well ahead of us and just disappearing behind some high thorns. We could hear the cries more clearly now, although

they were hoarser and not so strong.

We ran on until we arrived at a small clearing and there, outside a low mud hut, an old woman was struggling unsuccessfully with a ragged loutish individual who had her by the throat.

At the sight of us, the man released her with such force that she fell in a heap on the ground and then tried to run away. But we were too quick for him. All three of us were breathless after racing down to the valley, but we still had enough strength to fling ourselves bodily at the ruffian, and we managed to get in a few good punches before he picked up a heavy stick and gave Kalizo a resounding whack across the ribs. The blow sent Kalizo sprawling against the wall of the hut and made him yell with pain. Adrua and I forgot everything else as soon as we saw our friend was hurt. We ran to his side and, of course, the cause of the trouble took the opportunity to make his escape through the dense bushes.

“Let me see! Let me see!”. It was the old woman who had picked herself up and was now bending over Kalizo. He was conscious but dazed, and he lay motionless as her bony fingers gently prodded his neck, chest and ribs. “Nothing serious,” she said at last. “Bring him inside. I shall put something on the bruise which will take the pain away very quickly”.

We carried poor Kalizo into the hut and set him down on a low bed of dried grass. Since dusk was rapidly giving way to night, the windowless hut was dark, but the old woman lit the wick sticking out of a battered oil can and this gave us enough light to look at our surroundings.

The room was **cluttered** with the oddest things. Two large python skins were nailed across the wall; horns of every size and shape hung from the roof. There were strangely marked gourds, bunches of dried leaves and roots – in fact, there was so much stuff all over the place that it was impossible to describe it.

Adrua, who had started to unbuckle Kalizo’s haversack while the old woman went outside to bring water, whispered quickly to me; ‘Musaka, we must leave here as fast as we can; I think she is a witch doctor!’

The same thought had entered my head, but she was back before I could say so, and, in any case, since we had saved her from being murdered, I did not think she would do us any harm. I had never seen a witch doctor before and I am afraid I stared at the old woman with intense curiosity. She was very small, bent and wrinkled, yet her movements were amazingly quick, and her voice was that of a much younger person. I watched with interest as she pounded a mixture of dried leaves to make it into a paste, and then rubbed the mixture into Kalizo’s ribs. None of us spoke a word during this time.

She finished applying the medicine to Kalizo, who sat up and told her that he felt better already. The three of us stood up to go away, but the old woman refused to let us go. “No”, she insisted, “I owe my life to you young people, and you can’t leave my house without accepting some form of thanks. You shall share a meal with me, and then you may go on your way.”

(Adapted from: *The Smugglers*, by Barbara Kimenye)

Answer questions 2.1 to 2.5 on the question paper

- 2.1 Why did Adrua plunge through the roadside bushes?
- 2.2 How did the ruffian manage to escape?
- 2.3 What treatment did the old woman give Kalizo?
- 2.4 Why did the boys think the old woman was a witch doctor?
- 2.5 Explain the meaning of the following words and expressions as they were used in the passage.
 - (a) sure-footed
 - (b) ragged
 - (c) cluttered

(d) I owe my life

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

It was a nightmare for a senior one student newly admitted to one of the famous schools in the country. Anxious to study in a boarding secondary school, things suddenly turned bad for the fifteen year-old boy.

On the very first day he reported to school, he wished he had not been admitted to the school of his choice. As he got into bed, a group of six big boys surrounded him and asked him to hand over every edible thing in his suitcase.

Before he could explain that there were only roasted groundnuts in the suitcase, the lights were switched off.

“Will you please give us everything you’ve brought,” they demanded, slapping him on the right cheek.

For another young man in another school in Western Uganda, the experience was even worse. Shortly after midnight on the first night at school, he lost all the Shs. 50,000 he had carried for his pocket money to fellow students. Worse still, they made him dance until the wee hours of the morning. His woes ended after he had sung all the songs he learnt in primary school.

Both students were victims of bullying, a practice common in most schools in Uganda and which most school administrators don’t seem to care about!

Widely practised in boarding schools, bullying is often used by students to “initiate” fellow students into the school “culture”. Others do it for fun while others feel obliged to bully their juniors especially those who are new in the school. It has almost become an accepted practice for Senior One and Senior Five students in most schools. It is an old practice in many schools and little has been done to combat it. Bullying is a source of pride for some students but often results in disastrous consequences. Victims are subjected to psychological and physical torture which in some cases leads to death.

One boy at Bundibugyo was at one time punched and stoned to death by a group of eight pupils; six girls and two boys. All of them were ten-year olds. A senior lecturer in the department of Sociology at Makerere attributed bullying to collective action which students take on as a result of peer influence. They feel bullying is one way of gaining recognition in a group and those who do not bully are called cowards.

Other academicians think that bullying often results from stress because of the unfavourable conditions in some schools. This stress leads to loss of temper which is normally cooled by engaging in bullying activities. Although the cases quoted above are imaginary, students should be encouraged to report the bullies to the authorities. Severe punishments like expulsion or suspension should be imposed on culprits. As for administrators who condone such behaviour, the Ministry of Education and Sports should deal with them firmly. Only then, will bullying die out in schools.

Adapted from: The New Vision, April 5 1999)

Answer questions 2.6 to 2.10 by selecting the best of the four possible answers, putting a ring around your best choice.

2.6 The lights were switched off probably

- A. in order for the boy to give his things to the bullies quietly.
- B. by accident as the boys struggled.
- C. so that the boy would not see the boys bullying him and report them.
- D. so that the boy could be tortured to death.

2.7 The second boy sang up to the wee hours of the morning means he sang

- A. all morning long.
- B. till very late in the morning.
- C. up to dawn.
- D. up to midnight.

2.8 According to the passage:

- A. Senior One and Senior Five look forward to the bullying in S5.
- B. Bullying can involve teasing and beating of the victims.
- C. Bullying is great fun for the juniors.
- D. Students are forced to bully others by the school authorities.

2.9 From the passage, which of the following is **NOT** true about bullying?

- A. Students are robbed of their money.
- B. Old students take advantage of new ones.
- C. Six girls and two boys killed a boy.
- D. The school authorities recommended it for initiating new students.

2.10 A suitable title for this passage would be

- A. The joys of bullying in a school.
- B. The advantages of bullying in a school.
- C. The evils of bullying in a school.
- D. The origins of bullying in a school.

3A Rewrite each item in 3.1 to 3.10 according to the instructions. Do not change the meaning of the original sentence.

3.1 You will miss the train if you don't hurry. (Begin: Unless)

3.2 The school was too small to host the annual athletics competition. (Use the negative: "wasn't")

3.3 He didn't want to meet his uncle, so he went out with his friends. (Rewrite using: Rather than....)

3.4 Okurut regrets that he didn't work harder while at the university. (Replace 'that'... with ... "not"....)

3.5 As soon as they entered the train, it steamed away. (Use: No sooner)

3.6 "Have you ever been told that scorpions are poisonous?" Asked the teacher. (Rewrite using indirect speech)

3.7 The examination was very simple. It was also very tricky. (Combine into one sentence using "though")

3.8 Mukasa's attention being divided between the teacher and the window, he did not really understand the lesson. (Begin: With ...)

3.9 The teachers expect to have a good time at their party. (Rewrite using: look forward ...)

3.10 Possibly, they are children of good character. (Begin: It is ...)

3B Complete the sentences 3.11 to 3.20 with the most suitable answer among the given alternatives. Put a ring around your choice

3.11. Her husband promised to pick her on his way home

- A. up

- B. along
 - C. over
 - D. away
- 3.12. The signpost wassmall to be noticed.
- A. so
 - B. very
 - C. too
 - D. as
- 3.13. the politician said, the daily Mirror would report.
- A. Whatever
 - B. Whichever
 - C. Whoever
 - D. Whenever
- 3.14. All medicines should be kept out of of children.
- A. hand
 - B. touch
 - C. contact
 - D. reach
- 3.15. His knowledge of several languages remarkable.
- A. is
 - B. are
 - C. were
 - D. is being
- 3.16. The young sister was the of the two.
- A. most likeable
 - B. fully likeable
 - C. unlikeable
 - D. more likeable
- 3.17 The examiners will have finished their work by
- A. a weeks time.
 - B. next week time.
 - C. this time next week.
 - D. the space of a week.
- 3.18 Allan is much taller than when I saw him at Entebbe last year. He must a lot since then.
- A. have been growing
 - B. had grown
 - C. have grown
 - D. had been growing
- 3.19 Last evening Mr. Mulindwa bought for his new house.
- A. furniture
 - B. furnitures
 - C. a lot of furnitures
 - D. some furnitures
- 3.20 That sounds like a train ?

- A. isn't it?
- B. doesn't it?
- C. is it?
- D. didn't it?

ANSWERS

1. The reasons for drinking and the effects of alcohol.

Rough copy

- People drink for experimentation or rebellion.
- Others drink to be sociable or relax at the end of a tiring day.
- Businessmen drink to please their clients.
- Others drink to be accepted among their peers or to enjoy the intoxicating effects of alcohol.
- Alcohol acts as a partial or total anaesthetic on the brain.
- Moderate alcohol intake reduces shyness and feelings of restraint and relaxes nervous tensions.
- Young people drink as an accompaniment to having fun.
- People drink to gain relief from difficult situations or to escape from facing reality.
- Alcohol supplies calories. Prolonged drinking damages the liver, causes hallucinations, severe tremor, insomnia and great exhaustion, permanent brain damage, mental illness and destroys the heart muscles and also results into death.

Fair copy

People drink for experimentation or rebellion. Others drink to be sociable or relax at the end of a tiring day. Businessmen drink to please their clients. Others drink to be accepted among their peers or for intoxication purposes. Alcohol acts as a partial or total brain anaesthesia. Moderate alcohol intake reduces shyness and feelings of restraint and relaxes nervous tensions. Young people drink as an accompaniment to having fun. People drink to gain relief from difficult situations or to escape from facing reality. The effects of alcohol include the supply of calories. Prolonged drinking damages the liver, causes hallucinations, severe tremor, insomnia and great exhaustion, permanent brain damage, mental illness and destroys the heart muscles and also results into death.

- 2A**
- 2.1 Adrua and his friend had heard a loud cry of fear.
 - 2.2 The ruffian hit Kalizo very hard with a stick and this forced his friends to go and attend to him in the process letting the ruffian escape.
 - 2.3 The old woman pounded dried leaves into a paste which she rubbed around his ribs.
 - 2.4 Because of the two large python skins nailed across the wall; horns of every size and shape hung from the roof and strangely marked gourds, bunches of dried leaves and roots in her hut.
 - 2.5 Explain the meaning of the following words and expressions as they were used in the passage.
 - (a) Adrua was very good at walking
 - (b) torn dirty clothes
 - (c) filled with many tings
 - (d) you saved me from death

- 2B** 2.6 The lights were switched off probably **so that the boy would not see the boys bullying him and report them.** (C)
- 2.7 The second boy sang up to the wee hours of the morning means he sang **till very late in the morning.** (B)
- 2.8 According to the passage: **Bullying can involve teasing and beating of the victims.** (B)
- 2.9 **The school authorities recommended it for initiating new students.** (D)
- 2.10 A suitable title for this passage would be: **The evils of bullying in a school.** (C)
- 3A** 3.1 Unless you hurry, you will miss the train.
- 3.2 The school wasn't big enough to host the annual athletics competition.
- 3.3 Rather than meet his uncle, he went out with his friends.
- 3.4 Okurut regrets not having worked harder while at the university.
- 3.5 No sooner had they entered the train than it steamed away.
- 3.6 The teacher asked whether he/they had ever been told that scorpions are poisonous.
- 3.7 The examination was very simple, though very tricky.
- 3.8 With Mukasa's attention divided between the teacher and the window, he did not really understand the lesson.
- 3.9. The teachers look forward to having a good time at their party.
- 3.10. It is possible they are children of good character.
- 3B** 3.11. Her husband promised to pick her **up** on his way home. (A)
- 3.12. The signpost was **too** small to be noticed. (C)
- 3.13 **Whatever** the politician said, the daily Mirror would report. (D)
- 3.14. All medicines should be kept out of **reach** of children. (D)
- 3.15. His knowledge of several languages **is** remarkable. (A)
- 3.16. The young sister was the **more likeable** of the two. (D)
- 3.17 The examiners will have finished their work by **this time next week.** (C)
- 3.18 Allan is much taller than when I saw him at Entebbe last year. He must **have grown** a lot since then. (C)
- 3.19 Last evening Mr. Mulindwa bought **furniture** for his new house. (A)
- 3.20 That sounds like a train **isn't it?** (A)

2007 PAPER 1

SECTION A

Choose **one** of the following topics and write a composition of 500 to 700 words

1. Write a composition beginning: "When I saw him coming, I knew there was going to be trouble."
2. Describe an encounter you had with a gang of robbers one night.

3. “The next president of Uganda should be a woman.” Do you agree or not? Give reasons for your answer.
4. Imagine that you have just won a prize of one million Uganda shillings. Describe what you would do with it.
5. Describe a typical day in the life of your parents or guardians.
6. Do you think it right or not for children below the age of eighteen to be involved in paid labour?
7. Basing on your own experience or that of someone you know, describe the relationship between a child and a step-mother or step-father.

SECTION B

Answer each of your compositions should be 250 to 300 words.

1. Imagine that your mother was very ill and admitted in hospital. Write a dialogue that took place between you and your mother when you visited her in hospital. Write at least five responses from each of you in your dialogue.
2. Imagine that you travelled in a bus owned by Gateway Bus Company from your village to Kampala and you were mistreated by the conductor of the bus. Write a letter of complaint to the General Manager of the Bus Company.
3. Write a composition about a time when corruption caused suffering in your community. You may include the following:
 - who was involved
 - what was involved?
 - the effect of the corruption.
4. What is the nickname of someone you know? Explain what it means, how the person got it and why you like or do not like it.
5. What type of animal according to you, makes the best or worst pet and why?
6. Write about a book you recently read or a film you recently saw. You may include the following:
 - Who the characters were
 - What the characters did
 - Why you liked or disliked the book or film.
 - Whether you would recommend or not recommend it to a friend and why?
7. Describe any three things that you think are important for someone to succeed in life.

PAPER 2

1. *Read the following passage carefully and then answer the question that follows.*

Outbreaks of cholera have been reported in different parts of the country and yet the disease can easily be prevented by observing simple hygiene. Cholera is deadly diarrhoea causing disease. It causes sudden and serious passing of watery stool and vomiting. This leads to rapid loss of water from the body, weakness and death, sometimes within three to four hours if the sick person is not treated promptly. It is not contagious though it is an infectious disease. Cholera is caused by germs called *vibro cholera* transmitted from someone infected by the disease or through drinking water containing the stool or vomit of a person who has cholera. It can also

spread when people touch the food or vomit of the sick person and later touch food, water or cooking and eating utensils such as plates without washing their hands.

Other sources of cholera infection are raw or poorly cooked fish and other sea foods, raw fruits and vegetables as well as other foods that have been contaminated by cholera germs during preparation or storage. In the city, cholera spreads very fast because of poor drainage, especially in slums.

However, cholera can be prevented by ensuring that all families have latrines. In cities, the erection of new structures that have no toilets should be banned. This policy can easily be implemented if local authorities register all houses that have no latrines and forward the lists to the relevant authorities for action. The Ministry of Health and UNICEF can supply tablets to the city authorities for distribution to families for treating their drinking water. Each family can buy an empty new jerry can purposely for keeping treated water for consumption.

Apart from the above, any person passing frequent watery stool and vomiting should be taken to a health centre or a hospital immediately. Stool, vomit and all utensils used by the patient should be sprinkled with germ-killing solutions. Apart from keeping toilets and latrines clean, germ-killing solutions should be added to water used to clean them. It follows also that after visiting a toilet, people should wash their hands thoroughly. Flies should be kept away from food and toilets.

Furthermore, all water for drinking, cooking, preparing food, washing dishes and other utensils should be boiled and drops of chlorine should be added to it. In case of death, the dead should be buried as soon as possible and overcrowding, feasting, handshaking and preparing food should be completely avoided at the funeral.

Cholera victims repeatedly pass large amounts of watery stool which looks like water in which rice has been boiled and vomit large amounts of fluid. The patient becomes light and lean very fast and breathes fast. The wisest action to follow, therefore, is to prevent loss of body water by giving one plenty of fluids to replace the water and salts being continuously lost. The patient should then be rushed to hospital. Another strategy that has been adopted mainly by the youth has been to avoid hand-shakes while greeting.

(Slightly adapted from: "*Recent Magazine*", Feb- April 1998 page 24)

Question: In about 130 words, summarise the causes, spread and prevention of cholera.

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

There is a strange desire among people to attach particular importance to their origin, **as if man's worth** should be estimated by what he came from rather than what he has become. This is especially true in Western civilisation, where **great pains** are devoted to tracing the ancestry of families. A man will announce with pride; 'My family were farmers as long ago as the sixteenth century,' as if the possession of such forebears gave him a special claim to excellence. Even **infamous** deeds may be a cause of satisfaction: 'One of my ancestors assisted at the execution of Mary, Queen of Scots', for example. A statement such as this will frequently be **greeted with respectful admiration**, and repeated from one to another. People who lay claim to be descended from undisputed notabilities such as Napoleon, Alexander the Great, Rembrandt or Darwin, are convinced, **however remote the connection**, that some of the qualities that inspired these geniuses must be reflected in themselves, and frequently manage to convince others, 'Of course

Johnny will be first class pianist one day, After all, an aunt on his mother's side descended from a second cousin of Mozart.'

These charming, though mistaken beliefs, bringing with them a pleasant sense of being a little more distinguished than one's fellows, have about as much **validity** as the theory that the occupants of a certain house were necessarily 'genteel' because at one time, seventy or eighty years before the spinster daughter of an earl had resided in it!

The reverse may be equally a source of pride in other spheres of life. Some men will expect to be regarded more highly if they announce to the world that their grandfather was 'only a miner' or that their great-grandmother was a kitchen maid or even of a more humble profession. Here I am, look at me.' they seem to say, 'see what I have achieved in spite of my origin.'

What is it in us, I wonder, that teases us to trace our origin? Is it because we feel the need for roots, to be reassured that we belong in the bewildering world in which we live? However, in spite of Darwin's theory of evolution, I have yet to hear any man declare with crushing self-importance that he is descended from an ape.

(Source: 'Practice Tests for Proficiency' by Margret Archer and Enid Nolan- Woods.)

Questions:

- 2.1 What evidence, in the first paragraph, does the writer give to show that some people **may lay claim** to the fact that qualities of greatness are reflected in them?
- 2.2 What does the writer mean by '**...as if man's worth should be estimated by what he came from rather than what he has become**'?
- 2.3 How does the writer support the view that even someone's humble origin '**may be equally a source of pride**'?
- 2.4 Explain the meaning of each of the following words and phrases as they are used in the passage:
 - (i) '**great pain**'
 - (ii) '**infamous**'
 - (iii) '**greeted with respectful admiration**'
 - (iv) '**however remote the connection**'
 - (v) **validity**
- 2.5 From the last sentence in the passage, how does man feel about being descended from ape?

2B. Read the following passage carefully.

We went down and found the deadly bullock in the coffee plantation, as Nicols had told me; it hardly been touched by lions. Their spoor was deep and clear in the soft ground; two big lions had been here in the night. It was easy to follow through the plantation and up to Ali's house, but by the time we came there it had rained so heavily that it was difficult to see anything and in the grass and the bush at the edge of wood we lost track.

"What do you think, Moses?" I asked him. "Will they come back tonight?"

Moses had a great experience with lions. He said they would come back early in the night to finish the meat, and that we ought to give them time to settle down on it, and go down to the field ourselves at nine o'clock. We would have to use an electric torch from his safari outfit, to shoot by, and he gave me the choice of the roles, but I would rather let him shoot while I hold the torch for him

In order that we might find our way up to the dead ox in the dark, we cut up strips of paper and fastened them on the rows of coffee-trees between which we meant to walk, marking our way in the manner of Hazel and Gretel with their little white stones. It would take us straight to kill, and at the end of it, twenty yards from the carcass, we tied a large piece of paper to the tree, for here we could stop, sweep the light on a shoot. Late in the afternoon, when we took out the torch to try it, we found that the batteries had been running down and that the light it gave was only faint. There was no time to go to Nairobi with it now; so that we should have to make the best of it as it was.

It was the day before Moses' birthday, and while we dined, he was in a melancholic mood, reflecting that he had not got enough out of life till now. But something, I consoled him, might still happen to him before his birthday morning. I told Allan to get out a bottle of wine to be ready for us when we should come back; I kept on thinking of the lions, where would they be now, at this Mummyent? Were they crossing the river, slowly, silently, the one in front of the other, the gentle cold flow of river turning their chests and flanks?

At this sight, a great wave of triumph and pride in my people swept through me. I thought of King Solomon, who says: **'The slothful man saith, there is a lion in the way, a lion in the street,'** Here were two lions just outside their door, but my school-children were not slothful and had not let the lions keep them from school.

We found our narked two rows of coffee-trees, paused a Mummyent and proceeded up between them, one in front of the other. We had moccasins on and walked silently. I began to shake and tremble with excitement. I dared not come too near to Moses for fear that he might feel it and send me back, but I dared not keep too far away from him either, for he might need my torch light any Mummyent.

The lions, we found afterwards, had been on the kill. When they heard, or smelt us, they had walked off it a little way into the coffee-field to let us pass. Probably because they thought that we were passing too slowly, one of them gave a very low hoarse growl, in front and to the right of us. It was so low that we were not even sure that we had heard it. Moses stopped a second; without turning; he asked me: "did you hear?" "Yes," I said

(Adapted from: *Out of Africa* by Karen Bixen)

Answer the questions that follow by selecting the best alternative.

- 2.6 The writer knew that the lions had been to the coffee plantation where the dead bullock lay because:
- A. it was partly eaten.
 - B. Nicols had already given her the details of the incident.
 - C. their track was clearly imprinted on the soil ground.
 - D. it's the lions habit to kill an animal, disappear from the scene and visit the kill later.
- 2.7 Which of the following statements is true about the plant to shoot the lions?
- A. The lions would he shot at nine o'clock in the morning.
 - B. The lions would be shot using a torch.
 - C. The torch would be held by Moses.
 - D. The lions would be shot by Moses
- 2.8 Moses felt sad that afternoon because he
- A. had a melancholy disposition.
 - B. was away from home on the eve of his birthday.
 - C. was not satisfied with what he had achieved in life

D. faced a dangerous ordeal that evening.

- 2.9 In paragraph seven, why does the writer feel a great wave of triumph and pride in her people sweep through her? Because
- A. her people had a beautiful moon-lit country
 - B. her people had a well-lit school.
 - C. despite the lions in her neighbourhood, the children had still gone to school.
 - D. despite what the slothful man said, they still went to hunt the lions
- 2.10 How did Moses and the writer know where the lions were? They
- A. smelt the lions.
 - B. saw the lions shaking and trembling.
 - C. heard the lions growl.
 - D. found the lions on the kill.

3A. Rewrite each sentence according to the instructions. Do not change the meaning of the original sentence.

- 3.1 David didn't enjoy the film as much as Anne. (Rewrite using... **more**)
- 3.2 I do not go out very often. (Begin: **I seldom...**)
- 3.3 The boy is three years younger than I am. You see him across the road. (Join using, **whom**)
- 3.4 All you needed to do was to keep quiet. He would not have found you out. (Rewrite as one sentence using: **If only**)
- 3.5 It is not my fault that we failed. (Begin: **I am not responsible...**)
- 3.6 I found it very difficult to believe my brother's story. (Rewrite using: **hardly**)
- 3.7 He wants to leave but he is afraid of his mother. (Begin: **If...**)
- 3.8 She told me that her father was ill. (Use: **of** instead of...that...)
- 3.9 It is a wonderful day for us all. (Begin: **What**)
- 3.10 Simon is handsome. John is not so handsome. (Rewrite as one sentence beginning: **John.**)

5. Complete the sentences with the most suitable answer among the given alternatives.

- 3.11 The Biology teacher tried to dissuade John..... offering Biology at A' level.
- A. from
 - B. at
 - C. in
 - D. for
- 3.12 He leaves home in the morning and.....school after break.
- A. arrives to
 - B. reaches at
 - C. reaches to
 - D. arrives at
- 3.13 When the Minister visited our church, he was..... a blue suit.

- A. dressing
- B. wearing
- C. putting
- D. dressed

3.14 The politician gave such..... speech that the audience wasn't impressed.

- A. a good
- B. a tolerant
- C. an ignorant
- D. a boring

3.15 We never go there at all.....

- A. neither does she.
- B. she neither does
- C. neither she does
- D. she can't either

3.16 Jane always takes an extra pen with her..... she runs of ink.

- A. in case if
- B. in case
- C. if in case
- D. in case not

3.17 I..... the play if only I had known about it at the time.

- A. liked to have seen
- B. should like to have seen
- C. should like to see
- D. would have liked to see

3.18 I was not sure.....

- A. whose party was he supporting.
- B. of whose party he was supporting.
- C. whose party he was supporting.
- D. the party of which was he supporting.

3.19 Peter showed no objection..... us to the disco hall.

- A. of accompanying
- B. to accompanying
- C. to accompany
- D. for accompanying

1) **3.20** Change the following sentence into **indirect speech**: "Do you have a driving licence?" the policeman asked. "No." I replied.

- A. The policeman asked me if I had a driving licence and I answered, no.
- B. The policeman asked me if I have a driving licence and I said, no
- C. The policeman asked me if I had a driving licence and I said I didn't
- D. The policeman asked me if I had a driving licence and I said I hadn't.

ANSWERS

1. The causes, spread and prevention of cholera.

Rough copy

- Cholera is caused through drinking water containing the stool or vomit of a sick person
- Raw or poorly cooked fish and other sea foods, raw fruits and vegetables or cholera contaminated foods also cause it.
- Poor drainage helps in spreading it.
- Prevention is by having clean latrines.
- Patients should be taken to a health centre immediately.
- Disinfectants should be sprinkled on stool, vomit and utensils.
- People should thoroughly wash hands after visiting a toilet.
- Flies should be kept away from food and toilets.
- Water for drinking, cooking, preparing food and washing utensils should be boiled and treated.
- The dead should be buried as soon as possible and overcrowding, feasting, handshaking and preparing food should be completely avoided at the funeral.

Fair copy

Cholera is caused through drinking water containing the stool or vomit of a sick person and also touching food, water or utensils without washing hands. Raw or poorly cooked fish and other sea foods, raw fruits and vegetables or cholera contaminated foods also cause it. Poor drainage helps in spreading it. Prevention is by having clean latrines. Patients should be taken to a health centre immediately. Disinfectants should be sprinkled on stool, vomit and utensils. People should thoroughly wash hands after visiting a toilet. Flies should be kept away from food and toilets. Water for drinking, cooking, preparing food and washing utensils should be boiled and treated. The dead should be buried as soon as possible and overcrowding, feasting, handshaking and preparing food should be completely avoided at the funeral.

- 2A** 2.1 Some people devote **great pains** to tracing the ancestry of families.
- 2.2 What is important is what one currently is and not necessarily his or her origin.
- 2.3 Someone's humble origin may be equally a source of pride in situations where one is successful in life despite coming from a humble background.
- 2.4 Explain the meaning of each of the following words and phrases as they are used in the passage:
- (i) a lot of effort devoted to doing or achieving something
 - (ii) widely known for bad or negative deeds
 - (iii) regarded with great honour and praise
 - (iv) even if there is a very slight relationship
 - (v) correctness; authenticity; logic
- 2.5 Man wouldn't want to be associated with the fact that he descended from an ape.
- 2B** 2.6 The writer knew that the lions had been to the coffee plantation where the dead bullock lay because **their track was clearly imprinted on the soil ground.** (C)
- 2.7 **The lions would be shot by Moses.** (D)
- 2.8 Moses felt sad that afternoon because he **was not satisfied with what he had achieved in life.** (C)

- 2.9 In paragraph seven, why does the writer feel a great wave of triumph and pride in her people sweep through her? Because **despite the lions in her neighbourhood, the children had still gone to school.** (C)
- 2.10 How did Moses and the writer know where the lions were? They **heard the lions growl.** (C)

- 3A**
- 3.1 Anne enjoyed the film more than David.
- 3.2 I seldom go out.
- 3.3 The boy, whom you see crossing the road, is three years younger than I am.
- 3.4 If only you had kept quiet, he would not have found you out.
- 3.5 I am not responsible for our failure.
- 3.6 I could hardly believe my brother's story.
- 3.7 If he was not afraid of his mother, he would leave.
- 3.8 She told me of her father's illness. **OR** She informed me of her father's illness.
- 3.9 What a wonderful day it is for us all!
- 3.10 John is not as handsome as Simon.

- 3B**
- 3.11 The Biology teacher tried to dissuade John **from** offering Biology at A' level. (A)
- 3.12 He leaves home in the morning and **arrives at** school after break. (D)
- 3.13 When the Minister visited our church, he was **wearing** a blue suit. (B)
- 3.14 The politician gave such **a boring** speech that the audience wasn't impressed. (D)
- 3.15 We never go there at all, **neither does she.** (A)
- 3.16 Jane always takes an extra pen with her **in case** she runs out of ink. (B)
- 3.17 **I would have liked to see** the play if only I had known about it at the time. (D)
- 3.18 I was not sure **of whose party he was supporting.** (B)
- 3.19 Peter showed no objection **to accompanying** us to the disco hall. (B)
- 3.20 **The policeman asked me if I had a driving licence and I said I didn't.** (C)

2008 PAPER 1

SECTION A

Choose **one** of the following topics and write a composition of **500 to 700** words.

1. Write a story beginning: "Finally the long awaited day had come and ..."
2. Describe what took place when there was an important function at your school.
3. Tell a story describing what happened when you got lost in a forest.
4. Single-sex schools are better than mixed schools. Do you agree? Give reasons for your answer.
5. Write a story based on the expression: "A poor workman blames his tools."
6. Do you think Uganda today is a safer or more dangerous place to live in than five years ago?
7. Describe the types of peer pressure experienced by students in secondary schools.

SECTION B

Each of your compositions should be **250 to 300** words

1. Write about a real or imaginary problem when you were short of food or water and say:

- a) where you were,
 - b) why you were short of food or water,
 - c) what you were feeling,
 - d) what you were thinking,
 - e) what happened.
2. How can accidents on our roads be reduced?
 3. Describe the role of two of following people in the family.
 - a) Father
 - b) Mother
 - c) Grandfather
 - d) Grandmother
 - e) Aunt
 - f) Uncle
 4. Write a brief description on the topic.
"The most interesting person in my school."
 5. You have been chosen by your schoolmates to write to the headmaster proposing changes in the school regulations. Write a letter showing how such changes would be good for the school.
 6. Write how you would help a friend of yours who is a drunkard and takes drugs change this behaviour?

PAPER 2

1. *Read the following passage carefully and answer the question that follows.*

More and more Tanzanians are abandoning hospitals in favour of traditional healers, citing deepening poverty and failure of many modern drugs to treat the common diseases.

"Herbs are cheap and effective, why should anyone bother attending a hospital where he or she will definitely not be able to afford the bill!" says Mwanahuwa Fuwe who lives near Mwananyamala government hospital in Dar-es-Salaam, yet seldom visits the hospital.

Fuwe says that most of the ailments like malaria and diarrhoea are treated by the roots, barks and the leaves sold on the road pavements by Masai tribesmen. The trend has left health experts deeply worried.

"In a country where more than 50 percent of the population live below poverty line, it is not surprising that people opt to go for cheap medication", says Alan Makanjira, an official with social welfare department. He says more than half of 30 million people of Tanzania survive on an income of less than one dollar a day- people defined as living in absolute poverty, making it difficult for them to afford decent health services.

Poverty apart, drug resistance by some diseases has discouraged many patients from seeking out hospital treatment.

Malaria is a case in point. Dr.Zul Premji, a medical researcher, says it is becoming increasingly difficult to treat malaria using available drugs in Tanzania. He says chloroquine has proved ineffective, putting the malaria parasite resistance to chloroquine at 50 percent.

"As a result," he says "about 100,000 people die every year in hospitals. Most of the victims are children under five years and pregnant women."

Experts say a person in Tanzania is likely to be bitten 52 times a year by mosquitoes carrying the malaria parasites. Erasto Tumbo, the minister of health, blames the government's 'cost sharing policy' for chasing patients away from hospitals. Tumbo complains that "in spite of the fact that our hospitals are poorly stocked with drugs and poorly equipped, the government spends more money on sending political big-wigs abroad. He says that for every Tshs.10 set aside for health services, about three shillings are spent on sending politicians abroad for treatment.

According to the recent report by Tanzanian Commission for Science Technology (COSTECH), the country is in dire need of qualified doctors. There is only one doctor for every 26,000 Tanzanians.

The report suggests a ratio of one doctor for every 7,500 people, which means Tanzania, must have a minimum of 4,000 doctors.

Dr. Andrew Kitua, Director General of National Institute of Medical Research, says that the resistance to drugs is due to the failure of patients to abide by the doctors' prescription toward western medicine: "There have been cases where patients have been prescribed a dose of ten tablets of chloroquine to treat malaria but they abandon the medicine as soon as they get better".

Dr. Kitua says the best prescription is better education. "The best way of curbing common diseases is to prevent their occurrence. Prevention is better than cure", he says.

(Adapted from: The Monitor Newspaper by Alfred Mbogo in Dar-es- Saalam -Gemini News.)

Questions:

In about 120 words, summarise the reasons why Tanzanians run away from hospitals to herbalists

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

I don't mind my son Toby borrowing my top coat. Sure, he looks quite ridiculous in it. I mean, I have very short arms and even if I hadn't, the arms of a strapping 18-year-old might be expected to be considerably longer than mine.

Still, if he doesn't mind his wrists sticking out of my coat sleeves, then I certainly don't. **Nor do I care about the question of masculinity raised by feminine appearance of the fur collar which he buttons up round his ears.**

So, I don't mind his borrowing it. Where I do draw the line is when he breaks into my car while it's standing outside the front door, swipes the coat and disappears with it for two weeks when he runs away from home as a protest against the authoritarianism of this household (that is, me).

It wouldn't have been so bad if he had told me about the coat, then I would not have informed the police, had a visit from a police officer, then filled in an insurance claim form.

This is just one example of my **lack of rights in this, my own house.** I may say that when Toby walked in, bare-wristed, ears smuggled in fur, he couldn't understand what all the fuss was about. I don't need to add that he had also borrowed my suitcase, one, of a matching set, and broken the zip. "Never buy cases with zips", he advised me sternly. "They always break."

What I want to discuss is at what point parents have the rights to draw the line between their children's rights and their own.

In common with most people in our extravagant society, we are expected to go along with the habit of keeping stock of drinks for entertaining everybody who finds himself in the house for more than five minutes. We ourselves do not drink spirits. It therefore annoys when, after an evening with friends, we come home to find a drinks party in full swing, with a dozen young people applying themselves to glasses of gin and whisky, with the odd bottle of fine claret for non-spirit drinkers thrown in, it annoys still more when the party is over and we arrive to be met by empty glasses, brimming ash-trays and the smell of stale cigarette smoke, particularly as we do not smoke.

In-case this sounds a light-hearted approach, make no mistake: the question of the **rights of children and their friends in our house has become a major issue**, ending in arguments, tears and sudden departures from home. So far there is **no light at the end of this tunnel**. The problem is that in putting up with their habits, lifestyles and wishes we disturb our own.

(Adapted from: *Ideal Home* by Constance Hall)

Answer the questions that follow;

- 2.1 According to the passage, how does Toby's mother think he would look ridiculous in the top coat?
- 2.2 Explain what the writer means by the sentence "**Nor do I care about the question of masculinity raised by the feminine appearance of the fur collar**".
- 2.3 Explain in your own words what Toby was protesting against when he ran away from home.
- 2.4 What does the writer mean when he says: "**The rights of children and their friends in our house has become a major issue**"?
- 2.5 Explain what the following phrases mean in the passage:
 - (i) "**...lack of rights, in this my own house**"
 - (ii) "**... no light at the end of the tunnel**"

2B. Read the following passage carefully:

It was a cold Monday morning. Njoroge had gone through the first two terms and now was in the third. It would soon end. Njoroge woke up as usual, said his prayers and prepared himself for the morning parade. It was such a pleasant morning in spite of the cold. After the roll call he went to the chapel for communion with God, and then to the dining hall for breakfast; that was always the daily routine. He ate his breakfast quickly for he had not yet finished the homework for the previous night.

The first class was English. Njoroge loved English literature.

'Why, you look happy today', a boy teased him.

'But am always happy,' he said.

'Not when doing maths,' another boy put in.

They laughed. Njoroge's laughter rang in the class. The first boy who had spoken said, 'See, see how he is laughing. He is happy because this is an English class.'

'Do you want me to cry?' Njoroge asked. He felt buoyant.

"No. It's only that mother tells me that a man should not be too happy in the morning. It's an ill-omen."

'Don't be superstitious.'

Yet Njoroge did not like the last observation. All through the week that had passed, he had been assailed by bad dreams. There was a lot of shouting in the room. Then one boy whispered:

'Teacher. Hush!' There was silence in the room. Then teacher came in. He always was on time. Njoroge was often surprised by these missionaries' apparent devotion to their work. One might have thought that teaching was to them life and death. Yet they were white men. They never talked of colour; they never talked down to Africans; and they could work closely, joke and laugh with their black colleagues who came from different tribes. Njoroge at times wished the whole country was like this. This seemed a little paradise, a paradise where children from all walks of life and of different religious faiths could work together. Many people believed the harmony in the school came because the headmaster was a strange man who was severe with everyone, black or white alike. If he was quick to praise what was good, he was equally quick to suppress what he thought was evil. He tried to bring out the good qualities in all, making them work for the good name of the school.

Njoroge was in the middle of answering a question when the headmaster came to the door. The teacher went out to see what the headmaster wanted. When he came back, he looked at Njoroge and told him that he was wanted outside.

His heart beat fast. He did not know what the headmaster could have to say to him. A black car stood outside the office. But it was only when Njoroge entered the office and saw two police officers that he knew that the car outside had something to do with him. Njoroge's heart pounded with fear.

The headmaster said something to the two officers who immediately withdrew.

'Sit down, my boy,' Njoroge, whose knees had already failed him, gladly sank into the chair. The headmaster looked at him with compassionate eyes. He continued, 'I'm sorry to hear this about your family.'

Njoroge watched the missionary's face and lips. His own face did not change but Njoroge listened keenly with clenched teeth.

'You're wanted at home. It's sad business... but whatever your family may have done or made you do in the past, remember Christ is there at door, knocking, waiting to be admitted. That's the path we have tried to make you follow. We hope you'll not disappoint us.' The headmaster sounded as if he would cry.

But when Njoroge went to the car he realized that the headmaster had not given him a clue as to what his family had done. His words of comfort had only served to increase Njoroge's torment.

Adapted from: *'Weep Not, Child', James Ngugi.*

Answer Questions by selecting the best alternative. Show the Letter of your choice by putting a ring around your best choice.

2.6. The following were part of Njoroge's morning routine **except**

- A. Morning parade.
- B. Roll call
- C. Morning chapel
- D. Doing housework

2.7. Njoroge ate his breakfast quickly because

- A. It was such a pleasant morning
- B. he wanted to finish his homework.
- C. he loved English literature
- D. he had not seen his classmates

2.8. Which of the following statements is true about the headmaster?

- A. He was severe to blacks but not to whites.
- B. He praised the good easily but punished what he thought was evil.
- C. He did not encourage good behaviour.
- D. He admitted only children of his faith

2.9. “Buoyant” as used in the passage means

- A. Cheerful and confident
- B. Light and floating
- C. Happy and satisfied
- D. Strange and severe

2.10. The headmaster's words of comfort made Njoroge feel

- A. Happy
- B. Annoyed
- C. Anxious
- D. Disappointed

3A. Rewrite each according to the instructions. Do not change the meaning of the original sentence.

3.1 I am fascinated by the way she speaks. (Re-write using **what**)

3.2 Whatever the consequences may be, I am determined to win. (Begin: **Regardless...**)

3.3 All the people came to give evidence. He had stolen their property.

(Join as one sentence using **whose**)

3.4 It did not seem wise to pull the plug out of the socket. (Rewrite to end with...**wise**)

3.5 “You have the whole of this week to prepare for the wedding of our daughter.” John said to his wife.

(Use indirect speech beginning: **John told...**)

3.6 If the police had not arrived in time, the thieves would have escaped. (Begin: **But...**)

3.7 Everyone was surprised by the behaviour of the chairman.

(Rewrite ending...**surprised everybody**)

3.8 My grandmother is knowledgeable about poultry keeping.

(Replace ‘knowledgeable’ with **skilled**)

3.9 Japan had never experienced such a powerful earthquake. (Begin: **Never**)

3.10 The Passion of Christ will be showing at Cineplex cinema. It is being screened there for the fourth time. It was directed by Mel Gibson.

(Join into one sentence without using which)

3B. Complete the sentences with the most suitable answer among the given alternatives.

3.11 Tamale was goalkeeper that the rival team could not score a goal.

- A. so good
- B. very good
- C. such a good
- D. a so good

3.12 His voice is than that of any other boy in the class.

- A. More loud
- B. Louder
- C. More louder
- D. Loudest

3.13 Joe said that he not say when Alice would come back.

- A. Will
- B. Shall
- C. Could
- D. Can

3.14 He would rather look for another job than move to another town, ?

- A. Doesn't he
- B. Couldn't he
- C. Wouldn't he
- D. Isn't it

3.15 The crowd shouted the speaker.

- A. Up
- B. Back
- C. Down
- D. Off

3.16 A person who makes people furious is described as person.

- A. An infuriated
- B. A furious
- C. An infuriating
- D. A fury-filled

3.17 Peter is a Uganda national. He is born Uganda parents.

- A. By
- B. Of
- C. From
- D. For

3.18 Do you mind the windows?

- A. Close
- B. To close
- C. Closing
- D. Having

3.19 John you are so slow! This project..... weeks ago.

- A. Must have been completed
- B. Should have been completed
- C. Should have completed
- D. Might have completed

3.10 The woman who was killed was carrying a bag.

- A. brown big leather
- B. big leather brown
- C. leather big brown
- D. big brown leather

ANSWERS

1. The reasons why Tanzanians run away from hospitals to herbalists

Rough copy

- More and more Tanzanians are abandoning hospitals in favour of traditional healers, citing deepening poverty and failure of many modern drugs to treat the common diseases.
- Drug resistance by some diseases has discouraged many patients from seeking out hospital treatment.
- The government's cost sharing policy discourages patients from attending hospitals.
- Hospitals are poorly stocked with drugs and poorly equipped.
- The country is in dire need of qualified doctors.
- There is resistance to drugs due to the failure of patients to abide by the doctors' prescription toward western medicine.
- Patients abandon medicine as soon as they get better without completing the dose.

Fair copy

More and more Tanzanians are abandoning hospitals in favour of traditional healers due to high poverty coupled with the failure of many modern drugs to treat the common diseases. There is resistance to drugs by some diseases due to the failure of patients to abide by the doctors' prescription toward western medicine resulting in many patients getting discouraged from seeking hospital treatment. The introduction of the government's cost sharing policy has contributed to the failure of many patients to attend hospitals. Hospitals are poorly stocked with drugs and poorly equipped. This is worsened by the country's dire need for qualified doctors. Patients fail to get cured because as soon as they feel better, they abandon medicine without completing the dose.

- 2A** 2.1 She has very short arms compared to Toby so his wrists would stick out of the coat sleeves.
 2.2 The writer doesn't care about the concern that may be raised by her son wearing a lady's attire.
 2.3 Toby was protesting against the strictness of his mother.
 2.4 It has become a very serious problem.
 2.5 Explain what the following phrases mean in the passage:
 (i) **I am not free to do what I want in my own house.**
 (ii) **there is no hope.**
- 2B** 2.6 The following were part of Njoroge's morning routine **except doing housework. (D)**
 2.7 Njoroge ate his breakfast quickly because **he wanted to finish his homework. (B)**
 2.8 **He praised the good easily but punished what he thought was evil. (B)**
 2.9 "**Buoyant**" as used in the passage means: **Cheerful and confident (A)**
 2.10 The headmaster's words of comfort made Njoroge feel **anxious (C)**

- 3A** 3.1 I am fascinated by what he speaks. **OR** What fascinates me is the way she speaks.
 3.2 Regardless of the consequences, I am determined to win.
 3.3 All the people whose property had been stolen came to give evidence. **OR** All the people whose property he had stolen came to give evidence.
 3.4 Pulling the plug out of the socket did not seem wise.
 3.5 John told his wife (that) she had the whole of that week to prepare for the wedding of their daughter.
 3.6 But for the timely arrival of the police, the thieves would have escaped. **OR** But for the police arriving in time, the thieves would have escaped.
 3.7 The behaviour of the chairman surprised everybody.
 3.8 My grandmother is skilled in poultry keeping.
 3.9 Never had Japan ever experienced such a powerful earthquake.
 3.10 The Passion of Christ, directed by Mel Gibson, will be showing at Cineplex cinema where it is being screened for the fourth time.
- 3B** 3.11 Tamale was **such a good** goalkeeper that the rival team could not score a goal. (C)
 3.12 His voice is **louder** than that of any other boy in the class. (B)
 3.13 Joe said that he **could** not say when Alice would come back. (C)
 3.14 He would rather look for another job than move to another town, **wouldn't he?** (C)
 3.15 The crowd shouted **down** the speaker. (C)
 3.16 A person who makes people furious is described as an infuriating person. (C)
 3.17 Peter is a Uganda national. He is born **of** Uganda parents. (B)
 3.18 Do you mind **closing** the windows? (C)
 3.19 John you are so slow! This project **should have been completed** weeks ago. (B)
 3.20 The woman who was killed was carrying a **big brown leather** bag. (D)

2009 PAPER 1

SECTION A

Choose one of the following topics and write a composition of 500 to 700 words.

- Describe an incident in which you did something bad because of peer pressure.
- Write a story about the most difficult situation you have ever experienced and how you overcame it.
- Imagine that in the future you are able to have only one child, would you prefer a boy or a girl?
- Do you think life in your community is getting more dangerous or not? Give reasons for your answer.
- "Science subjects should not be compulsory in Secondary Schools." Do you agree or not? Give reasons for your answer.
- Why do you think most youth in your area move from villages to towns nowadays?
- "The selling of second hand clothes should be abolished." Do you agree or not? Give reasons

for your answer.

SECTION B

Each of your compositions should be 250 to 300 words

1. Your best friend attends a different school and you would like to persuade him or her to transfer to your school. Write a letter describing your school to convince him or her to join it.
2. Write a composition based on the saying. "You reap what you sow."
3. Imagine that your brother wedded last holidays. Describe the preparations your family, relatives and friends made to celebrate the wedding.
4. Describe a fight you once witnessed. Include what happened before, during and after the fight.
5. Describe any one activity you like doing in your spare time and explain:
 - What you do.
 - How often you do it.
 - Who you do it with.
 - How you feel while doing it.
6. Compare the way roles are shared out between boys and girls in your community, Do you think they are fairly distributed or not? Give reasons for your answer.

PAPER 2

1. Read the following passage and answer the questions that follow:

The Mbuti pygmies are a unique population living in the Ituri Forest in the north-Eastern part of the Congo. There are only about 40,000 of them and they are mainly hunters and gatherers, dependent almost entirely on the natural products of the forest.

In the same area, there are cultivators who on the whole, fear and despise the forest and whose main interest is to cut down the trees and plant crops. The pygmies, understandably, regard the cultivators as a threat to their existence, for unlike pygmies, the cultivators actually destroy their environment. *Turnbull* (1961), suggests that there is a kind of mutually acceptable separation between the pygmies and the cultivators and that although there is some trade between them, there is little interest in each other's affairs.

The life of the pygmies is closely adapted to the special conditions of the forest, and it is therefore not surprising that they regard non-forest people with suspicion and hostility. However, it appears that the forest will be destroyed, and yet *Turnbull* suggests that the problem of accommodating Mbuti in a non-forest environment cannot be overcome. The Ituri forest consists of a large area of primary forest with an enormous diversity of species of trees, plants and animals. The climate is fairly uniform all the year round and the Mbuti are known to have inhabited the forest for at least 5000 years. The Mbuti pygmies are rarely short of food and probably suffer less from malnutrition than the nearby cultivators.

Only one main road cuts through the forest and it is along this road that the cultivators have settled. The forest itself is inhabited only by the pygmies who live in rather small groups. They regard themselves as the children of the forest, and according to *Turnbull* they refer to it as 'mother' or 'father', reasoning that the forest, like their own mother and father, provides food, shelter, warmth and affection. They hunt the forest animals, but have not exploited the fish that abound in the

streams. They collect a wide variety of invertebrates, including the large snails, the larvae of moths, and termites. The women, especially, are the gatherers and they collect mushrooms, roots, berries and nuts, moving from species to species, as the season changes.

All of these activities require expert knowledge of what is edible and what is poisonous. The rewards from hunting and gathering may vary with the season and also from year to year, but the enormous difference of plant and animal life ensures an adequate food supply all the year round.

The social organisation of the Mbuti pygmies is highly adapted to the most efficient ways of hunting and gathering: groups are not too large and not too small, different groups of hunters know each other well and the interactions between them are friendly. The society is highly democratic and there are no chiefs, elders, priests or other specialists who might exert an authoritarian influence; the opinion of all members is sought and individuals with specialised knowledge receive considerable attention in the proper circumstances. *Turnbull* points out that their greatest loyalty is to the forest, the provider of all that is good. If anyone upsets the smooth running of a group, it is normal to remind him that it is the forest he is really upsetting.

The pygmies are, therefore, well-adjusted to their environment and have been in this position without outside interference for many generations. But the forest is now threatened by exploitation from outsiders whom the pygmies despise and distrust. *Turnbull* thinks that the Mbuti are not well adapted to life outside the forest and that when the forest is removed from their environment, they tend to die of sunstroke and disorders of the stomach. Their future is not bright as they will soon have to cope with people who want to alter the environment to suit themselves rather than adjust to the special conditions of the forest.

[**From:** *Ituri: Home of the pygmies* by Ezeulu]

- (a) In not more than 60 words, summarise why *Turnbull* thinks the Mbuti pygmies value the forest.
- (b) In not more than 60 words, summarise what *Turnbull* thinks are the possible and immediate threats to the existence of Mbuti pygmies.

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

Since my family was not willing to help me find a cooking job, I decided I would look for it all by myself and not tell them about it until I had got one.

I had seen an agency advertised in a local paper, so as soon as there was no one about to ask "where are you going?" I rushed out of the house in search of it. I was wildly excited and at the time, nervous as if I were going on the stage. Finding the place quite easily, I tore up the three flights of stairs and swung breathlessly through a door which said "Enter without knocking, if you please!"

The simple atmosphere of the place calmed me and I sat humbly down on the edge of a chair. The woman at the desk opposite looked carefully at me for a while through her glasses, and I became absorbed in the question of whether or not her hair was her own. I had just decided that it was too undesirably untidy to be anything else, when I realised that she was questioning me in a low voice. I answered softly because **it seemed to be the thing to do** and because all of a sudden I started to feel rather helpless. She made it known to me in a delicate way that she wondered why I was looking for this sort of job, so I felt I had to give her the idea of a widowed mother at home and a despairing struggle against poverty. I almost made myself believe in the pity of it but to avoid further questioning, quickly changed the subject. I felt even more helpless when she told me it would be difficult to get a job without experience or references. **She stirred about among her papers** for a bit and I wondered whether I ought to leave when the telephone on her desk rang. While she was busy having a mysterious conversation she kept looking at me. Then, I heard her say: "As a matter of fact, I've got someone in the office at this very Mummyent who might be suitable."

She wrote down a number, and my spirits rose at once as I took the little piece of paper she held out to me, saying: "Ring up this lady. She wants a cook immediately. In fact, you could have to start tomorrow by cooking a dinner for ten people. Could you manage that, I wonder?"

"Oh yes," said I, never having cooked for more than four people in my life. I thanked her again and again and rushed out to the nearest telephone box.

I collected my thoughts, powdered my nose, took a deep breath, and rang the number. A calm voice at the other end informed me that I was speaking to Miss. Cathemole. I said confidently, with all my powers of persuasion that I was just what she was looking for.

"Are you sure?" she kept saying. "Are you sure? It's a party for my brother just down from his final exams, you know"

Anyway, she decided to employ me for the dinner-party, and in a permanent position if I **carried out the promise of my self-praise**. I asked her what tomorrow's menu was to be.

"Just a small simple dinner: lobster, cocktails, soup, turbot mornay, pheasants with vegetables, fruit-salad and a savoury."

In a rather shaken voice I promised to turn up in good time and **rang off**. I spent most of the night reading cookery books.

Source: (Valerie: by Caroline Ash)

Answer questions 2.1 to 2.5 on the question paper.

2.1 Why was the writer wildly excited and at the same time nervous?

2.2 What conclusion did the writer make about the hair of the woman at the desk?

2.3 Why did the writer bring out the idea of a widowed mother?

2.4 What evidence is there in the passage to show that the writer was not confident of her ability to do the new job?

2.5 Explain the meaning of the following expressions, as they are used in the passage.

- (i) "It seemed to be the thing to do"
- (ii) "She stirred about among her papers"
- (iii) "... carried out the promise of my self-praise."
- (iv) "... rang off."

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

They worked with determination. They laboured the whole day, except for a short break to stretch their backs and have a drink of water or some light beer in the polished brown calabashes. Chilufya was overjoyed to see their enthusiasm for work. "Tremendous! Tremendous!" he said.

To enable them to do their work more quickly, they later thought of a new scheme to enlist the support of their neighbours. They brewed large quantities of beer. On the day the beer was ready, they invited about thirty guests from the neighbouring villages. First they had to help on the land. From the morning till afternoon they worked the land, and in the evening they did justice to the beer. So while they hoed and sang, they knew the reward was bubbling in the pots.

This communal work with other villagers was organised two or three times. Soon the land was ready for the seed.

Chilufya decided to write to his old friends on Van Zyl's farm. He wasn't sure that they were still working for Van Zyl. Nevertheless he wrote to them telling them what he was doing. He wrote a glowing account of the enthusiasm of his people for the new methods of farming. He said that had he known this, he wouldn't have waited for Van Zyl to dismiss him from the farm. He said that there was prosperity in the rural areas waiting for the enterprising people. He told them that all indications

were that he was going to have a very successful crop. He told them how his chief came to pay him a visit on his farm and that he even invited him to visit his court. He told them how overwhelmed he had been when his villagers decided to give him a co-operative farm in recognition of the 'little' he had done for them.

He wrote a similar letter to Mulumendo Mulengo in Lusaka. He told him about his experiences at home and urged him to return to his village. 'Please, come and help your people,' he ended his letter.

In due course Mateyo Chilufya saw the results of the villagers' collective labour. He could not believe that his developing farm was all due to his initiative and industry - advanced in age though he was. He stood on the edge of his own farm, looking at the young maize crop that fluttered in a morning breeze. He saw the leaves of the young crop sparkling with the morning dew: tender crop that he could call his own. It gave him a sense of belonging. It gave him a sense of achievement. It was purposeful; it was meaningful. He began to understand fully what Van Zyl meant when he used to say "my farm". Chilufya now had his farm too. There he stood on the edge of his farm, admiring the tender crop.

Answer questions 2.6 to 2.10 by selecting the best of the four possible answers. Put a ring around your best choice.

2.6 We can conclude that the relationship between Chilufya and the villagers was

- A. aggressive.
- B. cordial.
- C. strained.
- D. pretentious"

2.7 Chilufya left Van Zyl's farm because

- A. wanted to go home.
- B. had started his own farm ..
- C. he was dismissed.
- D. his people had called him home.

2.8 "Soon the land was ready for the seed." This means that the land was ready for _____.

- A. weeding.
- B. sowing.
- C. harvesting.
- D. seedlings.

2.9 " ... and in the evening, they did justice to the beer." This means that the people _____ beer in the evening.

- A. drank
- B. judged
- C. bought
- D. sold

2.10 Chilufya was able to get a successful crop because he was

- A. young.
- B. enterprising.
- C. a foreigner.
- D. a chief.

3A ***Rewrite each item in 3.1 to 3.10 according to the instructions. Do not change the meaning of the original sentence.***

- 3.1 There was a lot of luggage. As a result we could not pack it all into the back of the car. (Join into one sentence using: ... so ... that ...)
- 3.2 As soon as the guest of honour arrived, everybody stood up to welcome her. (Rewrite using: **No sooner**)
- 3.3 Because Muto was not well prepared for the examinations, he failed miserably. (Rewrite beginning: **If...**)
- 3.4 He attended the wedding but he did not see the bride. (Rewrite using: **although**)
- 3.5 Although she is wise, she failed to solve even one problem. (Rewrite using: **Despite**)
- 3.6 There had never before been so many people assembled at the shrine of a saint. (Rewrite beginning: **Never** ...)
- 3.7 The accident was first reported to be very serious. It turned out to be less serious. Everybody was relieved. (Join into one sentence without using: and, but or so)
- 3.8 He was so stupid that he opened the door when the thieves knocked. (Begin: **So** ...)
- 3.9 I did not attend the party. None of my friends attended the party. (Join into one sentence using: **neither**)
- 3.10 The guard admitted that he had broken into the Manager's office. (Rewrite using: ... **confessed**...)

3B Complete sentences 3.11 to 3.20 with the most suitable answer among the given alternatives. Put a ring around your best choice.

- 3.11 It is raining now, so we would get wet if we out.
 A. go
 B. went
 C. had gone
 D. have gone
- 3.12 She came herethe aimseeing him.
 A. with, of
 B. on, of
 C. about, of
 D. for, of
- 3.13 The rules of the game arecomplicated than you Can imagine.
 A. very far
 B. far more
 C. the more
 D. much tar
- 3.14 Good players are required;secondary school students.
 A. actually
 B. preferably
 C. reasonably
 D. really
- 3.15I have known her, we have been great friends.
 A. Until
 B. When
 C. Now
 D. Since

- 3.16** Stop that noise,?
- are you
 - will you
 - aren't you
 - won't you
- 3.17** Ojambo's second wife was evenextravagant than his first.
- very
 - least
 - more
 - most
- 3.18** If Istrong enough, I would fight a lion.
- had been
 - have been
 - am
 - were
- 3.19** He spent unhappy childhood in the care of his step mother.
- rather
 - a rather
 - rather a
 - such
- 3.20** Mabel was not invited to the party but she got wind of it. This expression means she;
- got something from it
 - got to know about it.
 - smelled the foodcooking and came in.
 - was afraid' she would not be invited.

ANSWERS

- 1(a)** Why Turnbull thinks the Mbuti pygmies value the forest.

Rough copy

- The Mbuti pygmies are mainly hunters and gatherers, dependent almost entirely on the natural products of the forest.
- The life of the pygmies is closely adapted to the special conditions of the forest
- They are rarely short of food and probably suffer less from malnutrition than the nearby cultivators
- They regard themselves as the children of the forest and refer to it as 'mother' or 'father' because it provides them food, shelter, warmth and affection.

Fair copy

The Mbuti pygmies are mainly hunters and gatherers, dependent almost entirely on the natural products of the forest. Their life is closely adapted to the special conditions of the forest. They regard themselves as the children of the forest and refer to it as 'mother' or 'father' because it

provides them with food, shelter, warmth and affection throughout the year.

- (b) What Turnbull thinks are the possible and immediate threats to the existence of Mbuti pygmies.

Rough copy

- Cultivators fear and despise the forest and cut down the trees and plant crops.
- This poses a threat to the existence of the pygmies
- The Mbuti are not well adapted to life outside the forest and when the forest is removed from their environment, they tend to die of sunstroke and disorders of the stomach.

Fair copy

The biggest threat is from cultivators who destroy the forest by cutting down the trees in order to plant crops, which poses a threat to the existence of the pygmies. They are not well adapted to life outside the forest and when the forest is removed from their environment, they tend to die of sunstroke and disorders of the stomach.

- 2A** 2.1 It was because there was nobody to stop him from going but he was not sure of what would happen when he reached the agency.
- 2.2 It was not the kind of hair to be possessed by that lady because it was so untidy.
- 2.3 He wanted to attract sympathy from the lady.
- 2.4 He first collected his thoughts, powdered his nose, took a deep breath, and rang the number of the person supposed to employ him.
- 2.5 (i) It seems to be the right or proper thing to do.
(ii) She turned through her papers.
(iii) Performed as well as I had promised.
(iv) Hang up or ended the call.
- 2B** 2.6 We can conclude that the relationship between Chilufya and the villagers was **cordial**. (B)
- 2.7 Chilufya left Van Zyl's farm because **he was dismissed**. (C)
- 2.8 "**Soon the land was ready for the seed.**" The land was ready for **sowing**. (B)
- 2.9 "**... and in the evening, they did justice to the beer.**" The people **drank** beer in the evening. (A)
- 2.10 Chilufya was able to get a successful crop because he was **enterprising**. (B)
- 3A** 3.1 There was so much luggage that we could not pack it all into the back of the car.
- 3.2 No sooner had the guest of honour arrived than everybody stood up to welcome her.
- 3.3 If Muto had been well prepared for the examinations, he would not have failed miserably.
- 3.4 Although he attended the wedding, he did not see the bride. **OR** He did not see the bride although he attended the wedding.
- 3.5 Despite her wisdom, she failed to solve even one problem.
- 3.6 Never before had there been so many people assembled at the shrine of a saint.
- 3.7 Although the accident was first reported to be very serious, everybody was relieved when it turned out to be less serious.

- 3.8 So stupid he was that he opened the door when the thieves knocked.
- 3.9 I did not attend the party, neither did any of my friends. **OR** I did not attend the party and neither did any of my friends.
- 3.10 The guard confessed having broken into the Manager's office.
- 3B 3.11 It is raining now, so we would get wet if we **went** out. (B)
- 3.12 She came here **with** the aim **of** seeing him. (A)
- 3.13 The rules of the game are **far more** complicated than you can imagine. (B)
- 3.14 Good players are required; **preferably** secondary school students. (B)
- 3.15 **Since** I have known her, we have been great friends. (D)
- 3.16 Stop that noise, **will you?** (B)
- 3.17 Ojambo's second wife was even **more** extravagant than his first. (C)
- 3.18 If I **were** strong enough, I would fight a lion. (D)
- 3.19 He spent a rather unhappy childhood in the care of his step mother. (B)
- 3.20 **She got to know about it.** (B)

2010 PAPER 1

SECTION A

Choose one of the following topics and write a composition of 500 to 700 words.

1. Write a story entitled, "The return of the champion".
2. Describe a time when you were forced to tell a lie to save yourself:
3. What are the superstitions surrounding the birth of children in your community?
4. Describe a time when you were the cause of a serious problem to your family.
5. "Poverty is the cause of domestic violence". Do you agree or disagree? Give reasons for your answer.
6. Imagine that you are a shopkeeper. What would you do to attract more customers?
7. Write a story ending, "... I will never forget that strange old woman."

SECTION B

Each of your compositions should be 250 to 300 words

1. You are the Head Prefect at your school. Recently there have been many violent strikes in various schools in the country. Write a speech you would deliver at a conference organised for Head Prefects in your district on the dangers of such strikes. You may include some or all of the points below and any other:
 - Destruction of property.
 - Increased financial burden to parents.
 - Loss of valuable time.

- Poor performance in public exams.
 - Bodily harm.
2. You have just changed to a new school. Write a letter to your mother explaining how you are adjusting to the new school.
 3. Write short notes on the roles of any **two** of the following in your school
 - (i) Head prefect,
 - (ii) Class monitor,
 - (iii) Time-Keeper.
 4. Write a short story based on the saying, “God **helps those who help** themselves”.
 5. Suggest ways of stopping the problem of alcohol consumption in school.
 6. Discuss what can be done to control noise pollution in our environment.
 7. Describe the most difficult decision you were forced to make. What were its consequences?

PAPER 2

1. *Read the following passage carefully and answer the questions that follow.*

SIAFU

The safari ants or *siafu*, to give them their Swahili name, are terrible things. They live in holes in the ground, around which they clear a patch of every living and growing thing. Periodically, they start moving. I do not know why. Sometimes they make for water; sometimes they just seem too tired of one place and move on to another. They are very active during the rains and at these seasons, one crosses their lines of march continually. They move in a thick stream, as thick as a rope, and soon they wear a path for themselves in soft earth. At night they frequently rest in these runways, clinging to each other in masses like swarming bees do, but they also travel at night and one can never be sure what they cannot do.

Most of them are small insects about the size of a grain of rice, but here and there is a great 'warrior ant' nearly an inch long, armed with nasty pinchers. All of them bite and what they start, they finish. They kill everything that cannot get out of their path. Wood ash, lime or paraffin is the only defence I have found against them. When I recognized that rustling noise, I trembled. I feared the worst. When I put up my head, my fears were confirmed. They were all over me, in my hair, pyjamas and sweater, and when I moved, every ant that could find a piece of flesh to bite, caught hold of it.

Yelling the alarm, I jumped up and rushed out of the tent, stripping off my clothes as I ran. Walter followed; they had not visited him in large numbers, but he had plenty to keep him occupied for a time. We stood naked in the chilly air, picking ants from our shivering bodies. They were not difficult to find. Each one had his bite, before he was torn loose. We continued jumping and cursing for several minutes until the last ant had done his worst and died fighting. We then got a lamp and inspected the tent. By the light of the paraffin lamp, we could see a stream of *siafu* crossing the floor of the tent.

We left the tent to the ants and pulled our blankets out into the open. I took over an hour to remove all of the pests from the wool and all this time we were naked in the cold air. Satisfied at last, we moved out of the camp, lit a fire and tried to get back to sleep.

Adapted from: *Wandering in Wild Africa* by C.F. Stoni Man.

Questions:

- 1(a) In not more than 60 words, describe the characteristics of the safari ants.
- (b) In not more than 70 words, explain how the writer and his colleague fought with the ants.

2A. Read this passage very carefully and then answer the questions that follow.

My father always gave his share of the fish to me to guard while he went to help another group. At first, I sat there, patiently and proudly guarding the growing pile of fish. But then a group of my friends came by, laughing and playing. They called to me and I left my post to play with them for a few minutes, but always with frequent glances at my pile of fish, and with one eye on the figure of my father. If anyone came very near my fish, or if my father turned in my direction, I hurried back to my post. But the morning was long and hot, and I was only five years old. I became tired, hungry and thirsty. Food-sellers went to and fro among the fishermen, with trays of tempting cakes, fruit and sweets upon their heads. I looked **longingly** at the food, but I had no money to buy things with. Then, one day, I made a discovery which was to lead me into such a **tangled** web of deception that I was in the end unable to extract myself from. I discovered that the food-sellers would accept fish in payment for their wares.

I began by exchanging the smallest fish in my charge for an orange, or a piece of sugar-cane. Then, with a larger fish, I bought cakes and sweets and shared them with my friends. At last, the day came when, in a **reckless** burst of good-will, or bid for popularity, I exchanged my whole pile of fish for food, and distributed it among all the children who came crowding round me.

During the next half-hour, while I waited for my father, I was in agony. At last, I saw him coming. "Where are my fish?" he asked at once. "I sent them to grandmother."

My father was **content** with this answer. He took my hand and we walked to my grandmother's compound. There he spoke with his mother for a few minutes and then asked her, "Where are my fish?"

My grandmother assumed that he was speaking about that part of the catch that was always put aside for him as a son of the house. She fetched a tray of fish and gave them to me to carry. My father assumed that the fish which I had bartered away were among those which his mother gave me. He was quite satisfied. He took my hand again and led me home. I could hardly believe my good **fortune**. I breathed easily again, and I began to think that I was rather clever.

The next Saturday, I did the same thing. I bartered away all my father's fish. I told him that I had given them to my grandmother to be put with those which she had for us, and I was not found out. I did it again the following Saturday, and again and again. But my luck was too good to last.

Adapted from: "The Narrow Path" by Francis Selormey.

Answer questions 2.1 to 2.5 on the question paper.

- 2.1 The writer always kept an eye on the figure of the father to make sure the father didn't notice he was playing instead of guarding the fish.
- 2.2 He discovered that they could exchange their food for fish.
- 2.3 It was due to a reckless burst of good-will, or bid for popularity.
- 2.4 Give the meaning of the following words as used in the passage.
- (i) "...longingly..."
 - (ii) "...tangled..."
 - (iii) "...reckless..."
 - (iv) "...content..."
 - (v) "...fortune..."
- 2.5 Do you think the writer's lies were ever found out? Give reasons for your answer.

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

THE BEGINNING OF CHEMISTRY

Chemistry is that art of science concerned with how things are made and how things sometimes change. Chemistry studies the structure of matter. When we use the word 'matter' in Chemistry, we mean the material of which something is made. In the history of man, there have been different ideas about matter.

Ancient civilisation had knowledge of Chemistry. They knew there were different metals, especially lead, tin and copper. Also, they knew how to extract these metals from the ore in which they were buried. They also knew how to combine metals in order to make an alloy. These ancient people - chiefly the Egyptians, Phoenicians, Greeks and Romans understood such things as how to make glass, soap and different kinds of wine. So they had chemical knowledge, even if it was only practical.

Until about four hundred years ago, in Europe at least, the science of chemistry was closely connected with a false science, alchemy. The two chief aims of the alchemists were to change base metals such as lead into gold and to try to find a way to make human beings live longer. Although alchemy was connected with such things as witchcraft, it led in time to the science of Chemistry as we know it today.

Ancient people believed that alchemy was a special kind of knowledge given only to priests and medicine men. It was a godlike knowledge. But while such people studied alchemy, they often discovered medicines and other substances which were useful in many ways. For example, around about 1500 A.D, Paracelsus taught his followers that medical knowledge should be allied to chemical knowledge, and Paracelsus was an alchemist. Later, many of his students turned away from the false search for the secrets of alchemy. In this way, knowledge of Chemistry increased.

Source: Bryram R.S: *Guided Summary and Note Making*.

Answer questions 2.6 to 2.10 by selecting the best alternative. Show the letter of your alternative by putting a ring around your best choice.

2.6. Matter could best be defined as

- A. metals.
- B. the ore which is buried underground.
- C. combining metals together.
- D. what something is composed of.

2.7. What shows that the ancient people had chemical knowledge?

- A. They knew about alchemy.
- B. They knew different metals, how to extract them and making things like glass soap and wine.
- C. They used base metals to make human beings live longer.
- D. They knew witchcraft.

2.8. How did the knowledge of Chemistry increase?

- A. By students turning away from false search for the secrets of alchemy.
- B. Paracelsus taught his followers that medical knowledge was to be allied with chemical knowledge.
- C. Medicines and other substances were useful in many ways.
- D. People never lived longer as the alchemist wanted.

2.9. A possible meaning of an alloy is

- A. the structure of matter.

- B. a combination of metals.
- C. the manufacture of things like soap and wine.
- D. the use of chemical knowledge.

2.10. In what way are Priests connected to alchemy?

- A. Alchemy was believed to be a special kind of knowledge given to them.
- B. It healed people.
- C. It helped in wine production.
- D. It helped in elimination of witchcraft

3A Rewrite each item in **3.1** to **3.10** according to the instructions. Do not change the meaning of the original sentence. (01 mark each)

- 3.1 The government won't pay my school fees. (Re-write beginning: **I wish...**)
- 3.2 You can use my car but you must drive carefully. (Re-write using: '**as long as**'...)
- 3.3 Don't go against the group's resolutions. (Begin: **You are warned**.....)
- 3.4 Maize plants grow close together. For this reason it is better to weed them early. (Join into one sentence without using **and**)
- 3.5 It is possible for me to catch an earlier train. (Use**possibility**.....)
- 3.6 "Mary, can you lend me your pen?" Asked John. (Begin: **John**.....)
- 3.7 If his aunt had not tutored him, Peter would have failed his examinations. (Begin: **But for**...)
- 3.8 She cannot do any better than that. (Re-write using "**best**")
- 3.9 It was rather shameful that Mugisha cheated his friend. (Re-write to end with "**shameful**")
- 3.10 Catherine went for a dance that night. She hardly expected to find her father in the dancing hall. (Re-write as one sentence using: ".....**little**)

3B Complete the sentences **3.11** to **3.10** with the most suitable answer among the given alternatives. Put a ring around your best choice. (01 mark each)

- 3.11 Jean found the exercisedifficult than she expected.
 - A. the more
 - B. far more
 - C. so
 - D. too far
- 3.12 In well organised societies, every man and womanfor the good of the community.
 - A. works
 - B. work
 - C. is working
 - D. was working
- 3.13 It's time the match
 - A. ended.
 - B. ends.
 - C. had to end.
 - D. is to end.
- 3.14 Peter said that the meeting for today has been ...

- A. given off.
B. made off.
C. called off.
D. turned off.
- 3.15 The student who the workers to strike was expelled.
A. tantalized
B. invited
C. called
D. incited
- 3.16 The infamous taxi drivers are staging another demonstration in town today. This means that they are
A. not well known.
B. well known.
C. well known for their bad acts.
D. not well known for their bad acts.
- 3.17 The mother spoke to her daughterthan one might have expected.
A. quiet
B. more quietly
C. so quietly
D. quietly
- 3.18 Change the following sentence into indirect speech. "Did you visit Rwanda while you were studying in Africa?" Mr. Jones asked his brother.
A. Mr. Jones asked his brother that did you visit Rwanda while you were studying in Africa?
B. Mr. Jones asked his brother that did he visit Rwanda while he was studying in Africa.
C. Mr. Jones asked his brother whether he had visited Rwanda while he was studying in Africa.
D. Mr. Jones asked his brother that had he visited Rwanda while he was studying in Africa.
- 3.19 Which of the following sentences is correctly punctuated?
A. "Which papers are ours"? he asked.
B. "Which papers are ours", he asked?
C. "Which papers are ours, he asked?"
D. "Which papers are ours?" he asked.
- 3.20 The children were told to bewith their property.
A. careful
B. serious
C. quick
D. difficult

ANSWERS

1(a) The characteristics of the safari ants.

Rough copy

- Safari ants are mostly small insects with only the 'warrior ant' nearly an inch long.
- They bite and can even kill.

- They live in holes in the ground, around which they clear patches.
- They periodically move in a thick stream and are very active during the rains.
- They frequently rest at night, clinging to each other in masses, but they also travel at night.

Fair copy

Safari ants are mostly small insects with only the 'warrior ant' nearly an inch long. They bite and can even kill. They live in holes in the ground, around which they clear patches. They periodically move in a thick stream and are very active during the rains. They frequently rest at night, clinging to each other, but they also travel at night.

- (b) How the writer and his colleague fought with the ants

Rough copy

- They jumped up and rushed out of the tent, stripping off their clothes as they ran.
- Once naked, they picked the ants from their shivering bodies as they killed them.
- Using light of the paraffin lamp, they saw others on the floor of the tent.
- They left the tent and went outside the tent with their blankets.
- They removed all of the pests from the wool and left the camp.

Fair copy

They jumped up and rushed out of the tent, stripping off their clothes as they ran. Once naked, they picked the ants from their shivering bodies as they killed them. Using light of the paraffin lamp, they saw others on the floor of the tent. They left the tent and went outside the tent with their blankets. They removed all of the pests from the wool and left the camp.

- 2A** 2.1 Why did the writer always keep an eye on the figure of the father?

2.2 What discovery did the writer make about the food sellers?

2.3 Why did the writer exchange the whole pile of fish for food?

2.4 Give the meaning of the following words as used in the passage.

- (i) with a strong desire
- (ii) complicated
- (iii) very careless
- (iv) convinced
- (v) luck

2.5 The lies were found out because the writer's my luck was too good to last.

- 2B.** 2.6. Matter could best be defined as **what something is composed of. (D)**

2.7. **They knew different metals, how to extract them and making things like glass soap and wine. (B)**

2.8. **By students turning away from false search for the secrets of alchemy. (A)**

2.9. A possible meaning of an alloy is **a combination of metals. (B)**

2.10. **Alchemy was believed to be a special kind of knowledge given to them. (A)**

- 3A.
- 3.1 I wish the government could pay my school fees.
 - 3.2 You can use my car as long as you drive carefully.
 - 3.3 You are warned not to go against the group's resolutions.
 - 3.4 Maize plants grow close together, so it is better to weed them early.
 - 3.5 There is a possibility for me to catch an earlier train.
 - 3.6 John asked Mary to lend him her pen.
 - 3.7 But for his aunt tutoring him, Peter would have failed his examinations.
 - 3.8 That is the best she can do.
 - 3.9 That Mugisha cheated his friend was rather shameful.
 - 3.10 When Catherine went for a dance that night, little did she expect to find her father in the dancing hall. **OR** Catherine went for a dance that night little expecting to find her father in the dancing hall.
- 3B
- 3.11 Jean found the exercise **far more** difficult than she expected. (B)
 - 3.12 In well organised societies, every man and woman **works** for the good of the community. (A)
 - 3.13 It's time the match **ended**. (A)
 - 3.14 Peter said that the meeting for today has been **called off**. (C)
 - 3.15 The student who **incited** the workers to strike was expelled. (D)
 - 3.16 The infamous taxi drivers are staging another demonstration in town today. This means that they are **well known for their bad acts**. (C).
 - 3.17 The mother spoke to her daughter **more quietly** than one might have expected. (B)
 - 3.18 **Mr. Jones asked his brother whether he had visited Rwanda while he was studying in Africa**. (C)
 - 3.19 **"Which papers are ours?" he asked**. (D)
 - 3.20 The children were told to be **careful** with their property. (A)

2011 PAPER 1

SECTION A

Choose one of the following topics and write a composition of 500 to 700 words.

1. Write a story beginning, "A slight movement at the door made me...."
2. Write a composition describing the most embarrassing Mummyent you have ever experienced.
3. Mob justice is the right way to deal with criminals. Discuss.
4. Write a story titled: "Trouble at home".

5. How best can child sacrifice, which is becoming too common in Uganda, be stopped?
6. Getting a marriage partner from a different tribe is the best way to reduce tribalism in Uganda, Do you agree or not? Give reasons for your answer.
7. Suggest ways of reducing the school drop-out rate in Uganda.

SECTION B

Each of your compositions should be 250 to 300 words.

1. Your school has organised an annual Inter-house Music Dance and Drama competition and as the entertainment prefect, you are to give a speech on this occasion. Your speech may include some or all of the following:
 - The reasons for these competitions.
 - The importance of the competitions.
 - The challenges experienced in organising.
 - Suggestions to the school administration to organise it better.
2. Your mother gave you permission to spend your last holiday with a friend abroad. Briefly describe
 - The preparations you made for the journey
 - Your holiday with your friend.
 - What you think about that experience.
3. Imagine that you paid Shs 100,000/= for a school trip with your class but you were not able to go with them because you fell sick. Write a letter to your class teacher requesting for your money to be refunded.
4. Narrate how you once did something wrong at school or at home, and how this problem was finally solved.
5. You have been the best performing student in your O’level examinations. You have been offered a choice of three places to choose from where to do your Higher school Certificate from:
 - A school in Uganda
 - A school in Kenya
 - A school in Tanzania

Which school would you choose and why?

6. Describe your favourite teacher and what makes him or her different from the other teachers.
7. “School uniforms should be abolished in secondary schools.” Give reasons to support or oppose the statement.

PAPER 2

1. 3. *Read the following passage carefully and answer the questions that follow.*

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 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 starts 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 22 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 side 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.

4.

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

Joshua, the village priest, watched the gathering black clouds and **muttered** one word – ‘Rain’. It was almost a whisper, spoken so quietly that a man a yard away, would not have heard it. He was standing on a raised piece of ground looking thoughtfully at the clouds and the country around. Behind him, stood a tin-roofed rectangular building from which thick black smoke was beginning to issue, showing that the woman of the house had already come in from the shamba and was now preparing the evening meal. This was his house ... the only one of its kind along the ridge and beyond. The rest were mud-walled, grass-thatched round huts that were scattered all over the place. From these, black smoke was also beginning to curl upwards.

Joshua knew that in most of the huts, the in-mates had been sleeping with **contracting**, wrinkled stomachs, having eaten nothing, or very little. He had seen such cases in past months during his

rounds of comforting the hungry and suffering, promising them that God would in time bring rain. For the drought had been serious and had lasted many months, so that the crops in the field had sickened, while some had dried up altogether. Cows and goats were so thin that they could hardly give enough milk.

If it rained now, it would be a blessing for every one and perhaps crops would revive and grow and all would be well. The dry anxious looks on the faces of mothers and fathers would disappear. Again he looked at the darkening clouds and slowly the old man re-traced his footsteps to the house.

Soon, it began to rain! Menacing thunderstorms boomed in the heavens and white spots of lightening flashed with a **sharpness and fury** that frightened him. Standing near a window, the priest, his horse-shoe shaped bald-head lined with short bristles of grey hair, watched the slanting rain drops striking the hard ground and wetting it. "**Jehovah! He has won!**" he **muttered** breathlessly. He felt cheated, bitter and angry. For he knew that the coming of the rain so soon after the morning sacrifice would be nothing but victory for the rain-maker at whose request a black ram had been sacrificed. Yes. This was the **culmination** of their fight, their long struggle and rivalry in Makuyu village.

Adapted from, *The Village Priest*, by Ngugi Wa Thiong'o.

2.1 (a) What was the problem affecting the people of Makuyu village?

(b) Give three examples from the passage to illustrate the gravity of the problem.

2.2. "The dry, anxious looks on the faces of mothers and fathers would disappear." Why would the dry, anxious looks disappear?

2.3. How did Joshua feel when the rains came?

2.4. 'Jehovah! He has won!' Who had won and how?

2.5. Explain the following words or expressions as they appear in the passage.

- (i) **muttered**
- (ii) **contracting**
- (iii) **culmination**
- (iv) **with a sharpness and fury**

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

Air pollution can become water pollution as we have seen with acid rain. Other sources of water pollution can pollute our streams, rivers and lakes directly. Many towns still pour their sewage straight into rivers with little treatment beforehand. This can kill the river's life by removing all the oxygen from the water. Without oxygen, none of the fish in the river can live

Factories often cause water pollution by pouring poisonous wastes into streams and rivers. Sometimes these wastes turn the river into a smelly poisonous drain in which nothing can live. Farming can also cause water pollution. The chemicals used by farmers to protect crops against pests, weeds and diseases sometimes get into rivers and kill fish. Some of these chemicals can be stored in the bodies of small animals and passed on to the creatures which eat them, even to humans. Although these chemicals are carefully controlled, this still sometimes happens. The fertilizers which the farmer uses to make crops grow, sometimes cause pollution when the rain washes them into rivers. They make the water plants grow too quickly so that they choke the river and die. When they rot, they take all the oxygen out of the water, so that fish cannot live in it.

Land pollution covers many things which can happen to the land, in towns and the country, because of our activities. Rubbish tips, dumped poisonous chemicals, broken cars, thrown-away

bottles and dropped waste paper are all types of land pollution. Some types of land pollution are just unpleasant to look at. Others can be dangerous to people and to animals. Farm animals injure themselves on old tins and bottles. Young children are sometimes hurt while playing in broken-down cars. Small animals crawl into bottles and die because they cannot get out. Poisoned soil can make animals and people very ill.

Land pollution is something that we can all help to prevent, by not dumping rubbish carelessly and also by telling other people not to do so.

Adapted from: *Worlds-Apart: an anthology compiled by, Chas White, Christine Shepherd et al.*

Answer questions 2.6 to 2.10 by selecting the best alternative. Show the letter of your choice by putting a ring around your, best choice. (02 marks each)

2.6. Air pollution can become water pollution when

- A. sewage is poured into the river without prior treatment
- B. factories pour poisonous wastes into streams and rivers.
- C. acid rain falls
- D. oxygen IS removed from water.

2.7. Oxygen is removed from the water by

- A. pouring poisonous wastes into streams and rivers.
- B. turning the river into a poisonous drain.
- C. pouring sewage into the river without prior or enough treatment.
- D. polluting the streams, rivers and lakes directly.

2.8. Farming causes pollution when

- A. crops rot in the gardens.
- B. chemicals used by farmers get into water sources and act as poison.
- C. when chemicals are stored in the bodies of small animals.
- D. when water plants grow too quickly and choke the river.

2.9. Land pollution can be prevented by

- A. leaving rubbish in the streets.
- B. taking sick people and animals for treatment.
- C. throwing away broken bottles.
- D. disposing of rubbish properly and advising other people to do so.

2.10. Land pollution is dangerous because

- A. it is harmful to the people, animals and the environment.
- B. it is unpleasant to look at.
- C. small animals crawl into bottles left around and breed there.
- D. young children play in broken cars and make noise.

3A. Rewrite each item in 3.1 to 3.10 according to the instructions. Do not change the meaning of the original sentence

3.1 It is time for us to go away. (Use: **went away**.....)

3.2 Tugume, the taxi driver, prefers giving a bribe to going to court. (Rewrite finishing **than go to court.**)

3.3 If your younger sister can prove that she is over eighteen, she will be admitted for a teaching

course (Begin: **Unless**)

- 3.4 After the pilgrims had passed through the forest safely, the rest of the journey was undertaken without difficulty. (Begin **Having**...)
- 3.5 What is the difference between a mixture and a compound? (Rewrite using '**differentiate**').
- 3.6 James said, "I will tell Jane as soon as she arrives". (Rewrite using **indirect speech**)
- 3.7 Socrates was a popular thinker. His ideas were the foundation of the subject of philosophy. (Rewrite as one sentence using '**whose**')
- 3.8 He has taken to drinking, forgotten his friends and deserted his family. (Rewrite using '**not onlyas well**')
- 3.9 I bought some cloth. It will make two shirts. (Join the two sentences using '**enough**')
- 3.10 The examination is no easier than it was last year. (Rewrite using ... **just**....)

3B. Complete sentences 3.11 to 3.20 with the most suitable answer among the given alternatives. Put a ring around your best choice.

- 3.11 After every four years, the company disposes all the old vehicles.
A. out
B. with
C. of
D. off
- 3.12 Our teacher says that a mark in an exam is very bad.
A. loosing
B. losing
C. loosening
D. lose
- 3.13 You must always be in uniform,
A. must you?
B. must I?
C. you must?
D. mustn't you?
- 3.14 He does not correct his work as as he should.
A. thoroughly
B. thorough
C. better
D. best
- 3.15 "Have you been to Lake Bunyonyi this year? The teacher asked
A. that have you been to Lake Bunyonyi this year?
B. whether I had been to Lake Bunyonyi this year.
C. me to go to Lake Bunyonyi this year.
D. whether I had not been to Lake Bunyonyi this year.
- 3.16 uneducated person is at disadvantage when he wants to become a trader.
A. The an
B. Un a

- C. An a
- D. A an
- 3.17 Lead is the of all metals.
- A. heavier
- B. more heavy
- C. heaviest
- D. most heavy
- 3.18 The thief jumped the fence, when the crowd started chasing him.
- A. across
- B. above
- C. past
- D. over
- 3.19 You with Ronah when you went to Dar-es-salaam.
- A. can stay
- B. could stay
- C. could have stayed.
- D. could even stay.
- 3.20 He is accused of sitting on the fence. The underlined phrase means
- A. using the fence as a seat.
- B. hesitating to take sides.
- C. damaging the fence.
- D. hurrying to make a decision.

ANSWERS

1. The side effects of smoking

Rough copy

- Tobacco is a major health hazard, containing over 4000 different chemicals, many of which are harmful to life.
- Smoking causes side effects and diseases such as: lung cancer, heart attack, stomach ulcers, defective vision, coughing, shortness of breath and cancer of the mouth, nose, throat, bladder and blood.
- In women it causes spontaneous abortion and other pregnancy complications, babies with low birth weight and still births, cancer of the cervix and early menopause.
- Tobacco smoke pollutes the air which irritates the eyes and throat, and exposes non-smokers to risk.
- Smoking has also causes 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.

Fair copy

Tobacco is a major health hazard, containing over 4000 different chemicals, many of which are

harmful to life. Smoking causes side effects and diseases such as: lung cancer, heart attack, stomach ulcers, defective vision, coughing, shortness of breath and cancer of the mouth, nose, throat, bladder and blood. In women it causes spontaneous abortion and other pregnancy complications, babies with low birth weight and still births, cancer of the cervix and early menopause. Tobacco smoke pollutes the air which irritates the eyes and throat, and exposes non-smokers to risk. Smoking has also caused 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.

- 2A**
- 2.1 (a) The prolonged dry season.
 (b) (i) People were sleeping with contracting, wrinkled stomachs, having eaten nothing, or very little.
 (ii) The crops in the field had sickened, while some had dried up altogether.
 (iii) Cows and goats were so thin that they could hardly give enough milk.
- 2.2 The coming of rain would be a blessing for every one because crops would revive and grow and people would get food.
- 2.3 He felt cheated, bitter and angry.
- 2.4 The rain-maker.
- 2.5 (i) uttered words in a very low voice
 (ii) shrinking/thin
 (iii) climax
 (iv) with intensity/severity and force/threat
- 2B**
- 2.6 Air pollution can become water pollution when **acid rain falls. (C)**
- 2.7 Oxygen is removed from the water by **pouring sewage into the river without prior or enough treatment. (C)**
- 2.8 Farming causes pollution when **chemicals used by farmers get into water sources and act as poison. (B)**
- 2.9 Land pollution can be prevented by **disposing of rubbish properly and advising other people to do so. (D)**
- 2.10 Land pollution is dangerous because **it is harmful to the people, animals and the environment. (A)**
- 3A**
- 3.1 It is high time we went away.
- 3.2 Tugume, the taxi driver, would rather give a bribe than go to court.
- 3.3 Unless your younger sister proves that she is over eighteen, she will not be admitted for a teaching course.
- 3.4 Having passed through the forest safely, the pilgrims undertook the rest of the journey without difficulty.
- 3.5 Can you differentiate between a mixture and a compound?
- 3.6 James said he would tell Jane as soon as she arrived.
- 3.7 Socrates, whose ideas were the foundation of the subject of philosophy, was a popular thinker.
- 3.8 He has not only taken to drinking, but he has forgotten his friends and deserted his family as well.
- 3.9 I bought enough cloth to make two shirts.
- 3.10 The examination is just as difficult as it was last year.
- 3B**
- 3.11 After every four years, the company disposes **off** all the old vehicles. **(D)**

- 3.12 Our teacher says that **losing** a mark in an exam is very bad. (B)
 3.13 You must always be in uniform, **mustn't you?** (D)
 3.14 He does not correct his work as **thoroughly** as he should. (A)
 3.15 **The teacher asked whether I had been to Lake Bunyonyi this year.** (B)
 3.16 **An** uneducated person is at **a** disadvantage when he wants to become a trader. (C)
 3.17 Lead is the **heaviest** of all metals. (C)
 3.18 The thief jumped **over** the fence, when the crowd started chasing him. (D)
 3.19 You **could have stayed** with Ronah when you went to Dar-es-salaam. (C)
 3.20 **The underlined phrase means hesitating to take sides.** (B)

1.

2012 PAPER 1

SECTION A

Choose **one** of the following topics and write a composition of **500 to 700** words.

1. Write a story beginning: **“When I reached the scene of the crime, finger prints had already been taken....”**
2. Write a story to fit the following saying: **“You reap what you sow”**
3. Discuss the advantages and disadvantages of making science subjects compulsory for O’ level examination.
4. From what you have observed, what are the effects of broken marriages on the children in the family?
5. **Boxing is a sport that can cause death and should be abolished.** Write your argument in support or rejection of the statement.
6. Narrate how a person who was once very rich became poor.
7. Explain how your friendship with someone has helped you to become a better person.

SECTION B

Each of your compositions should be **250 to 300** words.

1. Imagine that you have just heard that your younger brother has failed an important examination and is feeling very depressed. Write a letter to him and try to encourage him.
You may include:
 - some family good news
 - how you intend to help him in some of his academic problems
 - the need for him to try again
 - how you too once failed an examination but did not give up
2. Describe your favourite traditional dance and how it is performed.
3. Which type of vehicle would you like to buy for yourself in the future and why?
4. Suggest what people in your area can do to improve their standard of living.
5. You visited an important and beautiful place that you think everyone should see. Describe it to a friend convincing him or her to visit the place.
6. Give your views on the topic: **“The importance of punctuality”**
7. Describe the qualities you would regard as essential when choosing a friend.

PAPER 2

1. Read the following passage and answer the question that follows:

The gorilla is something of a paradox on the African scene. One thinks one knows him well. For a hundred years or more, he has been killed, captured, and imprisoned in zoos. His bones have been mounted in natural history museums everywhere, and he has always exerted a strong fascination upon scientists and romantics alike. He is the stereotyped monster of the horror films and the average books, and an obvious (though not perhaps strictly scientific) link with our ancestral past

Yet the fact is that we know very little about gorillas. No really satisfactory photograph has ever been taken of one in a wild state; no zoologist, however brave, has been able to keep the animal under close and constant observation in the dark jungles in which it lives. Carl Akeley, the American naturalist, led two expeditions to Uganda in the 1920's and now lies buried there among the animals he loved so well; but even he was unable to discover how long the gorilla lives, or how or why it dies, nor was he able to define the exact social pattern of the family groups, or indicate the final extent of their intelligence. All this and many other things remain as much a mystery as they were when the French explorer Du Chillan first described the animal to the civilised world a century ago. The abominable Snowman who haunts the imagination of climbers in the Himalayas is hardly more elusive.

The little that is known about gorillas certainly makes you want to know more. Sir Julian Huxley has recorded that thrice in the London zoo he saw an eighteen-month old specimen trace the outline of its own shadow with a finger. 'No similar artistic initiative, he writes, 'has been recorded for any other anthropoid though we all know now that young chimpanzees will paint 'pictures' if provided with the necessary materials. Huxley speaks too of a traveller seeing a male gorilla help a female up a steep rock-step, and gallantry of that kind is certainly not normal among animals. It is this 'human-ness' of the gorilla that is so attractive. According to some observers, he courts and makes love in the same way as humans do. Once the family is established, it clings together. It feeds in a group in the thick bamboo jungles on the mountainside in the day time, each animal making a tidy pile of its food - wild celery, bamboo shoots, and other leaves - and squatting down to eat it; and by night each member of the family makes its own bed by bending over and interlacing the family bamboo fronds so as to form a kind of oval-shaped nest which is as comfortable and springy as a mattress. The father tends to make his bed just a foot or two from the ground, the mother a little higher, and the children are safely lodged in the branches up above.

When he walks, the gorilla takes the main weight on the short legs and rests lightly on the knuckles of his hands at the end of his very long arms. When he stands upright - a full grown-up male rises to six feet, but with that immense chest, he is far heavier than any normal man could ever be. One thousand kilogrammes is not uncommon. His strength is incredible - certainly great enough to take a man in his arms and wrench his head off.

Gorillas appear to talk to one another in high pitched voices not unlike those of women, or by smacking their lips or striking their cheeks, and the female, if alarmed, will scream. The male is capable of making a frightening demonstration in the face of danger. He stays behind while his family gets away, rising to his feet and uttering a terrifying roar. Sometimes he will drum on his chest and shake the trees around him with every appearance of uncontrolled fury. In extremity, he will charge.

But all this is not more than shadow boxing as a general rule, for the gorilla is a gentle, kindly creature, a most forgiving ape who lives at peace with all other animals, and his reputation for savagery and unfriendliness is nothing but a myth. When the animal charges, the thing to do is stand your ground and look him in the eye. Then he will turn aside and slip away through the undergrowth.

(Adapted from: *No Room in the Ark* by Alan Moorhead, Hamish Hamilton and Lawrence Pollinger Ltd.)

Question:

In a clear paragraph of about 100 words, summarise the humanness of the gorilla.

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

The Burdens of Girlhood

The *Burdens of Girlhood* puts forward an agenda for a joyful childhood for girls all over the world. It is a call for fairness and gender balance early in life, rather than in womanhood, so that girls grow up knowing that they are equal to their male counterparts. The author first challenges parents, who are responsible for the early socialisation of children to look at and change those cultures that confine girls to a negative self-image, while flattering and reinforcing the self-worth and status of boys.

The author singles out preference, which is prevalent in her native India and also much of Africa as one of the major reasons that female babies are seen as second best. Take for example, the parent who brings home a book, a pen or a pair of shoes for the son but nothing for the daughter. It creates a feeling in the boy that he is better, more deserving than the girl who feels rejected, unworthy and non-existent. These are burdens that she will carry through into womanhood.

The preference for boys prevails particularly in education where, when faced with a choice, parents would rather send their boy children to school for they are seen as future providers, whereas girls are seen as dependants in spite of the fact that women contribute as much, or more than men to both domestic and national economies today. In terms of nutrition, some cultures deny girls certain kinds of foods. Typically, these are nutritious and tasty foods like eggs and certain parts of chicken.

Other practices that are identified as lowering the status of girls in society include early marriages which deny girls the chance, indeed the right to experience independent adulthood before becoming parents themselves. In many cultures, girls are married off at a young age so that they can easily adapt themselves to the ways of their husbands and their families.

Beyond the family level, Sohoni reminds policy makers that it is their duty to put in place policies that will advance the status of the girl in education, health, nutrition and culture, so that later in life, girls can be on an equal footing with their male counterparts in family life and employment opportunities.

In the author's words, "the status of girls can only be raised with calculated, concerted, courageous and sustained actions of parents, cultures, religious, nations and multi-national bodies and this will make a difference in the present and future of girlhood globally". She recommends simple and practical ways of raising the status of girls in society, among them; the formulation of specific policies and legal instruments to reduce gender disparities and eliminate the bases of discrimination among children.

(Source: *The Burdens of Girlhood* by Neera Kuckreja Sohoni [pg 243] The East African: April 5-11, 1999]

Answer questions 2.1 to 2.5 on the question paper

- 2.1 Basing your answer on the passage, explain in one sentence what is meant by gender balance
- 2.2 **These are burdens that she will carry through into womanhood.** Explain what this statement is referring to, in not more than two sentences.
- 2.3 Mention two practices which tend to lower the status of women according to the passage.
- 2.4 Mention at least three things that government should do to uplift the status women.
- 2.5 Sokoni clearly proposes a stage in life at which the struggle for elimination gender disparities should start. Which one is it?

2B. Read the passage below and answer the questions that follow.

But I could not bring myself to say the same for drill. How I hated having to get up at five-thirty in the morning and turn out on the courtyard for a routine march! I used to arrive feeling, and no doubt looking, half asleep. But this didn't last long. Soon we were shaken to attention by loud roars from a massive figure which must have weighed all the six hundred kilograms – our drill master. I could never keep in step, a thing which used to annoy the man beyond measure, and my legs were constantly being jolted into position by the shocks and tremors of his thunderous voice. The only light relief of his hour of torture was to watch him giving orders as we stood at ease. His stomach was so large that every time he bellowed, it moved up and down with the vibrations. This tickled me so much that I had a hard job to prevent myself laughing aloud.

It was my house master who probably had the most to contend with as far as I was concerned, and it was not surprising that he labelled me 'an impossible chap'. To such a keen disciplinarian, I must have been a hard person to bear. It was not so much that I was unwilling to abide by the rules and regulations, in fact I tried desperately hard to do so, but throughout my life, I have always found it most difficult to detach myself from anything in which I have become engrossed. A most annoying restriction was the roll call each Sunday evening which was followed by a service in the chapel. It was essential that every student should be present for roll call or have a pretty good reason for absenting him/herself.

In Aggrey house, our housemaster was just about as strict as it was possible to be and the words with which he criticised us were like whiplashes. It was because of my fear of having to come up face to face with him and endure these cutting remarks that I would move heaven and earth in order not to be late for roll call. But once it didn't work out. I had borrowed somebody's bicycle to go to Accra and was on my way back at breakneck speed, when a small girl rushed out into the road in front of me. I braked and swerved and threw myself off the machine. The child had fallen in a heap in the road and was screaming with fright, but I had luckily avoided hurting her. However, I couldn't leave her in the road screaming, so I took her to her mother and left my last two shillings with her, a peace offering.

I found that I was badly bruised and my knee was grazed and bleeding, but remembering the all-important roll call, I hobbled to my bicycle, remounted with some difficulty and rode on as fast as my raw and aching limbs would allow me.

Immediately chapel was over, the housemaster lost no time in making his way to my dormitory. I told him I felt ill and tried my best to look it, but he was not easy to convince.

[Adapted from: Ghana; *The Autobiography of Kwame Nkrumah* by Nelson Baker]

Answer questions 2.6 - 2.10 by selecting the best alternative. Show the letter of your choice by putting a ring around your best choice

2.6 What is the author's reaction to the drill master's personality?

- A. Laughter
- B. Terror
- C. Respect
- D. Attention.

2.7 The impression we get of the housemaster's character is that he is

- A. insulting but lenient.
- B. stubborn and unsympathetic.
- C. strict but sympathetic.
- D. strict and tough.

2.8 Having knocked down the girl, the author gave money to her mother

- A. to pay for medical costs.
- B. to show he was sorry.
- C. as a bribe.
- D. to buy the girl a gift.

2.9 The cause of this accident as mentioned in the passage was:

- A. the writer who was riding the bicycle too fast.
- B. the girl who crossed the road intentionally.
- C. the girl's mother who was not around to prevent the accident.
- D. the bicycle that was too old.

2.10 The author's intention in this passage is to describe

- A. how much he enjoyed himself during his school days.
- B. the teachers and routines in his school.
- C. the reasons for roll-call at the school.
- D. how he got involved in a bicycle accident

3A Re-write the following sentences 3.1 - 3.10 according to the instructions given in brackets without changing the meaning.

3.1 They asked everyone to make a statement (**Begin: Everyone**)

3.1 I couldn't work anymore because I was very tired. (**Re-write ending with "anymore".**)

3.3 Mary's mother would not let her go to town. (**Rewrite using: prevented.**)

3.4 "Where will they go for their holiday next month?" (**Begin: He wanted to know**)

3.5 We are going to Pakwach. My father was born in Pakwach. (**Combine into one sentence**)

3.6 Sam made a good job of it, even though he encountered many problems (**Rewrite using: Despite the fact**)

3.7 Mary will return from Zambia in six months' time. John will finish his typing course in three months' time. (**Join the sentences into one end begin: By the time Mary returns**)

3.8 They didn't follow the directions on the map, so they got lost (**Begin: If**)

3.9 What is the trouble? It can never be solved by fighting. (**Join into one sentence, beginning: Whatever**)

3.10 Samuel mended the broken chair with a piece of string. (**Re-write ending with ... chair**)

3B. Complete sentences 3.11 to 3.10 with the most suitable answer among the given alternative by putting a ring around your best choice.

3.11 With the opening up of so many FM stations, all types of news every part of the country very fast.

- A. are reaching
- B. has reached
- C. reaches
- D. reach

3.12 Would you mind ... this box for me?

- A. carry
- B. to carry
- C. carrying
- D. about carrying

3.13 Wempa scarcely goes to school. The underlined word means

- A. never.
- B. sometimes.
- C. frequently.
- D. very rarely.

3.14 It's surprising how much English he has

- A. picked up.
B. dropped off.
C. Pulled up.
D. taken on.
- 3.15 You..... go to bed now, otherwise you will look very tired tomorrow.
A. may not
B. should not
C. needn't
D. had better
- 3.6 The new factory for processing beef will be built on a different
A. cite.
B. place.
C. venue.
D. site.
- 3.7 I needn't have laughed, ... ?
A. did I
B. didn't I
C. need I
D. needn't I
- 3.8 My father looked at us and asked,
A. "Who has not eaten?"
B. "Who has not eaten"?
C. Who has not eaten.
D. Who has not eaten?
- 3.9 He still has to perform his ... responsibilities.
A. old, small, social
B. small, old, social
C. social, old, small
D. old, social. small
- 3.10 Taking a soft piece of cloth, she began to ... the furniture in her house.
A. sweep
B. brush
C. scrub
D. dust

ANSWERS

1. The humanness of the gorilla.

Rough copy

- The gorilla courts and makes love just like humans do.
- Once the family is established, it clings together and feeds together in a group.
- At night each member of the family makes its own bed, the father making his bed just a foot or two from the ground, the mother a little higher, and the children safely lodged in the branches up above.
- The male is capable of making a frightening demonstration in the face of danger and stays behind while

his family gets away.

- It is a gentle, kindly creature, very forgiving and lives at peace with all other animals.

Fair copy

The gorilla courts and makes love just like humans do. Once the family is established, it clings together and feeds together in a group. At night each member of the family makes its own bed, the father making his bed just a foot or two from the ground, the mother a little higher, and the children safely lodged in the branches up above. The male is capable of making a frightening demonstration in the face of danger and stays behind while his family gets away. It is a gentle, kindly creature, very forgiving and lives at peace with all other animals.

- 2A**
- 2.1 Giving equal opportunities to both girls and boys.
 - 2.2 (i) The inferiority complex that girls experience.
(ii) Problems and bad experiences that girls encounter on the basis of being females.
 - 2.3 (i) The preference of sending boys to school and not girls.
(ii) Denying girls certain kinds of food.
(iii) Early marriages which deny girls the chance and right to experience independent adulthood before becoming parents themselves.
 - 2.4 (i) Formulation of policies to address gender to address gender inequality
(ii) Putting an end to discrimination based on sex or gender.
(iii) Enacting laws that promote the status of girls in education, health, nutrition, culture and decision making.
 - 2.5 The childhood stage.
- 2B**
- 2.6 **Terror (B)**
 - 2.7 The impression we get of the housemaster's character is **that he is strict and tough. (D)**
 - 2.8 Having knocked down the girl, the author gave money to her mother **to show he was sorry. (B)**
 - 2.9 The cause of this accident as mentioned in the passage was: **the writer who was riding the bicycle too fast. (A)**
 - 2.10 The author's intention in this passage is **to describe the teachers and routines in his school. (B)**
- 3A**
- 3.1 Everyone was asked to make a statement.
 - 3.2 I was so tired that I couldn't work anymore.
 - 3.3 Mary's mother prevented her from going to town.
 - 3.4 He wanted to know where they would go for their holiday the following month.
 - 3.5 We are going to Pakwach where my father was born.
 - 3.6 Despite the fact Sam made a good job of it, he encountered many problems.
 - 3.7 By the time Mary returns from Zambia, John will have finished his typing course three months earlier.
 - 3.8 If they had followed the directions on the map, they wouldn't have got lost.
 - 3.9 Whatever the trouble is, it can never be solved by fighting.
 - 3.10 Samuel used a piece of string to mend the broken chair.
- 3B**
- 3.11 With the opening up of so many FM stations, all types of news **reaches** every part of the country very fast. **(C)**
 - 3.12 Would you mind **carrying** this box for me? **(C)**
 - 3.13 The underlined word means **very rarely. (D)**
 - 3.14 It's surprising how much English he has **picked up. (A)**
 - 3.15 You **had better** go to bed now, otherwise you will look very tired tomorrow. **(D)**
 - 3.16 The new factory for processing beef will be built on a different **site. (D)**

- 3.17 I needn't have laughed, **did I?** (A)
3.18 My father looked at us and asked, "**Who has not eaten?**" (A)
3.19 He still has to perform his **small, old, social** responsibilities. (B)
A. 3.20 Taking a soft piece of cloth, she began to **dust** the furniture in her house. (D)

2013 PAPER 1

Beginning with 2013, the structure of Paper One changed. You must attempt both sections A and B. Section A has only **one compulsory question**. Then choose another question from Section B.

SECTION A

Question 1: Compulsory question

Imagine that you were arrested and taken to a police station after you were falsely accused of assaulting an old woman. Write a dialogue that took place between you and the policeman who interrogated you at the station. Write at least five responses from each of you in the dialogue. (Use 250 - 300 words)

SECTION B

Choose one of the following topics and write a composition of 500 – 600 words.

1. Narrate a frightening incident that occurred while you were baby-sitting alone at home.
2. Write a story ending with the following expression, "The dismissal was a blessing in disguise".
3. Describe the most memorable event in your life.
4. Write an original story to illustrate the saying, "A stitch in time saves nine".
5. "The government should control indecent dressing." Discuss.
6. "Poverty in Uganda has been promoted by the people themselves." Discuss.

PAPER 2

1. *Read the following passage carefully and answer the question that follows.*

Many studies have shown that it is best for children to have both parents in their lives. Even if a step parent is not abusive, it will still be difficult for a child to form the kinds of bonds or relationships they have with their birth parents. If you are planning to get a divorce, it is important to do everything you can to make sure that your children have some kind of emotional support beyond you and your ex-husband or wife whether it is seeing a psychologist or just looking for social interactions that will not be affected by the divorce.

One of the hardest parts of divorce for children is trying to maintain a stable life while living between two homes. Regardless of how hard you and your former spouse may try, it may prove impossible to share custody or the care of the child that provides a consistent routine for your child. Unfortunately, it is not easy to lessen the impact of constantly having to travel from one home to another. Open communication with your child is the best way to ensure that his or her needs are met as much as possible.

Even though many children today come from broken homes, there is still an enormous social burden placed on the child. Among other things, if a child has to go from one parent's house to another on the weekends, they miss out on vital socializing opportunities with their school friends. You will

also find that the constant disruption over the holidays will also take a toll on normal social development.

When it comes to custody decisions, many couples choose one parent for weekdays and the other for weekends and holidays. Aside from being confusing, there are a number of consequences to this kind of arrangement. If you find that your children do not have as many friends at school, or that they are often frustrated with social situations, it may be a good indicator that the custody arrangements are contributing to the problem.

Rather than simply ignore the fact that your child's social life is being disrupted by divorce, it is important to face this fact and take steps to amend the situation.

Adapted from: *Sunday Monitor*, May 10, 2009.

In **not** more than 120 words, summarize the passage, bringing out the effects of divorce to children.

5.

2A. Read the following passages and answer the questions that follow.

The whole warrior class was divided into several regimental groups according to the system of age-grades. Every age grade had its leader who was responsible for the activities of his group. Its main duty was to keep harmony and discipline in the group, and to settle minor disputes and quarrels among the members of his regiment. He also acted as the spokes-man for the group in general matters. He was the chief composer and organizer of songs and dances in this group, and sometimes arranged competitions between his and other groups. The warrior dances and songs served two purposes, namely enjoyment and drill for physical empowerment. In jumping and running warriors developed the **power of endurance** and the art of battle. In time of war these regiments were united under the leadership of a council of war composed of several leaders of the age grades. At the head of this council was a war magician whose duty was to advise it as to the best time of waging war. He blessed the warriors and gave them medicine to protect them against the enemy.

Every regiment had its regimental songs and war cries. There were distinct designs on the shields and headgear to distinguish every regiment. There was no particular uniform, for warriors went to war practically naked except for a small apron which was worn at the back, and the head-gear. On the outbreak of war, a war-horn sounded as a sign of readiness. The warriors immediately took to arms and started shouting their particular war cry. This brought together all the regimental units in the district until they formed a procession towards the enemy. Each regiment followed a different direction, all leading to the battle-field. The senior warriors formed the front lines and the junior ones the rear lines. The council of war went between the two, giving advice to both sections. The motive of fighting was merely to capture livestock of the enemy and to kill those who offered **resistance**. In other words, it was a form of stealing by force of arms.

If the warriors were successful in the war and captured the enemy's livestock, they returned home as quickly as possible, to avoid recapture of their loot by the enemy. Before reaching home, after crossing the enemy's boundary, they halted and counted the cattle that had been captured. The council of war then divided the loot among the regiments. In the first place "brave warriors" were rewarded according to the task performed in fighting the enemy. Then a small number of cattle were set aside for the chief; the medicine man was given his share, and the other members of the council of war. If there were any left, and not enough to go round equally, it was settled by drawing lots.

Adapted from: 'Facing Mount Kenya,' by Jomo Kenyatta.

Answer questions 2.1 to 2.5 on the question paper.

2.1 Mention **four** duties of the leader of an age group.

2.2 Why was it necessary for the warriors to participate in drills?

2.3 What followed after a war-horn was sounded?

2.4 What would the warriors do before reaching home after a war?

2.5 Give the meaning of the following words and expressions as used in the passage.

- (i) keep harmony
- (ii) power of endurance
- (iii) resistance
- (iv) divided the loot

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

It is a curious sidelight on human nature that, according to his position in life, an extravagant man is admired or despised. A successful businessman does nothing to increase his popularity by being careful with money. He is expected to make an exaggerated display of his success, to have a smart car, a large sum of money and an expensive wife, and to be lavish with hospitality. If he is not so, he is considered mean and his reputation in business may even suffer in consequence. The puzzle remains that if he had not been careful with his money in the first place, he would never have achieved his present wealth.

Among the lower income groups, a different set of values exists. The young man who makes his wife a present of a new dress when he hasn't paid his electricity bill is condemned as extravagant. Carefulness with money to the point of meanness is applauded as a virtue. Nothing in his life is considered more worthy than paying his bills on time.

The ideal wife for such a man separates her housekeeping money into joyless little piles on the table - so much for rent, for food, for the children's shoes, no borrowing from one to support the other; she is able to face the milk-man with calmness every week, satisfied with her careful management of resources, and never knows the guilt of buying something she can't really afford.

As for myself, I fall into neither of these categories. If I have money to spare, I can be as extravagant as the next man, but when, as is usually the case, I am hard up, then I am the meanest man imaginable.

Adapted from: 'Practice Tests for Proficiency' by Margret Archer and Enid Nolan-Woods.

Answer the following questions by putting a ring round the letter of the correct answer.

2.6 According to the writer, a successful businessman

- A. is considered popular if he appears to do nothing.
- B. is expected to be luxurious.
- C. must be careful so as to remain popular.
- D. ought to be extravagant before attaining success.

2.7 We learn from the passage that

- A. all miserly people are wealthy.
- B. wealthy people are always successful.
- C. carefulness with money leads to failure.
- D. carefulness with money may lead to success.

2.8 It would appear that lower paid workers should

- A. not keep their creditors waiting.
- B. be careful not to be miserly.
- C. be careful to have honest wives.

- D. not have to pay their bills on the dot.
- 2.9 According to the writer, the wife who saves money
- A. still feels troubled by guilt.
 - B. wishes life were less enjoyable.
 - C. is satisfied to be so thrifty.
 - D. wishes she could sometimes be wasteful.
- 2.10 From the passage we get the impression that the writer
- A. is incapable of saving anything.
 - B. doesn't often have any money to waste.
 - C. is never inclined to be extravagant.
 - D. would like to be thought extravagant.

3A. 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 He was weak. He could not walk. (Re-write using; ... too ...)
- 3.2 I should have learnt French at school. (Begin: I wish ...)
- 3.3 The new lodge was still being built. They had booked rooms in it for a month. (Join using: ... which ...)
- 3.4 Mary said she could no longer bear her husband's drunken behaviour.
(Re-write using: "**put up**" ...)
- 3.5 The pressure from her friends and the discouragement from her brother did not stop Jean from studying hard. (Begin: Neither)
- 3.6 "Yakobo, you are late. What have you been doing?" asked Kabi. (Re-write as one sentence in reported speech).
- 3.6 The man was desperate to secure the job. The result was that he resorted to bribery. (Re-write as one sentence using "**such**")
- 3.8 He walked so many kilometres. He didn't reach the end of the road. (Begin: **No matter**...)
- 3.9. None of the players in this year's Rugby competitions was better than Owit. (Re-write using ...**best**...)
- 3.10 Re-write the following sentence removing all repetitions.
My father he said that if I had returned back home promptly in time he might probably have forgiven me.

3B. Complete the sentences 3.11 to 3.20 with the most suitable answer among the given alternatives. Put a ring around your best choice.

- 3.11 Mr. Musoke's invitation was turned... because he never related well with people.
- A. over
 - B. off
 - C. down
 - D. out
- 3.12 He thought she was wrong but was ... polite to say it.
- A. very
 - B. so
 - C. not
 - D. too
- 3.13 ... I like food, I don't eat much.
- A. Just as
 - B. Much as

- C. Such that
D. Such as
- 3.14 Kato was suspended from school for ... the headmaster.
A. laying
B. lying
C. laying to
D. lying to
- 3.15 My grandmother lost her glasses and she had to get new ones from the ...
A. optician.
B. pharmacist.
C. physician .
D. pathologist.
- 3.16 He is .. African novelist.
A. greatest than any
B. great of
C. a great
D. the greatest of all
- 3.17 Nancy is ... secretary we have ever had.
A. the best
B. very much the best
C. by far the better
D. very much better
- 3.18 The President was greeted with a deafening applause.
The underlined expression means the President was
A. made deaf by the applause.
B. greeted by deaf people.
C. greeted so much that he became deaf
D. cheered at very loudly.
- 3.19 ... are rough in most cases.
A. Boy's games
B. Boys games'
C. Boys' games
D. Boys' Games
- 3.20 If a dictionary is of no help, you might try an encyclopaedia. This sentence means the speaker
A. thinks the encyclopaedia will help you but is not sure you will try it.
B. does not think the encyclopaedia will help you but encourages you to try it.
C. is sure that the encyclopaedia will be of help to you and encourages you to use it.
D. is not sure the encyclopaedia will be of help to you but encourages you to use it.

ANSWERS

- 1 The effects of divorce to children.

Rough copy

- Divorce makes it difficult for children to maintain a stable life while living between two homes.
- It is very difficult to share custody or the care of the child that provides a child's consistent

routine.

- Children have to constantly travel between the homes of the divorced parents.
- Divorce places an enormous social burden children.
- Children miss out on vital socializing opportunities with their school friends and this affects normal social development.
- The custody arrangement of one parent for weekdays and the other for weekends and holidays causes confusion to children and may result in children having very few friends at school, or that they may often be frustrated with social situations.

Fair copy

Divorce makes it difficult for children to maintain a stable life while living between two homes. Regardless of how hard divorced parents may try, it may prove impossible to share custody or the care of the child that provides a consistent routine for the children. It bothers children having to constantly travel between the homes of their parents. It is also socially burdensome to them. Children miss out on vital socialising opportunities with their school friends which affects normal social development. The custody arrangement of one parent for weekdays and the other for weekends and holidays causes confusion to children and may result in children having very few friends at school, or they may often be frustrated with social situations.

2A 2.1. (i) to keep harmony and discipline in the group

- (ii) to settle minor disputes and quarrels among the members of his regiment
- (iii) to act as the spokes-man for the group in general matters.
- (iv) he was the chief composer and organizer of songs and dances in this group, and sometimes arranged competitions between his and other groups.

2.2 To acquire physical empowerment

2.3 The warriors immediately took to arms and started shouting their particular war cry.

2.4 Before reaching home, after crossing the enemy's boundary, the warriors halted and counted the cattle that had been captured.

- 2.5**
- (i) peaceful or cordial co-existence
 - (ii) ability of courageously undergoing difficult situations
 - (iii) refusal to give in or surrender
 - (iv) shared what had been captured (the cows)

2B 2.6 According to the writer, a successful businessman **is expected to be luxurious. (B)**

2.7 We learn from the passage that **carefulness with money may lead to success. (D)**

2.8 It would appear that lower paid workers should **not keep their creditors waiting. (A)**

2.9 According to the writer, the wife who saves money

2.10 From the passage we get the impression that the writer **doesn't often have any money to waste. (B)**

3A 3.1 He was too weak to walk.

- 3.2 I wish I had learnt French at school.
- 3.3 The new lodge, in which they had booked rooms for a month, was still being built.
- 3.4 Mary said she could no longer put up with her husband's drunken behaviour.
- 3.5 Neither the pressure from her friends nor the discouragement from her brother could stop Jean from studying hard.
- 3.6 Kabi told Yakobo that he was late and asked him what he had been doing.
- 3.6 The man was so desperate to secure the job such that he resorted to bribery.
- 3.8 No matter how many kilometres he walked, he didn't reach the end of the road.
- 3.9 Owit was the best player in this year's Rugby competitions.
- 3.10 My father said that if I had returned home promptly he might have forgiven me. **OR**
My father said that if I had come back home in time he might have forgiven me.
- 3B** 3.11 Mr. Musoke's invitation was turned **down** because he never related well with people. (C)
- 3.12 He thought she was wrong but was **too** polite to say it. (D)
- 3.13 **Much as** I like food, I don't eat much. (B)
- 3.14 Kato was suspended from school for **lying to** the headmaster. (D)
- 3.15 My grandmother lost her glasses and she had to get new ones from the **optician**. (A)
- 3.16 He is **a great** African novelist. (C)
- 3.17 Nancy is **the best** secretary we have ever had. (A)
- 3.18 The underlined expression means the President was **cheered at very loudly**. (D)
- 3.19 **Boys' games** are rough in most cases. (C)
- 3.20 This sentence means the speaker **is sure that the encyclopaedia will be of help to you and encourages you to use it**. (C)

B.

2014 PAPER 1

*This paper has **two** sections, A and B. You must attempt both sections. Answer TWO questions in all. Question 1 is compulsory. Choose one other question from Section B.*

SECTION A

Question 1: Compulsory question

The following advertisement appeared in the New Vision newspaper of 15th October 2011. Write an application letter for the job. (Use 250 -.300 words)

Healthy Youth for God (HEYOG), a community based organisation in Mbarara district has some vacation employment for S.4 and S.6 leavers for their SCHOOL OUTREACH programme.

Qualification and experience:

The right candidates should have the following;

- must be students in their S.4 and S.6 vacation.
- have a good command of the English language.
- should be between 16 and 22 years of age.

Write and send a hand written application to

The Human Resource Manager,
P. O. Box 1023,
Mbarara,
Uganda.

SECTION B

Choose **one** of the following topics and write a composition Of **500 to 600** words.

1. Describe a fatal accident involving a lorry and a family car at a road junction.
2. The discovery of oil in Uganda might mark the end of poverty for Ugandans. Do you agree or not? Give reasons for your answer.
3. Write a composition with the title, “Actions speak louder than words.”
4. What are some of the challenges faced by schools under Universal Secondary Education? What suggestions would you make to the government to overcome them?
5. Write an original story about someone who was betrayed by a very close friend.
6. Write a story ending with “I learnt that it is better not to interfere in other peoples’ affairs.”

PAPER 2

1. **Read the following passage carefully and answer the questions that follow:**

The Dance of the Bees

Bees have a way of communicating with one another which they do not have to learn: that is, it is an instinct. But the bees’ language is a strange one; it is a language of smells and dancing. When a worker bee, searching around in the fields, finds a flower with sugary nectar in it, soon afterwards many other bees are on the spot collecting the sweet liquid from similar flowers. The same is true for a worker which brings pollen to the hive from a flower. How does the first bee, which has discovered the nectar or the pollen, tell the others of the find? This has been found out by marking the bees with many tiny spots of coloured paint so that separate bees can be recognised. In the investigation, as soon as a worker bee was observed in the act of discovering nectar or pollen, the investigator caught her, marked her with a coloured paint spot and freed her again. This enabled him to recognise the particular bee when she got back to the hive.

On coming back to the hive, the bee climbs on to the vertical surface of the comb and first gives up all the nectar which she has brought to other worker bees who make it into honey and store it in a cell. Or if the booty is pollen, brought home in ‘pollen baskets’ on the hind legs, this is put away into other cells to be turned by younger workers into ‘bee bread’ and used later in feeding grubs. After this, it was observed that the bee which had discovered the nectar or pollen and brought it home begins to dance. She dances round and round in narrow circles, frequently reversing her direction.

Her dancing excites other bees and quickly she has a trail of them following her circles. Those nearest to her keep touching her body with their ‘feelers’ or antennae, which are the organs of

smell. The bee dances for about a minute and then suddenly leaves the hive and flies back to the flowers for more booty.

The dance is a means of communication. It informs the other bees in the hive that a flower rich in pollen or nectar has been found. Those who followed the dance go out too and fly to the flowers of the same kind as the original source of booty. But how do they know which flowers to seek? They are not led to them by the discoverer, for she flies out alone after her dance. The answer is that the discoverer brought the scent of the rich flower on her body, and during the dance her partners smelt it. The dance and the scent induced them to go out at once and explore the neighbourhood for flowers of the same scent.

(Adapted from; *The Personality of Animals* by H. Munro Fox)

1(a) In about 60 words, explain how the bee that has found nectar or pollen tells the others about it.

(b) In not more than 50 words, indicate how the other bees know which flowers to seek.

6.

2A. Read the passage below and answer the questions following it.

So they all talked of the sickness of the land, of the broken tribe and the broken house, of young men and girls that went away and forgot their customs, and lived loose and idle lives. Then they broke up, and Msimangu said he would take his visitor to his own private room.

“We have much to talk about,” he said. They went to the room and when Msimangu had shut the door and they had sat themselves down, Kumalo said to him, “You will pardon me if I am hasty, but am anxious to hear about my sister.”

“Yes, yes,” said Msimangu. “I am sure you are anxious. You must think I am thoughtless. But you will pardon me if I ask you first, why did she come to Johannesburg?”

Kumalo, though disturbed by this question, answered obediently “She came to look for her husband who was recruited for the mines. **But when his time was up**, he did not return, nor did he write at all. She did not know if he were dead perhaps. So she took her small child and went to look for him.” Then because Msimangu did not speak, he asked anxiously. “Is she very sick?”

Msimangu said gravely, “Yes, she is very sick. But it is not that kind of sickness. It is another, a worse kind of sickness. I sent for you firstly because she is a woman that is alone, and secondly because her brother is a priest. I do not know if she ever found her husband but she has no husband now.”

He looked at Kumalo, “It would be truer to say,” he said, “**that she has many husbands**. She lives in Claremont, not far from here. It is one of the worst places in Johannesburg. After the police have been there, you can see liquor running in the streets.”

He leant over to Kumalo. “I used to drink liquor,” he said, “but it was good liquor, such as our fathers made. But now I have vowed to touch no liquor any more. This is bad liquor here, made strong with all manner of things that our people never used. And that is her work, she makes and sells it. I shall hide nothing from you, though it is painful for me. These women sleep with any man for their price. A man has been killed at her place. They gamble and drink and stab. She has been in prison more than once.” Msimangu brought out his cigarettes, “Will you smoke?” he asked.

Kumalo shook his head and they were both silent as though a word had been spoken that made it hard to speak another. At last Kumalo said, “Where is the child?”

“The child is there. But it is no place for a child. And that too is why I sent for you. Perhaps if

you cannot save the mother, you can save the child.”

(Adapted from “*Cry, the Beloved Country*” by Alan Paton)

- 2.1 Why did the woman leave her home?
- 2.2 “**But when his time was up...**”
What is the meaning of the above statement?
- 2.3 What does the woman’s brother do?
- 2.4 “After the police have been there, you can see the liquor running in the street” What does the police do with the liquor?
- 2.5 Explain the meaning of the following words or phrases as used in the passage:
- (i) **anxious**
 - (ii) **hasty**
 - (iii) “It is another, a worse kind of sickness.”
 - A. (iv) “**She has many husbands.**”

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

One of the most common sounds associated with the cat is that of purring. This peculiar type of sound production is restricted almost exclusively to the domestic cat and other Felidae, and serves as a good example of the point that species of animals that are related through common ancestors often have similar sounds. A common pattern of vocalization can have a protective function for the tribe. This is certainly the case with birds like the finches but the cry of the cat family does not appear to have any group function of protection.

Much speculation exists as to why cats purr. They purr simply because they have entered a certain emotional state: they are relaxed, and are without any form of fear and being at peace with the world around them. When a cat goes into this state, which usually means that he is comfortable and feeling safe or, more rarely, when anticipating food, he just cannot prevent himself purring. The act of purring is part of this state of relaxation. In purring, the cat is radiating by means of sound its state of mind, in very much the same way that a happy person frequently shows by bursting into a song.

Exactly how a cat produces the purr physically is less certain, though there is no doubt that the sound production is closely associated with the act of breathing. It is very easy to detect a difference in the note of the purr with inspiration and with expiration. Sometimes the sound is produced only when the air is leaving the chest, that is on expiration. Other animals usually use the force of expiration to produce their vocal efforts, although there are exceptions to this rule other than in purring. The donkey, for example, in producing his rather ugly bray, uses both an inspiratory and expiratory effort.

As far as I am aware, there has been no scientific investigation of how the cat purrs. It is likely that the movement of the air to and from the chest sets up a vibration of the vocal cords in the larynx of voice box, but the soft palate may also be involved. Possibly the relaxed state of the cat allows the muscles which control the vocal cords to slacken, so that they can move in the stream of air to produce the purr. The sound made by the vibrations of these membranes is given resonance or timbre by the hollow cavities of the body, such as the chest, nose, and throat, rather, in the way that the body of a violin or “cello” does to the note produced by the oscillating strings. Yet despite the similarity between snoring and purring, a cat does not purr when asleep.

(Adapted from: *Learning English* by F. R. Bell.)

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 circle around It.

2.6 These have common ancestors:

- A. The cat and its finches.
- B. All domestic animals.
- C. Felidae and finches.
- D. Felidae and domestic cats.

2.7 Cats purr because they are

- A. asleep.
- B. restless.
- C. not comfortable.
- D. feeling safe.

2.8 Expiration means to

- A. doze.
- B. sleep.
- C. breathe.
- D. cough.

2.9 Purring is

- A. a sound made loudly by a sleeping cat.
- B. a cat's low continuous sound made in the throat.
- C. an uncontrolled cough in a cat's throat.
- D. a sound made in the chest, nose and throat.

2.10 How does a person radiate his state of mind?

- A. Bursts and cries.
- B. Bursts into laughter.
- C. Bursts into a song.
- D. Bursts with anger.

3A. Rewrite each item in 3.1 to 3.10 according to the instructions. Do not change the meaning of the original sentence.

3.1 She only became aware of the importance of her father when he had died. (Begin **It**.....)

3.2 I am certain you have made a mistake. (Begin: **That**.....)

3.3 Mr. Kigozi beat the boy until he fainted. (**Rewrite in the passive voice**) .

3.4 Muslims do not enter a mosque until they have removed their shoes. (Begin: **Not**)

3.5 My mother goes to the village every two weeks. (Rewrite without using 'every two weeks')

3.6 Going by the bridge would be faster. Going by the ferry would be more fun. (Join the two sentences using: **than**.....)

3.7 We enjoyed yesterday's party. (Rewrite using: **ourselves**)

3.8 You are late. (**Rewrite and add a question tag**.)

3.9 He said he would rather starve than steal. (Rewrite using **prefer**.)

3.10 No sooner had the passengers entered the train than it caught fire. (Begin: **Hardly**)

3B. Complete the sentences 3.11 to 3.20 with the most suitable answer among the given alternatives. Put a ring around your best choice.

- 3.11 Before I started teaching, I to a big house.
A. have move
B. was moving
C. would be moving
D. had moved
- 3.12 how hard I work, I never seem to get any praise.
A. No matter
B. Regardless
C. Not counting
D. However
- 3.13 I am sorry I spoke to you so rudely over the telephone. I took you someone else.
A. for
B. to
C. as
D. like
- 3.14 I am amazed the way they are entirely satisfied with their mode of life.
A. at
B. in
C. for
D. with
- 3.15 The party has been due to insufficient funds.
A. crossed off
B. called off
C. turned out
D. called for
- A. 3.16 The cause of the epidemic is the doctors could not understand.
A. which
B. that
C. where
D. what
- 3.17 Mary divided the bananas her classmates.
A. within
B. between
C. among
D. amidst
- 3.18 See, you have just a mistake.
A. done
B. made
C. formed
D. created
- 3.19 If it had rained, we the match.

- A. would not have
- B. would not have had
- C. will not be having
- D. will not have

3.20 The candidates will do the test

- A. in the main hall, at two o'clock, on Monday.
- B. on Monday, in the main hall at two o'clock.
- C. at two O'clock, on Monday, in the main hall.
- D. on Monday, at two o'clock, in the main hall.

ANSWERS

1(a) How the bee that has found nectar or pollen tells the others about it.

Rough copy

- When a bee has collected nectar or pollen, she dances in narrow circles, frequently reversing her direction.
- This excites other bees which quickly follow her.
- Those nearest to her keep touching her body with their antennae, which are the organs of smell.
- Through the dance, the other bees know that a flower rich in pollen or nectar has been found.

Fair copy

When a bee has collected nectar or pollen, she dances in narrow circles, frequently reversing her direction. This excites other bees which quickly follow her. Those nearest to her keep touching her body with their antennae, which are the organs of smell. Through the dance, the other bees know that a flower rich in pollen or nectar has been found.

(b) How the other bees know which flowers to seek.

Rough copy

- Bees know which flowers to seek when the discoverer brings the scent of the rich flower on her body, and then during the dance her partners smelt it.
- The dance and the scent induces them to go out at once and explore the neighbourhood for flowers of the same scent.

Fair copy

Bees know which flowers to seek when the discoverer brings the scent of the rich flower on her body, and then during the dance her partners smelt it. The dance and the scent induces them to go out at once and explore the neighbourhood for flowers of the same scent.

2A 2.1 The woman left home in to look for her husband who was recruited for the mines.

- 2.2 When his time for working ended.
- 2.3 He is a priest.
- 2.4 The police pour the liquor
- 2.5 (i) **very eager to find out**
(ii) **impatient**
(iii) an unusual, more dangerous sickness
(iv) **she is a prostitute**

2B 2.6 Felidae and domestic cats. (D)

- 2.7 Cats purr because **they are feeling safe. (D)**
- 2.8 Expiration means **to breathe. (C)**
- 2.9 Purring is **a cat's low continuous sound made in the throat. (B)**
- 2.10 **Bursts into a song. (C)**

3A 3.1 It was only after her father had died that she became aware of his importance.

OR It was only after the death of her father that she became aware of his importance.

OR It was not until after her father's death that she became aware of his importance.

- 3.2 That you have made a mistake I am certain.
- 3.3 The boy was beaten by Kigozi until he fainted. .
- 3.4 Not until Muslims have removed their shoes, do they enter the mosque.
- 3.5 My mother goes to the village every **fortnight/ fortnightly.**
- 3.6 Going by the bridge would be faster than going by the ferry which would be more fun.
- 3.7 We enjoyed ourselves at yesterday's party.
- 3.8 You are late, aren't you?
- 3.9 He said he would prefer starving to stealing. **OR** He said he prefers starving to stealing.
- 3.10 Hardly had the passengers entered the train when it caught fire.

3B 3.11 Before I started teaching, I **had moved** to a big house. **(D)**

- 3.12 **No matter** how hard I work, I never seem to get any praise. **(A)**
- 3.13 I am sorry I spoke to you so rudely over the telephone. I took you **for** someone else. **(A)**
- 3.14 I am amazed **at** the way they are entirely satisfied with their mode of life. **(A)**
- 3.15 The party has been **called off** due to insufficient funds. **(B)**
- 3.16 The cause of the epidemic is **what** the doctors could not understand. **(D)**
- 3.17 Mary divided the bananas **among** her classmates. **(C)**
- 3.18 See, you have just **made** a mistake. **(B)**
- 3.19 If it had rained, we **would not have had** the match. **(B)**
- 3.20 The candidates will do the test **in the main hall, at two o'clock, on Monday.** **(A)**

2.

2015 PAPER 1

*This paper has **two** sections, A and B. You must attempt both sections. Answer TWO questions in all. Question 1 is compulsory. Choose one other question from Section B.*

SECTION A

Question 1: Compulsory question

During one of your class meetings you are picked on to be the Minutes Secretary. Write down the proceedings of that particular meeting. (Use 250 - 300 words)

SECTION B

Choose one of the following topics and write a composition of 500 - 600 words.

1. Write a composition based on the saying: ‘**A great talker is a great liar.**’
2. Discuss the view that modern technology has done more harm than good.
3. “**Children should only be seen but not heard.**” Do you agree or not? Give your reasons.
4. Mob justice is not a solution to the high crime rate in the country. Do you agree or not? Give reasons for your answer.
5. What improvement would you make if you were elected your area Member of Parliament?
6. National identity cards for all citizens of Uganda above the age of sixteen is a very brilliant move. Give your views.

PAPER 2

1. *Read the following passage carefully and answer the questions that follow.*

Privacy is important to every living being. Recognition of the right to privacy, however it is expressed, is the world’s way and the family’s way too - of recognising the fact that each individual is, in some sense, unique and must have some freedom to be for himself/herself alone. Privacy protects the inner core of the individual’s being.

But if one looks around the world, it is clear that respect for the privacy of another person can be expressed in very different - and to us, quite unexpected - ways: by never touching another person without permission; by leaving a space around a person; by assigning to each person a house, a room, or even a special place within a room that others may not enter without invitation; by never looking at someone directly in the eye; even never calling a person by his or her given name.

I know of no society without rules that protect personal privacy. But in most societies, privacy is also a privilege that is unevenly given - more to adults than to children; more to women than to men, or vice versa; more to the well than to the sick, more to the rich than to the poor, and very often, more to those of high rank than of low rank.

Whatever the standards of privacy are, they must be observed. Otherwise the person whose privacy has been invaded is almost certain to feel insulted, outraged and denigrated. Invasions of privacy affect very different aspects of living. In our own society, for example, almost every one of us would feel violated if there were no privacy of sexual relations. If we had to bathe or excrete in public, if we were forced to reveal details of our income, if we were made to admit irregularities in our private life, or if we found that someone - anyone - had opened and read a private letter.

Respect for the privacy of all those who live together in a home is one way in which each one of us learns and expresses a basic concern for the individuality of other people. As part of her learning, a child comes to value both what she keeps to herself as an individual, and what, by her own choice, she shares with others. The rules for the protection of privacy may change radically over a lifetime, as they have in our own and most other societies. But having learned at home within the intimacy of one's family how valuable privacy is, one can learn new rules and live by them. And one can learn in the same way to respect the rules different from one's own, by which another person – one's grandmother or equally a stranger in a strange land – protects her individuality.

[Adapted from an anonymous source]

- (a) In a paragraph of not more than 100 words, summarise the different ways in which respect for privacy can be expressed.
- (b) In not more than 50 words, summarise how the privilege of privacy is given.

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

We lived near the railway track. The trains travelled along outside the fence and plaited reeds which marked the confines of our compound; in fact they ran so close to it that sparks from the engines would sometimes set fire to the palisade, and we all would have to rush to put it out at once, if we did not want to see the whole thing go up in flames. These alarms, rather frightening but rather exciting too, made me watch every train that went by; and even when there was not a train in sight - for at that time the traffic on the railroad depended entirely on the river traffic, which was very irregular - I would go and spend long periods just looking at the gleaming metal rails. They always glittered cruelly under the fierce sun, for at this point there was no foliage to reduce its intensity.

Baked by the sun from early morning the ballast of red stone was burningly hot; so hot in fact that the oil which fell from the engines was immediately evaporated, leaving not the slightest trace. Was it this oven-like warmth or the oil, the inescapable smell of the oil which attracted the snakes? I do not know. The fact is that I often came across snakes crawling over the sun-baked ballast; and inevitably the snakes used to creep into the compound.

Ever since the day I had been forbidden from playing with snakes, I would run to my mother as soon as I saw one.

‘There’s a snake!’ I would cry.

“What, another?” my mother would shout.

And she would come running out to see what sort of snake it was. If it was just a snake like any other snake - actually, they were all different! - she would beat it to death at once; and like all the women of our country, she would work herself up into a frenzy beating it to pulp, whereas the men would content themselves with a single hard blow, neatly struck.

One day, however, I noticed a little black snake with a strikingly marked body that was proceeding leisurely in the direction of the workshop. I ran to warn my mother as usual. But as soon as my mother saw the black snake, she said to me gravely; “My son, this one must not be killed; he is not as the other snakes and he will not harm you; you must never interfere with him.”

Everyone in our compound knew that this snake must not be killed except myself and, I suppose, my little playmates, who were still just ignorant children.

“This snake”, my mother added. “is your father’s guiding spirit.”

I gazed **dumbfounded** at the little snake. He was proceeding calmly towards the workshop; he was moving gracefully, very sure of himself, and almost as if conscious of his **immunity**; his

body, black and brilliant, glittered in the harsh light of the sun. When he reached the workshop, I noticed for the first time, cut out level with the ground, a small hole in the wall. The snake disappeared through this hole.

“Look,” said my mother. The serpent is going to pay your father a visit.

Although I was familiar with the supernatural, this sight filled me with such astonishment that I was struck dumb. What business would a snake have with my father? And why this particular snake? No one had to kill him, because he was my father’s guiding spirit! At any rate that was the explanation my mother had given me. But what exactly was a “guiding spirit”? What were these guiding spirits that I encountered almost everywhere, forbidding one thing, commanding another to be done? I could not understand it all, though their presences were around me as I grew to manhood. There were good spirits, and there were evil ones; and more evil than good ones, it seemed to me.

And how was I to know that this snake was harmless? It looked the same as any other snake; it was of course a black snake, and there was certainly something unusual about it. I felt I would have to ask my father himself about it, almost as if this mystery was something in which women could have no part; was a mysterious affair that could only be discussed with men. I decided to wait until night fall.

Adapted from: “*The African Child*” by Camara Laye.

Answer questions 2.1 to 2.5 on the question paper.

- 2.1. Why did the boy watch every train that passed?
- 2.2. What two possible reasons are given for the number of snakes around the area?
- 2.3 Why should this particular snake not be killed?
- 2.4. What do the guiding spirits do?
- 2.5. What is the meaning of the following words as used in the passage?
 - (a) evaporated
 - (b) dumbfounded
 - (c) immunity
 - (d) supernatural

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

I visited a friend recently and watched in amazement as her three year old son struggled to explain to her a point in English. Out of concern, I asked my friend why her son wasn’t addressing her in their mother tongue and her response was both interesting and shocking. “We normally use English at home because we want him to master English before he starts school,” she said.

This is a dot.com generation of parents in the computer age. They think it is primitive for a child to speak his or her local language.

Sociologists believe that language is one of the tenets of people’s culture. Although language evolves with time, the preservation of cultural heritage through language is so strong that it gives people an identity. Before one ‘murders’ his child with English at home here are some few points to consider.

A local language gives an identity which a child needs for the rest of his or her life.

Psychologists believe that children think and form concepts in their first language. Robbing a child of his or her first language paralyses cognitive development.

In a recent research, it was established that those who use mother tongue show greater

creativity, originality and maturity than those who use English as a medium of instruction.

It is also true that early years are a critical learning period in which the foundation is laid. Language development might be crippled for life if your child fails to master the basics during the formative years. Local language is an effective tool for teaching reading skills to young children. Therefore, it lays the foundation block upon which the child can build to learn foreign languages.

Finally, a parent's the child is the first teacher and the home the first school. Any mistake made during the child's formative years remains indelibly marked in the child's life forever.

Source: "*The New Vision*" 5th May 2003.

Answer the following questions by putting a ring around the letter of the correct answer.

2.6 What reason did the mother give for making the child speak English?

- A. She wanted him to become fashionable.
- B. She wanted him to speak good English before school.
- C. It was shameful to speak a local language
- D. It was normal for them to do so at home.

2.7 According to the writer, a child would be regarded primitive if

- A. he speaks his indigenous language.
- B. his parents do not use computers.
- C. he does not speak good English.
- D. he speaks English before school.

2.8 Psychologists believe that a child's cognitive development will be handicapped if

- A. cultural heritage is not preserved.
- B. he cannot recognise his parents.
- C. English is not his first language.
- D. he is not taught his first language.

2.9 Education research has shown that those who use the mother tongue

- A. are slow and backward.
- B. are more creative than those who use English.
- C. cannot get instructions in English.
- D. are not very creative.

2.10 "I watched in amazement" means that the writer

- A. looked on happily.
- B. was pleased with what he saw.
- C. was surprised by what he saw.
- D. looked surprisingly happy.

3A. Rewrite each item in 3.1 to 3.10 according to the instructions. Do not change the meaning of the original sentence.

3.1 The car is very expensive. It needs to be driven carefully. (Join into one sentence using: ... **so ...**)

3.2 The second child she delivered was less heavy than the first one. (Rewrite ending: ... **as the first.**)

3.3 John doesn't like studying. John likes trading. (Combine the two sentences using: ... **prefer ...**)

- 3.4 There was very little money left for his son's wedding. (Re-write using: **hardly**)
- 3.5 Opio was forced to wash all the clothes by the prefect. (Rewrite beginning: **The perfect**)
- 3.6 His friends do not like the way he gives so much time to his pets. (Rewrite using:**object to** ...)
- 3.7 He still ran as fast as he could, knowing he couldn't win the race. (Begin: **Although**)
- 3.8 He cannot come to me. I cannot go to him. (Combine into one sentence using: ...**neither ...nor**....)
- 3.9 If you had not helped me, I would never have made it on time. (Begin: **But for**)
- 3.10 The teacher told the class, "You have to complete the exercise before the next lesson." (Rewrite using reported speech)

3B. Complete the sentences 3.11 to 3.20 with the most suitable answer among the given alternatives. Put a ring around your best choice.

- 3.11 Why don't you sit me?
A. besides
B. aside
C. beside
D. from
- 3.12 She is the girl in the class.
A. prettiest
B. most pretty
C. more pretty
D. prettier
- 3.13 The patient has become much worse tonight, he had a
A. breakdown.
B. breakthrough.
C. collapse.
D. relapse.
- 3.14 I studied at the primary school there were only two classroom blocks.
A. where
B. that
C. which
D. whose
- 3.15 You need to see a doctor,?
A. isn't it
B. don't you
C. needn't you
D. is it
- 3.16 My uncle in Africa for the last 10 years.
A. works
B. has been working
C. worked
D. is working

- 3.17 Mika the crowd because of his grey hair.
- stood up to
 - stood out in
 - stood up for
 - stood by
- 3.18 Those two boys are always at war with
- the other.
 - themselves.
 - one another.
 - each other.
- 3.19 Choose the correctly written sentence.
- Suddenly, they were yesterday ambushed.
 - They suddenly were yesterday ambushed.
 - Yesterday they suddenly were ambushed.
 - They were suddenly ambushed yesterday.
- 3.20 Which of the following sentences is punctuated correctly?
- The teacher asked, "Where have you been"?
 - "The teacher asked, Where have you been?"
 - The teacher asked, "Where have you been?"
 - "The teacher asked," "Where have you been?"

ANSWERS

1. (a) The different ways in which respect for privacy can be expressed.

Rough copy

- Never touching another person without permission
- Leaving space around a person
- Assigning to each person a house, room or a special place within a room that others may not enter without permission
- Never looking someone straight in the eye
- Never calling a person by his or her given name
- According privacy to sexual relations
- Respecting one's privacy when bathing or excreting
- According privacy to one's income and irregularities in life
- Not reading someone's private letter

Fair copy

Respect for privacy can be expressed by never touching another person without permission. It can also be expressed by leaving space around a person and assigning to each person a house, room or a special place within a room that others may not enter without permission. In addition, one should never look someone straight in the eye or call a person by his or her given name. Privacy should be accorded to sexual relations. Privacy should also be given when one is bathing or excreting and to one's income and irregularities in life. One should not read someone's private letter.

(b) How the privilege of privacy is given.

Rough copy

- More privacy is given to adults than children
- It is given more to women than men and vice versa
- It is given more to the well than the sick
- The rich receive more privacy than the poor
- It is given more to those of the high rank than those of the low rank

Fair copy

The privilege of privacy is given more to adults than children. In addition, more privacy is accorded to women than men and vice versa. This is the same case with the well compared to the sick, the rich and the poor, and the high ranking and those of low rank.

- 2A**
- 2.1. The sparks from the engines would sometimes set fire to the palisade, so it was necessary to watch every passing train in order to put out the fire. In addition, the alarms were rather frightening and exciting as well.
- 2.2. The oven-like warmth and the inescapable smell of the oil.
- 2.3. It is the writer's father's guiding spirit.
- 2.4. The guiding spirits forbid one thing and command another to be done
- 2.5. Meaning of the words as used in the passage:
- (a) disappeared/ vanished
 - (b) very surprised and speechless
 - (c) protection/safety
 - (d) spiritual/unearthly/godly
- 2B**
- 2.6 **She wanted him to speak good English before school. (B)**
- 2.7 According to the writer, a child would be regarded primitive if **he speaks his indigenous language. (A)**
- 2.8 Psychologists believe that a child's cognitive development will be handicapped if **he is not taught his first language. (D)**
- 2.9 Education research has shown that those who use the mother tongue **are more creative than those who use English. (B)**
- 2.10 "I watched in amazement" means that **the writer was surprised by what he saw. (C)**
- 3A**
- 3.1 The car is so expensive that it needs to be driven carefully.
- 3.2 The second child she delivered was not as heavy as the first one.
- 3.3 John prefers trading to studying.
- 3.4 There was hardly any money left for his son's wedding.
- 3.5 The prefect forced Opio to wash all the clothes.
- 3.6 His friends object to the way gives so much time to his pets.
- 3.7 Although he knew he couldn't win the race, he still ran as fast as he could.

- 3.8 He can neither come to me, nor can I go to him.
- 3.9 But for your help, I would never have made it on time.
- 3.10 The teacher told the class that they had to complete the exercise before the following/next lesson.
- 3B** 3.11 Why don't you sit **beside** me? (C)
- 3.12 She is the **prettiest** girl in the class. (A)
- 3.13 The patient has become much worse tonight, he had a **relapse**. (D)
- 3.14 I studied at the primary school **where** there were only two classroom blocks. (A)
- 3.15 You need to see a doctor, **isn't it**? (A)
- 3.16 My uncle **has been working** in Africa for the last 10 years. (B)
- 3.17 Mika **stood out in** the crowd because of his grey hair. (B)
- 3.18 Those two boys are always at war with **each other**. (D)
- 3.19 **They were suddenly ambushed yesterday**. (D)
3. A. 3.20 The teacher asked, "Where have you been?" (C)

2016 PAPER 1

*This paper has **two** sections, A and B. You must attempt both sections. Answer **TWO** questions in all. Question 1 is compulsory. Choose one other question from Section B.*

SECTION A

Question 1: Compulsory question

You are the L.C. I chairperson of Mawale village. Your village is threatened by pollution both waste and noise because it is situated near an industrial area. Your village has been there for a long time even before part of the area was gazetted off as an industrial park. Write a letter of complaint to your area Member of Parliament expressing your dissatisfaction about the issue. (Use 250 -300 words)

You may refer to;

- the history of your village,
- the undesirable activities of the industries,
- the effects to your community,
- any other relevant issues.

SECTION B

*Choose one of the following topics and write a composition of **500 - 600** words.*

1. Write a story beginning: “**The day finally arrived**”
2. “Students in urban schools should not do the same national examinations as those in the rural areas.” Do you agree or not? Give reasons for your answer.
3. Women should be allowed to dress in any way they want.”
Write an essay in support of or against the above statement.
4. Describe the life of someone who has influenced you to be a better person.
5. “You do not need money to be happy.” Do you agree or disagree? Give reasons for your answer.
6. Narrate an incident that made you a hero or a heroine.

PAPER 2

1. Read the following passage carefully and answer the question that follows.

One of the major problems facing independent African states as well as national liberation movements is tribalism. It is a singular obstacle slowing the progress towards the building of the nation. As Kwame Nkrumah rightly points out in his book, ***Class struggle in Africa***, before conquests, there were tribes but no tribalism. But just as imperialism used religion to divide a people who were otherwise culturally one and living as an entity in a nation, so too, tribalism has been used for this same purpose. Africa before conquest by capitalism and later by imperialism was moving towards a stage where tribes were in the process of uniting to form an embryo ‘the nation state’. But one of the effects of imperialism was to break up the growing bonds of unity between the various tribes. Thus tribes which were coming together to face the European conqueror and aggressor were separated from each other and in many cases turned against each other.

Tribalism is at a certain stage of social and economic development. Out of the tribal society has grown the nation state. Basically the tribal form of society is based on communal ownership of land with chieftainship as its political form of government. The chief is the political head of the tribe, but he is responsible to the people and cannot go against their collective wishes.

With conquest, this form of social organization disintegrated and the people became part of the wider world capitalist system based on wage slavery. The economic basis of tribalism was undermined, for with the compulsory payment of taxes, money had to be found. This meant working in the mines, factories and plantations

While this was so, imperialism saw to it that large areas remained undeveloped with no roads or railways. This encouraged regionalism and tribal thinking. The Portuguese, like the other imperialists, also encouraged tribalism and the one way in which they did this was to preserve some of its features, one of which was chieftainship. The chief now was the agent of his colonial master and because they paid him, he had to carry out their orders and instructions. While they left large areas undeveloped, with only a subsistence economy, there were sectors which were incorporated into the world capitalist economy. These were the rubber, cotton, sisal, coffee, tea plantations as well as tin, coal, gold and copper mines. So, on the one hand, there was stagnation in large sectors of the economy, while on the other hand, the rural and urban workers were linked in a network controlled by giant international monopolies. This uneven and lopsided economy was what imperialism left behind when it granted political independence.

Adapted from: *Eduardo Mondlane*

(a) In about 150 words, summarise how imperialism has used tribalism to slow progress towards nation building in Africa.

2A. Read the passages below and answer the questions that follow it by writing your answers in the spaces provided.

I was born on 11th November 1919. By the time I arrived my father was already past middle age. Of his eight children only five sons survived. The others, all girls had died long before I was born.

At the very onset, my brothers might have looked upon me with some misgiving. Mongol parents do not write wills. When the head of the family dies, property is distributed equally to male heirs. Daughters do not receive any inheritance, but are given a precious dowry at the time of their marriage. As there were already four sons, my arrival could only mean a smaller proportion of the family property for each of them. If, however, they felt any resentment they never shared it. In my early childhood, my four brothers were always affectionate and protective towards me.

My native village contained some forty or fifty families, divided into two distinct groups. Our cluster of families occupied the northern section of the village. The other, in accordance with Mongol custom, lived in a direct line south. All members of both groups belonged to the Onon clan and were therefore related to each other to some degree. This close relationship resulted in a relaxed friendly atmosphere especially among the adult members of the community.

For the most part, our villagers were farmers; although logging and hunting provided additional income, it was the earth that gave us our livelihood.

Life in the Onon clan was regulated by an unwritten code of conduct. Special problems that concerned the whole community were decided by the area village council, consisting of six or seven elderly men known for their wisdom and broad experience. The relationships of each person to every member of the village were rigidly prescribed and clearly understood by all. Parents drilled into their children a deep-seated respect for the elders and unquestioning obedience.

Very elderly people were treated with the utmost respect, and courtesy by all. Wealth, poverty or position in life had nothing to do with this. According to the thinking of our people, honours and riches are bestowed by mere men, but ripe old age is a gift from Heaven!

Adapted from: *Family life in Mongolia* by Rounge Onona, A description of his childhood.

Answer questions 2.1 to 2.5

- 2.1 Why may the writer's brothers have looked at him with some misgiving?
 - 2.2 How did daughters receive part of their family property?
 - 2.3 What brought about the friendly atmosphere between the two groups of the Onon clan?
 - 2.4 How did the villagers earn a living?
 - 2.5 Explain the meaning of the following words as used in the passage.
 - (a) By the time I arrived
 - (b) At the very onset
 - (c) relaxed friendly atmosphere
 - (d) unwritten code of conduct
- 8.

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

The parents of the boys at school naturally play a big role in the schoolmaster's life and are responsible for many of his sorrows. There are all kinds and classes of them. Most acceptable to the school master is the old fashioned type of British father who enters his boy at the school and says: "Now I want this boy well thrashed if he doesn't behave himself. If you have any trouble with him, let me know and I will come and thrash him myself. He's to have a shilling a week pocket money and if he spends more than that, let me know and I will stop his money altogether."

Brutal though this speech sounds, the real effect of it is to create a real prejudice in the little boy's favour, and when his father curtly says, "Goodbye, Jack," and he answers, "Goodbye father," in a trembling voice, the schoolmaster would be a hound indeed who could be unkind to him.

But very different is the case of the up-to-date parent. "Now I've just given Jimmy fifty dollars," he says to the school master in the same tone as he would use to an inferior clerk, in his office. "And I've explained to him that when he wants any more he's to tell you to go to the bank and draw for him what he needs". After which he goes on to explain that Jimmy is a boy of very peculiar disposition requiring the greatest nicety of treatment; that they find if he gets in tempers the best way is to humour him and presently he'll come round. Jimmy, it appears can be led, if gently led, but never driven. During all of which time the schoolmaster, insulted by being treated as an underling -for the iron bites deeply into the soul of every one of them - has already fixed his eye on the undisciplined young pup called Jimmy with a view to trying out the problem of seeing whether he can't be driven after all.

But the greatest nuisance of all to the schoolmaster is the parent who does his boy's home exercises and works his boy's sums. I suppose they mean well by it. But it is a disastrous thing to do for any child.

I remember one case in particular of a parent who did not do the boy's exercise but, after letting the boy do it himself, wrote across the face of it a withering comment addressed to me and reading: "From this exercise you can see that my boy, after six months of your teaching, is completely ignorant. How do you account for it?"

I sent the exercise back to him with the added note; "I think it must be hereditary".

Source: *College Days* by Stephen Leacock

2.6 The writer's sympathy was basically with the.....

- A. parents
- B. boys
- C. school
- D. school master

2.7 The up-to-date parents are to their children.

- A. hostile
- B. brutal
- C. lenient
- D. cruel

2.8 Jack's father is

- A. very strict
- B. over protective
- C. very possessive
- D. polite

2.9 are responsible for many of the school master's sorrows.

- A. Schools
- B. Boys
- C. Parents
- D. Parents and boys

2.10 Which of the parents is the greatest nuisance in the writer's view? The one.....

- A. who advocates for child beating
- B. provides a lot of pocket money
- C. gets involved in the boys' assignments
- D. doesn't care about the boys' work

3A. Rewrite each item in 3.1 to 3.10 according to the instructions. Do not change the meaning of the original sentence.

3.1 The food was very hot. We could not eat it. (Re-write using:**too**.....)

3.2 Mt. Kilimanjaro is not as high as Mt Everest. (Re-write using ... **than**)

3.3 He said to me, "Where do you live?" (Begin: **He asked**.....)

3.4 We do not know the man. We gave their letters to him. (Join using: **whom** ...)

3.5 They would rather join any other school than repeat the class. (Begin: **They would prefer** ...)

3.6 Mary's mother does not think it is good for young girls to wear make-up. (Re-write using: **...approve**.....)

3.7 Is it really necessary for you to bring all the luggage? (Begin: **Do you**)

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

3.9 Could you give me some information please? (Use: **I wonder**)

3.10 They achieved the stated goals. This was due to the director's guidance.
(Rewrite using: **if it were not**)

3B. Complete the sentences 3.11 to 3.2 with the most suitable answer among the given alternatives. Put a ring around your best choice.

- 3.11 The naughty student persisted defying the school regulations.
A. with
B. by
C. on
D. in
- 3.12 During the strike property was destroyed.
A. many
B. a lot of
C. several
D. a number of
- 3.13 The new book is a **flop**. The bolded word means
A. failure
B. success
C. fake
D. shame
- 3.14 Hardly had my father gone out my sister gave us a tasteless food to eat.
A. where
B. when
C. than
D. no sooner
- 3.15 You live in Entebbe,
A. is it?
B. do you?
C. don't you?
D. aren't you?
- 3.16 If the parents had come earlier, we students in time.
A. would release
B. would have released
C. will be releasing
D. will release
- 3.17 The decision to stop corporal punishment brought ... a change in discipline.
A. down
B. out
C. about
D. up
- 3.18 President Nkrumah was a famous African leader who had his weaknesses.
A. never ever
B. as usual
C. always
D. nevertheless
- 3.19 Which of the following sentences is correctly punctuated?
A. She opened the door and shouted, "who is there."
B. She opened the door and shouted "who is there?"
C. She opened the door and shouted, "Who is there?"
D. She opened the door and shouted, "who is there"?

3.20 You had never met him before, had you?

- A. "Yes, of course not."
- B. "No, of course I had."
- C. "No, I had of course."
- D. "Yes, of course."

ANSWERS

1. How imperialism has used tribalism to slow progress towards nation building in Africa.

Rough copy

- Imperialism broke up the growing bonds of unity between tribes
- Instead of tribes uniting against the conquerors, they were turned against each other
- The economic basis of tribalism was undermined
- Large areas remained undeveloped with no roads or railways which encouraged regionalism and tribal thinking
- Tribalism was encouraged by promoting its features such as chieftainship
- Chiefs were paid by the imperialists to serve as their agents in implementing their orders and instructions
- Large sectors of the economy were stagnated and the rural and urban workers were controlled by big international monopolies

Fair copy

Imperialism used tribalism to slow the progress towards national building in Africa by broking up the growing bonds of unity between tribes. They ensured that instead of tribes uniting against the conquerors and aggressors, they were instead separated from each other and turned against each other. The African social organization of communal land ownership which formed the economic basis of tribalism was undermined by the imperialists. In addition, large areas remained undeveloped with no roads or railways which encouraged regionalism and tribal thinking. They encouraged tribalism by preserving some of its features such as chieftainship. The chiefs became the agents of the colonialists and they were paid to carry out the orders and instructions of the imperial masters. They left some large areas undeveloped, with only subsistence economy. There was stagnation in large sectors of the economy and the rural and urban workers were controlled by big international monopolies.

2A 2.1. The writer's brothers may have looked at him with misgivings because his arrival could only mean a smaller proportion of the family property for each of them to inherit.

2.2. Daughters were given a precious dowry at the time of their marriage.

2.3. All the members of the Onon clan were related to some degree.

2.4. The villagers were mainly farmers but also got additional income from logging and hunting.

2.5. (a) the time the writer was born

(b) from the very beginning/start

(c) calm peaceful mood/feeling/environment

(d) informal rules/regulations/principles governing behaviour

2B 2.6. The writer's sympathy was basically with **the schoolmaster. (D)**

- 2.7. The up-to-date parents are **lenient** to their children. (C)
 2.8. Jack's father is **very strict**. (A)
 2.9. **Parents** are responsible for many of the school master's sorrows. (C)
 2.10. The one **who gets involved in the boys' assignments**. (C)

- 3A** 3.1 The food was too hot for us to eat.
 3.2 Mt. Kilimanjaro is shorter than Mt Everest **OR** Mt. Everest is higher than Mt. Kilimanjaro.
 3.3 He asked me where I live.
 3.4 We do not know the man to whom we gave their letters.
 3.5 They would prefer joining any other school to repeating the class.
 3.6 Mary's mother does not approve of young girls wearing make-up.
 3.7 Do you really need to bring all the luggage?
 3.8 Serious as the situation was, we did not give up hope.
 3.9 I wonder if you could give me some information.
 3.10 They would not have achieved the stated goals if it were not for the director's guidance.
- 3B** 3.11 The naughty student persisted **on** defying the school regulations. (C)
 3.12 During the strike **a lot of** property was destroyed. (B)
 3.13 The new book is a **flop**. The bolded word means **failure**. (A)
 3.14 Hardly had my father gone out **when** my sister gave us a tasteless food to eat. (B)
 3.15 You live in Entebbe, **don't you?** (C)
 3.16 If the parents had come earlier, **we would have released** students in time. (B)
 3.17 The decision to stop corporal punishment brought **about** a change in discipline. (C)
 3.18 President Nkrumah was a famous African leader who **nevertheless** had his weaknesses. (D)
 3.19 **She opened the door and shouted, "Who is there?"** (C)
 3.20 **"Yes, of course."** (D)
- 4.

2017 PAPER 1

*This paper has **two** sections, A and B. You must attempt both sections. Answer TWO questions in all. Question 1 is compulsory. Choose one other question from Section B.*

SECTION A

Question 1: Compulsory question

Assume you are a traffic officer on duty and an accident occurs. Write a report to your supervisor, The Traffic Control Officer, regarding that accident (Use 250 - 300 words.)

SECTION B

Choose one of the following topics and write a composition of 500-600 words

1. Describe one occasion when you consider you were right to lose your temper.
2. Do you consider the Computer a useful invention? Give reasons for your answer.

3. Write a composition beginning: Suddenly, came the question that sent shivers down my spine: “Is there any reason why the two should not become husband and wife?”
4. Write a composition with the title. Where there's a will there's a way.
5. Write a composition ending, “..... my moment of pride had just been ruined”.
6. Discuss what students can do to raise their own pocket money during holidays.

PAPER 2

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

Justice should include mercy and forgiveness, but the death penalty in the United States is not only unforgiving, it is also unfair. Although some believe that it provides justice for the worst sorts of crimes, in practice it does not work. Racial minorities, the poor, the mentally ill, and the retarded are more likely to receive a death sentence than other segments of the population. Even innocent people have received the death sentence.

In Illinois, more than half of 300 death sentences were reversed or reduced on appeal. It is troubling that a person might be executed for a crime that one did not commit. Not only would the wrong person be executed, but also the real killer would still be free, perhaps threatening other innocent people. The danger that innocent people will be executed is increasing. Many people on death row were convicted and sentenced more than ten years ago, before the introduction of DNA and other sophisticated forensic tests in criminal trials. These inmates may be able to prove their innocence with modern scientific testing but do not have the money or other support to investigate their cases.

The death penalty does not deter murder and other crimes. According to the FBI's preliminary uniform crime Report for 2002, the murder rate in the South increased by 2.1 percent from 2001, while the murder rate in the North East decreased by almost 5 percent. The South accounts for 82 percent of all executions since 1976; the North East accounts for less than 1 percent. The California Paralegal's Association also reported that four new studies threw further doubt on the deterrent effect of the death penalty. In addition, abolition of the death penalty has not led to an increase in murder. The homicide rate has not increased in the twelve U.S. states that have abandoned it.

The United States might lose its moral and political leadership in the world because of its use of the death penalty. Most U.S. allies have abolished capital punishment. Canada, Mexico, and most of Central and South America have eliminated it as has Western Europe. Russia commuted the death sentence for all 700 inmates on death row. More than 100 countries have abolished the death penalty. Many countries are also concerned about how the United States applies the death penalty. There is an international ban on executing juvenile offenders and the mentally retarded, but the United States leads the world in executing juvenile inmates. Texas alone executed seven inmates under the age of eighteen. The United States also regularly executed the mentally retarded; twenty-six states permitted it until a recent Supreme Court decision prohibited the practice. The world increasingly views the United States as violating international laws and human rights because it executes its citizens and citizens of other countries. The death penalty is immoral and ought to be abolished.

(Adapted from; *Speak Out! Debate and Public Speaking in the Middle Grades* by Kate Shuster and John Meary.)

Question:

In about 100 words, summarise the speaker's major arguments for the need to abolish the death penalty in the United States.

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

The pigs had set aside the harness-room as a headquarters for themselves. Here in the evenings they studied black-smithing, carpentry, and other necessary arts from books which they had brought out of the farm-house. Snowball also busied himself with organizing the other animals into what he called Animal committees. It was found that the stupider animals, such as the sheep, hens and ducks were unable to learn the seven commandments of Animalism by heart. After much thought, Snowball declared that the seven commandments could in effect be reduced to a single maxim, namely; 'Four legs good, two legs bad'. This, he said, contained the essential principle of Animalism. Whoever had thoroughly grasped it would be safe from human influences. The birds at first objected since it seemed to them that they also had two legs.

'A bird's wing, comrades', said Snowball, 'is an organ of propulsion and not of manipulation'. It should also be regarded as a leg. The distinguishing mark of a man is the hand, the instrument with which he does all his mischief. The birds did not understand Snowball's long words but they accepted his explanation and all the humbler animals set to work to learn the new maxim by heart. FOUR LEGS GOOD, TWO LEGS BAD was inscribed on the end of the wall of the barn, above the seven commandments and in bigger letters.

The mystery of where the milk went to was soon cleared up. It was mixed every day into the pigs' mash. The early apples were now ripening and the grass of the orchards was littered with windfalls. The animals had assumed as a matter of course that these would be shared out equally; one day, however, the order went forth that all the windfalls were to be collected and brought to the harness room for the use of pigs. At this, some of the other animals murmured but it was no use. All the pigs were in full agreement on this point, even Snowball and Napoleon. Squealer was sent to make the necessary explanation.

'Comrades!' he cried, 'You can now imagine I hope, that we pigs are doing this in a spirit of selfishness and privilege! Our sole objective in taking these things is to preserve our health.'

'Milk and apples (this has been proved by science) contain substances absolutely necessary to the well-being of a pig. We pigs are the brain workers. The whole management and organization of the farm depends on us. Day and night we are watching over your welfare. It is for your sake that we drink that milk and eat those apples. Do you know what would happen if we pigs failed our duty? Jones would come back. Yes, Jones would come back!' Now if there was one thing that the animals were certain of, it was that they did not want Jones back. When it was not that, on this right they had no more to say.

The importance of keeping pigs in good health was all too obvious. So they agreed without argument that the milk and windfall apples should be served to pigs alone.

(Adapted from 'Animal Farm' by George Orwell.)

Questions:

2.1 Give two roles of the pigs on the farm.

2.2 (a) Why were the Seven commandments reduced to one single maxim, "Four Legs Good, Two Legs Bad"?

(b) "Four legs good, two legs bad". Why was this choice made?

(c) What, according to the passage, makes a bird an animal?

- 2.3 What reasons does Squealer give for the need to preserve the pigs' health?
- 2.4 What do you feel about the pigs' behaviour towards other animals? Give a reason.
- 2.5 (a) Explain the meaning of the words/expressions below as they are used in the
- (i). manipulation
 - (ii). orchard was littered with windfalls.
 - (iii). some of the animals murmured
 - (iv). brain workers.

Read the following passage carefully, and then answer the questions that follow.

Leisure is one of the three greatest rewards of being a teacher. It is, unfortunately, the privilege which teachers most often misuse. But let us leave that point meanwhile: we can come back to it later, with some constructive suggestions. There is not too much leisure in the world....

The teacher's second reward is that he is using his mind on valuable subjects. All over the world people are spending their lives either on doing jobs where the mind must be kept numb all day, or else on highly rewarded activities which are tedious or frivolous. One can get accustomed to operating an adding-machine for five and a half days a week, or to writing advertisements to persuade the public that one brand of cigarettes is better than another. Yet no one would do either of these things for its own sake. Only the money makes them tolerable. But if you really understand important and interesting subjects, like the structure of the human body or the history of the two World Wars, it is genuine happiness to explain them others, to feel your mind grappling with their difficulties, to welcome every new book on them, and to learn as you teach.

With this the third reward of teaching is very closely linked. That is the happiness of making something. When the pupils come to you, their minds are only half-formed, full of blank spaces and vague notions and oversimplifications. You do not merely insert a lot of facts, if you teach them properly. It is not like injecting 500 cc. of serum, or administering a year's dose of vitamins. You take the living mind, and mould it. It resists sometimes. It may lie passive and apparently refuse to accept any imprint. Sometimes it takes the mould too easily, and then seems to melt again and become featureless. But often it comes into firmer shape as you work, and gives you the incomparable happiness of helping to create a human being. To teach a boy the difference between truth and lies in print, to start him thinking about the meaning of poetry or patriotism, to hear him hammering back at you with the facts and arguments you have helped him to find, sharpened by himself and fitted to his own powers, gives the sort of satisfaction that an artist has when he makes a picture out of blank canvas and chemical colourings, or a doctor when he hears a sick pulse pick up and carry the energies of new life under his hands.

(Adapted from: *The Art of Teaching*, London.)

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

- 2.6 The passage tells us that teachers
- A. prefer leisure to teaching.
 - B. learn as they teach.
 - C. like the structure of the human body.
 - D. are happy doing frivolous activities.
- 2.7 The main reason people do tedious work is to

- A. advertise their jobs.
- B. earn a living.
- C. work for the sake of doing so.
- D. get accustomed to their jobs.

2.8 People in other professions other than teachers

- A. do not always derive pleasure out of their work.
- B. do not use their brains during leisure.
- C. do not have time for leisure.
- D. are more rewarded than teachers.

2.9 “Sometimes it takes the mould too easily.” The word mould in this sentence refers to

- A. learner.
- B. teacher.
- C. content.
- D. clay.

2.10 The best title for this passage could be

- A. the pressure of teaching.
- B. teaching is leisure.
- C. leisure and teaching.
- D. the rewards of teaching.

3A. Re-write each item in 3.1 to 3.10 according to the instructions. Do not change the original meaning of the sentence

3.1 Jeremiah loves Prisca. Prisca also loves Jeremiah.

(Join into one sentence using ...as much as)

3.2 “What! Are you going to leave me alone?” she said. *(Re-write using indirect speech.)*

3.3 When Buyi entered the mosque, the lights went off. *(Begin: Scarcely)*

3.4 Although the master on duty tried to stop them, the students refused to obey.

(Re-write beginning: No matter)

3.5 The school master was leaving the village and everybody seemed sorry.

(Re-write using when)

3.6 Come early or you will not be able to get a ticket. *(Re-write using: Unless)*

3.7 The song may sound funny to the people who understand the language but not to the local gathering. *(Re-write using: bound)*

3.8 The crowded ferry sank too quickly for anybody who could not swim to be rescued.

(Re-write using: “so that” instead of ‘too’)

3.9 He grew angrier. His friends laughed even more loudly. *(Begin: The.....)*

3.10 “Why did you go there?” *(Re-write ending: for.)*

3B. Complete the sentence 3.11 to 3.20 with the most suitable answer among the given alternatives. Put a ring around the best choice

3.11 By June next year, we..... in this school for four years.

- A. will be
- B. should be
- C. shall have been

- D. would have been
- 3.12** The plane touched..... Entebbe airport at six o'clock this Tuesday.
A. down
B. off
C. on
D. in
- 3.13** It is almost unbelievable she should fail to recognize her own daughter.
A. when
B. that
C. why
D. as
- 3.14** Much as the Mathematics paper was difficult, pupils got high marks.
A. few
B. very few
C. a few
D. so few
- 3.15** Margaret always..... her best clothes at parties.
A. dresses
B. puts on
C. wears
D. dons
- 3.16** The teacher spoke to us.....
A. in class, very rudely, this morning.
B. very rudely, this morning, in class.
C. this morning, in class, very rudely.
D. very rudely in class this morning.
- 3.17** The headmaster told to clean the classroom.
A. me and Peter
B. I and Peter
C. Peter and I
D. Peter and me
- 3.18** Among the applicants, John is the most for the job.
A. eligible
B. legible
C. illigible
D. illicit
- 3.19** Tabitha was wearing a
A. green torn party dress.
B. torn green party dress.
C. green party torn dress.
D. torn party green dress.
- 3.20** Go away,
A. won't you!
B. could you?
C. can't you

D. will you?

ANSWERS

1. The speaker's major arguments for the need to abolish the death penalty in the United States.

Rough copy

- The speaker advocates for the abolishing of the death penalty in the United States because it is troubling that a person might be executed for a crime that one did not commit while the real killer is living freely.
- The death penalty does not deter murder and other crimes just as the abolition of the death penalty has not led to an increase in murder cases.
- The world increasingly views the United States as violating international laws and human rights because it executes its citizens and those of other countries.
- The death penalty is immoral and ought to be abolished.

Fair copy

The speaker advocates for the abolishing of the death penalty in the United States because it is troubling that a person might be executed for a crime that one did not commit while the real killer is living freely. The death penalty does not deter murder and other crimes just as the abolition of the death penalty has not led to an increase in murder cases. The world increasingly views the United States as violating international laws and human rights because it executes its citizens and those of other countries. The death penalty is immoral and ought to be abolished.

- 2A 2.1 (i) The pigs organised and managed the other animals
(ii) The pigs were the brain workers
- 2.2 (a) the stupider animals couldn't learn the ten commandments so they were reduced to a single maxim which they could easily learn.
(b) It contained the essential principle of Animalism.
(c) A bird's wings are organs of propulsion and not of manipulation and are regarded as legs.
- 2.3 The pigs are the brainworkers and ensure the welfare and safety of other animals.
- 2.4 Disappointment/anger/contempt
- 2.5 (i) doing work using the hands
(ii) the fruit garden was full of fruits that had fallen on their own
(iii) some of the animals grumbled/complained quietly
(iv) thinkers/planners/managers
- 2B 2.6 The passage tells us that teachers **learn as they teach. (B)**
- 2.7 The main reason people do tedious work is to **earn a living. (B)**
- 2.8 People in other professions other than teachers **do not always derive pleasure out of their work. (A)**
- 2.9 "Sometimes it takes the mould too easily." The word mould in this sentence refers to **content. (C)**
- 2.10 The best title for this passage could be **the rewards of teaching. (D)**
- 3A 3.1 Jeremiah loves Prisca as much as she loves him.

- 3.2 She wondered whether I was going to leave her alone.
- 3.3 Scarcely had Buyi entered the mosque when the lights went off.
- 3.4 Not matter how hard the master on duty tried to stop the students, they refused to obey.
- 3.5 Everybody seemed sorry when the school master was leaving the village.
- 3.6 Unless you come early, you will not be able to get a ticket.
- 3.7 The song is bound to sound funny to the people who understand the language but not to the local gathering.
- 3.8 The crowded ferry sank so quickly that anybody who could not swim could not be rescued.
- 3.9 The angrier he grew, the more loudly/ louder his friends laughed.
- 3.10 What did you go there for?
- 3B. 3.11 By June next year, **we shall have been** in this school for four years. (C)
- 3.12 The plane touched **down** Entebbe airport at six o'clock this Tuesday. (A)
- 3.13 It is almost unbelievable **that** she should fail to recognize her own daughter. (B)
- 3.14 Much as the Mathematics paper was difficult, **a few** pupils got high marks. (C)
- 3.15 Margaret always **wears** her best clothes at parties. (C)
- 3.16 The teacher spoke to us **very rudely in class this morning**. (D)
- 3.17 The headmaster told **Peter and I** to clean the classroom. (C)
- 3.18 Among the applicants, John is the most **eligible** for the job. (A)
- 3.19 Tabitha was wearing a **torn green party dress**. (B)
- 3.20 Go away, **will you?** (D)