

**UGANDA MARTYRS UNIVERSITY  
INSTITUTE OF LANGUAGES AND  
COMMUNICATION STUDIES**

**DEPARTMENT OF LANGUAGES**

**COURSE UNIT: English Language and Grammar (ENG 1101)**

**DATE: 6<sup>th</sup> July, 2021**

**TIME: 9:30am – 4:30pm**

**NB: Indicate the following on the cover page of your answer paper:**

- **Your name**
- **Your faculty**
- **Registration number**
- **Course unit**
- **Campus of study**

**Send your work to [rmudhasi@umu.ac.ug](mailto:rmudhasi@umu.ac.ug)**

**Carefully read through the instructions before answering each question.**

**NB: Attempt all questions**

**Choose the right sentence: (10 marks)**

1. a) Mary accused her sister with stealing her book.  
b) Mary accused her sister for stealing her book.  
c) Mary accused her sister of stealing her book.
  
2. a) The team was absorbed in rescuing survivors.  
b) The team was absorbed at rescuing survivors.  
c) The team was absorbed with rescuing survivors.
  
3. a) She aimed her gun on the target.  
b) She aimed her gun at the target.  
c) She aimed her gun against the target.

- 4. a) The father is anxious about his health.
- b) The father is anxious for his health.
- c) The father is anxious with his health.

- 5. a) He arrived at Kampala at noon.
- b) He arrived at Nkozi at noon.
- c) He arrived in Nkozi at noon.

**6. Choose the right word from those provided in brackets to complete the sentences below. (5 marks)**

- a) My book is different ..... yours. (*than, from, with*)
- b) John was disappointed ..... not winning the race. (*at, with, for*)
- c) The teacher divided the class ..... four groups. (*in, into, among*)
- d) Kato was cured ..... his illness. (*of, for, from*)
- e) Rwenzori Mountain is covered ..... snow. (*in, by, of*)

**7. Pick out the wrong sentences. (5 marks)**

- a) You can't avoid to say what is your mind.
- b) Excuse our being so late.
- c) Have you finished to work?
- d) Sarah enjoys to play the piano.
- e) I don't remember having washed the car.
- f) I look forward to going back to school soon.
- g) The cars have almost stopped to move.
- h) The lecturer told me that he might come.
- i) He said he would come tomorrow.
- j) He said Kampala was a beautiful city.

**8. Academic writing (40 marks)**

**Instructions:**

- a) Write a 500-word academic essay on any topic of your choice. Provide a title to your essay.
- b) Explain how your essay illustrates five of the characteristics of academic writing.

**9. Making notes (40 marks)**

**Instructions:** Summarise the following report in note form. Your notes should be paragraphed; and the paragraphs given subheadings to help you in the organisation of the material. Include a conclusion at the end of your notes. The summary should not be more than 200 words.

## **EDUCATION FOR MARRIAGE**

We have set out our reasons for recommending that the age of free marriage should be brought down to 18. But at whatever age you embark on it, marriage is a shatteringly serious step and the less experience of the world you have the greater trouble you should take to make sure you know what it is all about. We think, and we said in our general introduction, that with the age at which young people are marrying (with or without parental consent) going down, it is absolutely essential that everything possible should be done to educate young people in human relationship while we still have them there to educate – that is to say, while they are still at school.

In addition to the development of this work by the schools themselves, we know of the immensely valuable help along these lines given by voluntary organisations in this field and by individuals who work as counsellors; we know, too, how they have helped parents as well as children to understand the problems of adolescence. The National Marriage Guidance Council, particularly, has broken new and fruitful ground in shifting the emphasis from the platform to the group discussion, where the young can not only talk out their problems but convince each other of the differences in outlook and behaviour between girls and boys. In 1965, under their auspices, close to 51,000 young people in schools and clubs attended talks and discussions on personal relationships, while over 4,000 people attended marriage preparation discussions. This, of course, is a minute proportion of the whole age-group involved, but the experience gained by the Council is drawn upon by an increasing number of Local Education Authorities who have sought their help in training selected teachers to carry on this work in their own schools.

The demand for this service, both among the young people themselves and among the teachers, is rapidly increasing, but it is of the utmost importance that the people who carry it out should be most carefully selected and trained, and this depends largely on grants from public funds, both central and local. As far back as 1956 the Royal commission on Marriage and Divorce said in its report:

“We consider that the removal of this major source of marital unrest can be achieved only by the development of a carefully graded system of education for young people as they grow up, in order to fit them for marriage and family living, and by the provision of specific instruction for those about to enter marriage. By ‘Education’ we do not mean merely formal education in school but education in the widest sense. Voluntary agencies which have proved their worth should receive assistance from public funds. Their activities should be widely publicised and their services so developed throughout the country as to make them readily available to everyone.” It is interesting to note that the Working party of the British Council of Churches, reporting in 1966 under the title “Sex and Morality”, gave as their first recommendation: “Courses on human relations should become part of the curriculum of all schools, and developed at appropriate points up to and including the sixth form.”

The trouble is that it is so easy to recommend that people shall be taught something and so hard to see that such teaching is actually done; any recommendation however well-meaning can become just one more circular from the Ministry to fill the waste-paper basket. Or, perhaps even worse, it can become an item on the timetable half-heartedly dealt with by unconvinced staff and bored youngsters who would far rather be teaching history or playing football respectively. The key to the situation is, as usual, money – money and personnel. Properly trained people will get the right response; and we know from experience that once the success of such a project is proved in one school it will be widely taken up elsewhere.

The government grant to the National Marriage Guidance Council in 1966 was only £42,000 in spite of the enormous volume of work. The Council’s educational work among young people could be greatly expanded if larger grants were available. All that we have said applies equally, of course, to the Catholic Marriage Advisory Council. *The present grants are in our opinion much too small and should be greatly increased.*

We have said that the young today are increasingly mature, sophisticated and reliable; we attribute this to affluence, good physical development and improved education. It is essential that we realise how important it is not to let this last lag behind, and to recognise it with hard cash; to see that our children growing up are educated not just in chemistry or the use of power drills, but in life, liberty and the pursuit of married happiness.

