

KIYALA HIGH SCHOOL
MID-TERM TWO ASSESSMENT TEST 2024
ENGLISH LANGUAGE

S.2

Time; 2 hours

INSTRUCTIONS;

- *This paper consists of **three** sections: **A, B and C** and has **three** assessment Items.*
- Respond to all items in section A, B and C.

SECTION A

Item 1

Fill in the blanks with the most suitable form of the word in brackets.

1. John often his friend. (**visit**)
2. Tom football as Peter is washing the clothes. (**play**)
3. John and Kato.....the mathematics assignment questions together. (**discuss**)
4. Nankya washed the clothes clean (**sparkle**)
5. Of the two games, Tumbo plays Rugby.....(**well**)
6. The tree fell and is leaning our house. (**preposition**)
7. She asked the question,(**give a question tag**)
8. His friend Sarah is all the world to him. The underlined phrase means.
.....
9. Captain James was made commander in-chief due to his.....(**brave**)
10. Our school for Third Term holidays last week. (**break**)
11. My brother has now retired and lives..... a meagre pension.
12. She could not give me some of the money, as it was not hers
13. Punctuate the following sentence correctly: **may i see you please**
.....
14. The girls in upper school heard the teacher suddenly loudly in pain. (**scream**)
15. driven more carefully, he would not have crashed. (**have he**)
16. The school is hidden.....view by a clump of trees.
17. Change the following sentence to an indirect speech. “**You must see the doctor tomorrow! He said.**
.....
18. Mr. Mukasa to Mombasa by October. (**go**)
19. The choir is singing in (**together**)
20. A group of owls is called

Item 2

Read the passage below and answer the questions that follow.

At home in the village

When girls reach primary school age, their time for playing is nearly over. Home training and stricter discipline begin. The child now has real duties to do. If she has younger sisters or brothers, she will be their nurse. I was my little cousin's nurse for about a year. How I loved that baby! I wanted to be with him all the time. Perhaps this was because I had asked to be his nurse; the duty had not been forced on me.

By the time the baby was able to walk well and firmly, and another cousin was old enough to be his nurse. I had to give him up so that I could go to school.

If a girl does not have a young child to look after, and sometimes even if she does, she is expected to make two or three journeys to the well, to fetch water. If her mother is cooking beans or millet, she may be told to keep the fire burning. It may be her job also to look after the millet or peas spread out in the sun to dry. She will have to keep the chickens away, and collect the food and put it in the house if it rains. A girl of eight or nine may be expected to grind millet or simsim with her mother, or go to the fields with her mother and help her to dig. If her father is a way at meal times the little girl may be asked to cook for him, and have food ready by the time he comes back.

There are two reasons for this thorough training of a girl. It is partly to prepare her for her future duties as a wife and mother, and partly to help the mother, who, in Acholi villages, has many important jobs to do. A mother, who has daughters, or even one daughter, from five years old upwards, has a lot of help with her household duties.

The girls who go to school, of course, have much less time for doing any house-hold tasks. Many girls have to leave their homes at seven in the morning, and return as late as half-past seven in the evening. From primary three, if the school is several miles away. They cannot come home for lunch, so they have little time to practice cooking and other house-hold duties. But some Acholi parents still keep certain tasks for their primary school girls to do.

Since most of the secondary schools are boarding schools, the older girls who attend them are away from their homes for nine months of the year, and so are out to reach of further traditional training by their mothers. For this reason, schools are often considered by Acholi parents to be making their daughters lazy. There is sometimes trouble between the girls and their mothers when they return home. At school, the girls are given many heavy

school assignments, but little if any manual work to do. When they come home they do not like having to spend the whole day in the hot sun, weeding in the fields with their hands. They dislike having to grind large amounts of millet on the grinding stone. How can they keep clean and smart, they ask, with all these dirty jobs to do?

But not all girls feel like this about manual work. My four sisters and I, my brother, my late mother, my present stepmother, my father, and some of his brothers all worked in the fields when I was growing up. We still love farm life. My sister, who has just returned from almost two years of infant teacher training in England, tells us how she used to miss the work in the fields, especially during the long holidays. Her British friends could hardly believe that this was true. I myself, when I was home for recent Easter break from university, sowed our whole groundnut crop, and was proud of it.

Task

- a) What kind of duties are given to Acholi girls at the age of eight or nine? **(03 marks)**

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

- b) Why are most secondary-school girls out of reach of their mothers' training? **(01mark)**

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

- c) "Her British friends could hardly believe that this was true "Why was this so? **(02 marks)**

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

- d) What happened to the writers' mother when he was growing up? How do you know? **(02 marks)**

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

- e) Explain the meanings of the following words and expressions as used in the passage: **(02 marks)**

- i) Nurse

.....
.....

ii) Manual work.

.....
.....

iii) Households tasks.

.....
.....

iv)miss the work.

.....

SECTION B

Rewrite the following sentences as instructed in brackets. Do not change the meaning unless you are told to do so.

1. Muhumuza likes teaching. Fortunate likes teaching. (*Join into one sentence using... as well as...*)

.....

2. As Gladys was entering the room, there was a power failure. (*Rewrite using 'scarcely'*)

.....
.....

3. Reuben was sick. He did the exam. (*Join into one sentence using 'although'*)

.....
.....

4. Moses would have scored the goal if he had listened to the referee. (*Begin: Had Moses not.....*)

.....
.....

5. She loves beanth and potho.....
(*Complete the sentence with the correct question and answer tags;*)

.....
.....

6. The visitor requested the gatekeeper to direct him to the career guidance office. (*Rewrite using direct speech*).

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

7. Musa is kind. Musa is intelligent.

(Rewrite as one sentence and begin: Not only is)

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

8. Monica was appointed Minister of Health because of her involvement in the fight against

Covid-19.

(Begin: Having involved....)

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

9. Livius was brave but she ran away at the sight of a lion. (Begin: Brave as.....)

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

10. I will give you some mangoes tomorrow. (Rewrite in the negative)

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

SECTION C

Item 3

As the health prefect of your school, present a speech you would give during the general assembly.

GOODLUCK

