

SOLUTIONS TO FUNCTIONAL WRITING AND ENGLISH

PAPER 2

UNEB Questions

From 2000 to 2020

Warning

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PREFACE

This is a self-study guide with relevant information on functional writing, summary writing, free response and alternative choice comprehensions. It also explains common grammar concepts which aid the answering of free response and alternative response grammar questions.

The answers provided in this text are for purposes of showing how things should be done with answering questions on the various aspects of the English language.

The text is a conduit to a distinction in U.C.E English language.

About the Authors

The authors of this text are seasoned teachers of English language and literature in English. They are prolific writers who have authored numerous books on the two subjects and even General Paper.

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Introduction

Functional writing refers to the form of writing that serves a specific purpose or function. It involves organising ideas coherently and logically for a practical purpose. Functional writing involves writing *letters, reports, diaries, plays, notices, minutes, curriculum vitae, statements* among others.

REPORT WRITING UNEB 2019 AND 2017 (On-spot/ incidental reports)

A report is a formal, written document prepared to provide facts about a particular incident, occurrence, event or occasion. In a report, relevant information is presented in a clear, orderly and objective manner about a happening or any topic one has chosen to handle. The report may be about an accident, a fight, an unplanned attack etc. It involves a narration of what happened from one step to another as it happened. An incidental report should have the following components:

- The heading in capital letters or in small letters and underlined. The heading should contain the receiver, what the report is about.
- Introduction; write the date, time, location of the incident, the people or objects involved and mention the incident in one paragraph.
- Provide the main details of the incident in indented paragraphs; how the incident happened, the victims- their personal details and their state of injuries.
- Write the events that followed the incident; interventions taken by concerned people around, rescue missions if any or actions taken by passersby.
- Concluding remarks; what was your personal observation about the incident? How could it have been averted?
- A statement, "Report compiled by" should end with a comma
- Signature is a must for the writer
- Writer's name in capital letters
- Designation of the writer/position/title
- The date of compiling the report

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. **UNEB 2019 AND 2017**

SOLUTION
Question 1 (2020)

A REPORT TO THE TRAFFIC CONTROL OFFICER ABOUT AN ACCIDENT THAT OCCURRED ON MASAKA-MBARARA HIGHWAY

On 14th March, 2017, I was on duty at Nkoni, near the junction to St. Joseph's Secondary School at 09:45 hours when a tragic accident occurred between a Saloon car registration number UBB 804 D and a trailer of registration number UAH 250 J. It involved two errant drivers and one careless cyclist.

On that day the weather was chilly and foggy. Therefore, there was poor visibility. These limitations notwithstanding, both drivers; of the saloon car and the trailer were driving at breakneck speed. The cyclist emerged out of the blue and attempted to cross the road. In an attempt to save the cyclist, the driver of the trailer, who was coming from Masaka side, lost control and rammed into the saloon car from Mbarara side in a head-on collision.

Both drivers died on the spot. The cyclist whose identities could not be established since he had no identification on him was rushed to Masaka Regional Referral Hospital for treatment.

While it is common sense that any driver is expected to slow down when driving along a foggy area, the two drivers did the contrary. Perhaps it is high time the Community Liaison Departments sensitized all drivers against speeding when there is poor visibility to alleviate the occurrence of such accidents in future.

*Compiled by,
OFUMBI CHRISPUS
Traffic Officer
16th March, 2017.*

SPEECH WRITING

UNEB 2018, 2011, 2010, 2005, 2004, 2002 AND 2000

A speech is a talk (formal or informal) given to an audience. There are written and spoken speeches; it depends on the occasion and type of speech. The different occasions when speeches are made include: weddings, graduations, burials (eulogies), political rallies, debate competitions, at school assemblies among other gatherings. The speeches at these occasions may be persuasive, motivational, informative or merely entertaining. There are two categories of speeches; planned and impromptu speeches. The following should be taken into consideration when writing a speech:

- It should have a title/ heading. The title should indicate that it is a speech. The audience and purpose of the speech should also be reflected.
- Protocol from the highest to the lowest position of the people in the audience should be observed in horizontal format (in continuous prose). No words like "protocol observed". It should end with "ladies and gentlemen".
- Greetings, for example, 'good morning', 'good afternoon' or 'good evening' depending on the time of delivering the speech.
- Self-introduction (either name or title, or both)
- Introduction of the subject of the speech, for example 'how to avoid fire in the school'.
- Content of the speech should be presented in indented paragraphs beginning with the most important issues first and the least important ones in the last paragraphs. Each point should be supported with additional details.
- The conclusion should be meaningful and relevant to the subject of the speech. Make lasting remarks. It may be a word of caution, a warning, a blessing or just a 'thank you'.
- The speech should be in the first person narrative voice, in appropriate register, correctly punctuated, in present tense, using apt grammatical expressions and have speech indicators (e.g. 'Let me take this moment to welcome you', 'I'd like to draw your attention to...'). Repetitions and interjections may be used. Short

forms and contractions are allowed. Check your spellings to be sure they are correct.

Questions

1. Imagine that your head teacher has invited you to speak to **Form One** students about how to avoid fire in school.

Write out your speech using the following points:

- *Possible causes of fire*
 - *Things that a student should not possess while at school*
 - *How to detect wrong elements*
 - *What to do in case there is a fire*
 - *The available fire fighters and how to use them*
 - *Being in the right place at the right time (UNEB 2018)*
2. Your school has organized 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 organizing*
 - *Suggestions to the school administration to organize better (UNEB 2011)*
 3. You are the Head Prefect at you school. Recently there have been many violent strikes in various schools in the country. Write a speech you would deliver at a conference organized for Head Prefects in your district on the dangers of such strikes. You may include some or all 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*
 4. 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 worlds 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 (UNEB 2005)*
 5. 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 her class tips about:
 - *Preparing for a debate*
 - *Presenting one’s views or points*
 - *Handling challenges from other speakers and the audience*
 - *Summarizing one’s points*Present, short, clear and convincing notes of your talk to senior two(**UNEB 2004**)
 6. Write a brief speech that you would make to thank an official of the Ministry of Education who has just laboratory equipment to your school. (**UNEB 2004**)
 7. The Ministry 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 the school*
 - *academic requirements*

- financial needs
 - benefits expected from the building (UNEB 2002)
8. You are the Discipline Prefect of your school. Write a speech that you would present on your school's open in the presence of a named guest of honour. The theme should be:
"The Importance of Discipline and rules in our school" (UNEB 2000)

SOLUTIONS
(UNEB 2018)

1. A SPEECH DELIVERED TO FORM 1 ABOUT HOW TO AVOID FIRE IN SCHOOL

The head teacher, deputy head teacher, members of staff, student leaders, students, ladies and gentlemen! Good morning! My name is Wakayima Alvin, the head prefect of this school.

I am profoundly delighted to have been invited to speak to Form One students about how to avoid fire in school. As the saying goes, fire is a good servant but a bad master. This means it can cause serious damage to lives and property when mishandled.

There are numerous causes of fire. Placing a burning candle near a mattress is a possible cause of fire outbreak since mattresses easily get consumed and fire can spread to the entire dormitory in a very short time. Short circuits arising from illegal power connections for purposes of charging mobile handsets are yet another possible cause.

From what I have just said, it is clear that possession of unwanted items like mobile handsets, candles, match boxes and other things a student should not possess is detrimental to our lives. Let's avoid them as much as we can and stay safe.

There are many wrong elements around us and we should be able to detect them. One of the ways of detection is looking people straight in the eyes. The ones that turn the other way are not just shy but are actually wrong elements. It is important to note that wrong elements are not just people but can be items that students sneak in the school. The wrong elements may be anything that can be used to set the school on fire. Most times such things are hidden inside the mattresses and guarded jealously.

In case there is a fire outbreak, the first thing to do is to run for your dear life. You can then look for firefighting equipment and inform the nearest school authority.

Let me take this opportunity to inform you that there are four fire fighters in each of your dormitories. These can be used to extinguish the fire in case of an outbreak. The fire fighters are user friendly. When you pick it from where it is placed, remove the pin around the neck of the can and direct the nozzle of the red pipe to the base of the fire. You should then pull the trigger at the base of the pipe. The ash-like pressure that will be emitted shall extinguish the fire successfully.

The surest way of staying safe from a fire outbreak is to be in the right place at the right time. That way, you don't go wrong because problems will not look for you.

Dear students, especially form ones, fore warned is fore armed. Prevention is better than cure goes a common adage. Let us work together and concentrate on why we are at school so that we pass through and move on, not the school passing through us. May the Almighty God richly bless you all! Thank you very much for listening to me.

SPEECH DELIVERED TO THE SCHOOL COMMUNITY ABOUT THE INTER-HOUSE MUSIC, DANCE AND DRAMA COMPETITION

The Head teacher, the deputies, teaching and non-teaching staff, the student fraternity, ladies and gentlemen. Good afternoon!

My name is Kasadha Joseph, the entertainment prefect of this school.

I am very delighted to have been given this rare opportunity to address you on a subject I am very passionate about, which is, music, dance and drama at this annual inter-house competitions.

I can enumerate many reasons for these competitions but in the interest of time, I will talk about only two. First, the founders of this great school found it prudent to have it on the school curriculum. It is an obligation we must fulfill every year as part of the school programme of the year. Second, we believe, without an iota of doubt, that these competitions are a springboard to victory at the national music, dance and drama festivals. No wonder

we have always trounced other schools. These are two outstanding reasons we have these competitions around this time every year.

I cannot over emphasize the importance of these competitions but I can mention a few: they nurture the talents of those who are gifted in these genres; they inculcate a sense of togetherness and unity among the participants, let alone members of the different houses. These competitions also refresh the entire school community from the rigour and routine of classroom work which really drains the entire body system. Just like the saying goes, work without play makes John a dull boy, a little music, dance and drama does not hurt, relaxes the body, mind and soul and re-energizes the system for quality performance.

Just like every rose has its thorn, so is every undertaking with its challenges. We found difficult times convincing people to take part in the various items. After we had got the participants, asking people to go for rehearsals was yet another challenge. When the rehearsals began, then we had a challenge of costumes and props, considering the fact that this year's dances are totally new from all the ones we have had before. Nonetheless, we managed to sail through all the way and today we have reached the shore. I congratulate all the competing teams upon this milestone.

As I conclude, I appeal to the school administration to appropriately reward all participants to make these competitions attractive to all students. I also suggest that lessons and other school activities be suspended for the duration of rehearsals to eliminate interruptions that negatively affect the quality of the performances. With these few remarks, as we await the announcement of the final results, may the best house win! I say all these, determined and devoted.

(UNEB 2011)

1. A SPEECH DELIVERED TO HEAD PREFECTS AT A CONFERENCE ORGANISED FOR ALL HEAD PREFECTS IN TORORO DISTRICT ABOUT THE DANGERS OF VIOLENT STRIKES

The guest of honour, all invited guests, head prefects from the various schools, ladies and gentlemen.

Good afternoon.

My name is Okecho Moses, the head prefect, St. Peter's College, Tororo.

I stand here to speak to you about the dangers of violent strikes not only in schools but also in the entire society.

A conflict in itself is a serious disagreement or argument, typically a protracted one. It can be a dispute, a quarrel or a squabble. When it becomes violent then that is double tragedy because violence is the use or involvement of physical force intended to hurt, damage or kill someone. It also involves being aggressive. So, conflict combined with violence is recipe for disaster whose danger is enormous but not limited to the following:

Destruction of property because highly charged emotions are involved in violent strikes. When people are annoyed they resort to any means of purging such emotions. They could engage in vandalism which in the process causes school property like, desks, buildings, vehicles, among other property.

When we engage in violent strikes and damage school property, the school administration has no choice but to levy a charge on us to cater for the damages. The ones who bear the brunt of this burden are the parents who do not take part in the destruction. The increased financial burden in addition to school fees is a pill too bitter to swallow.

Valuable time is always lost each time there are violent strikes in schools. What normally happens is that students are sent back home on indefinite suspension as investigations are being carried out. Students in other schools, meanwhile, carry on with their studies. Since time lost is never regained, we lose precious time that would have been used for serious studies in pursuit for better performance.

As the saying goes that proper prior planning prevents poor performance, the only way to plan better is to plan while in school. But the moment we engage in violent strikes we are automatically sent home. There are many distractions at home which inevitably lead to poor performance in public exams.

As already revealed earlier on, violent strikes involves physical aggression that in most cases end in bodily harm.

Last but not least, violent strikes attract arrests and prosecutions which no student would really want to be associated with. A criminal record in one's life is not something pleasant at all.

Let me humbly submit with an earnest appeal to all fellow head prefects to shun violence and embrace peaceful means of conflict resolution.

I aspire to inspire before I expire.

(UNEB 2005)

A SPEECH DELIVERED TO THE SCHOOL COMMUNITY AND ITS SURROUNDING ON WORLD AIDS DAY UNDER THE THEME "LIVING POSITIVELY WITH HIV/AIDS".

The Minister of Education and Sports, invited guests, the Head teacher and the entire school administration, staff members, ladies and gentlemen.

Good afternoon!

My name is Opio Andrew, the prefect in charge co-curricular activities.

It is with great pleasure that I speak to you on this auspicious occasion of World AIDS day.

1st December was designated in 1988 by United Nations member states as an international day dedicated to raising awareness of the AIDS pandemic caused by the HIV. The day is also meant to remember all the people by the disease and those who have died from it.

Government, health officials, non-governmental organizations, schools and individuals around the world commemorate the day, often with education on AIDS prevention and control.

As a school we have today sang songs laden with messages on prevention and control. In addition, this year's drama competitions were based on the theme, "Living positively with HIV/AIDS". The students showcased deep understanding of the pandemic, focusing on prevention and living positively for the people tested and found positive.

The only way to sustain the sensitization campaign we have already started is to launch an HIV/AIDS club that was initiated a month ago. We are glad that the Minister granted our invitation and request to launch this club today.

I'm pleased to inform you that as the HIV/AIDS club we have programmed to visit people living positively with the virus to give the hope and palliative care so that they live longer and contribute positively to the wellbeing of the families and the nation at large.

Let me conclude by noting that it can be devastating to test and be found positive with the virus but that is not a death sentence. Accepting the status is the first step on the path to positive living. Enrolling on anti-retroviral therapy early enough and taking the drugs as prescribed by the doctor is crucial in suppressing the viral load. Finally, it is advisable to eat a healthy diet, avoid taking alcohol and/ or smoking and exercise regularly to boost the immunity.

Thank you very much for listening to me. I say this for God and my country.

(UNEB 2004)

A SPEECH DELIVERED TO SENIOR TWO STUDENTS ABOUT EFFECTIVE DEBATING

The English language teacher and all senior two students, good morning.

My name is Ssekito William, the Chairperson Debate club.

When your teacher asked me to find time and come to talk to you about effective debating, I was delighted because I'm passionate about debating.

It is important to know what a debate is before we go any further. A debate is a formal discussion on a particular issue or topic in a public meeting or legislative assembly. During debate, opposing arguments are put forward and judgment is made to determine the side with more convincing arguments.

To prepare for a debate, there are some steps to follow; brainstorming ideas individually and as a group, organizing the ideas by writing them on a sheet of paper, structuring the speech to have introduction, preview, rebuttal and conclusion. The next step is to prepare your speech. Here, you make sure that for every idea you mention, you provide detailed explanation with evidence, analysis and link the argument to the topic of debate. The last

speaker concludes the debate and gives a rebuttal of ideas from the opponents with a view of crushing them and providing a strong case for winning the debate.

When presenting your views, keep calm, act confident, maintain proper body language, use debate jargons, speak loud and clear

There are times when the opponents and the audience who do not support you intentionally disrupt you to lead you astray. Under such circumstances, ignore them and focus on your presentation.

A summary of your points is necessary because strong points should come first and weak points later so that in case time cuts you short, you don't regret much or you can pass them on to the next speaker.

In conclusion, a great debater is supposed to be a good researcher. Read a lot of day to day information from the newspapers, watch news whenever you have the opportunity to watch it, listen to various people as they speak to be able to draw inspiration from them.

I shall be available to guide you whenever you need me. Thank you very much for listening. I welcome questions and comments.

(UNEB 2004)

A VOTE OF THANKS DELIVERED TO AN OFFICIAL OF THE MINISTRY OF EDUCATION WHO HAS JUST DONATED LABORATORY EQUIPMENT TO OUR SCHOOL

The commissioner Secondary Education, the Head teacher and staff members, students, ladies and gentlemen. Good afternoon.

My name is Kalyango Peter, a student of senior five, offering PCB? Sub-Math. I stand here to thank the Commissioner for donating the laboratory equipment to our school.

Performance in national exams have continued to puzzle many students, especially in science subjects but we are lucky in this school to always top the list of best performers.

With the equipment received today, it is going to be very difficult for any student outside this school to compete with us. The experiments we are going to undertake from today onwards will be fun since we now have all the equipment, including what we didn't have before.

We have four labs in this school, Physics lab, Chemistry lab, Biology lab and the Computer lab. The equipment received today will go a long way in enhancing our first-hand experience and provide opportunities for hands-on practice.

Keeping in mind the need and essentiality of gaining knowledge by experimenting and the importance of technology in today's world, the equipment you have donated to us, dear Commissioner, will give us a better opportunity and research, and ultimately, improved performance.

To whom much is given, much is expected. On behalf of all students, I pledge to make you proud when results of national exams come out next year and in the years to come.

We pray that the Lord takes you safely when travelling back home. Thank you all for listening to me.

(UNEB 2002)

2. A SPEECH DELIVERED TO THE SCHOOL COMMUNITY ABOUT THE OPENING OF A NEW CLASSROOM BLOCK

The Minister of Education and Sports, the Head teacher and staff members, the entire students' fraternity, ladies and gentlemen. Good afternoon.

My name is Ojilong Paul, the head prefect of this school.

It is with much pleasure that I speak with you today on this occasion of opening a new classroom.

Before I proceed any further, let me take this moment to welcome the honourable Minister to our school. You are welcome madam.

We always try as much as possible to use all the available space for relaxing during our free time. When we saw the foundation of this block being dug, we knew we would be left with limited space but as you can all see, there is still a lot of space we can use.

This school has a population of 1,397 students. This means there is an ever increasing need for infrastructure since that number continues to swell. This classroom block is going to be handy in accommodating even the students yet to come.

At this moment let me draw your attention, honourable Minister, to the challenges we as learners face. One of them is inadequate academic requirements like scholastic materials such as text books and exercise books. Many of my fellow students here cannot afford them. We shall appreciate any donations in future.

In addition, there is a big burden of financial needs. The biggest number of students here comes from low income earning households. It is our prayer that your ministry looks into the possibility of providing schools adequate funds for their day-to-day running to lessen the financial stress on our parents.

Lastly, it is needless to overemphasize the benefits expected from this building because they are, like a writing on the wall, obvious for all to see. All the same, I shall enumerate a few; for revision, some to be used as laboratories and others made dormitories to decongest the crowded dorms.

With these very many words, allow me to end here and thank the Minister for your contribution in building the nation.

I say this for God and my country.

UNEB 2000

A SPEECH DELIVERED TO THE SCHOOL COMMUNITY ABOUT THE IMPORTANCE OF DISCIPLINE AND RULES IN OUR SCHOOL.

The guest of honour and Member of Parliament Kawempe Cenral, Honourable Magala Peter, the Head teacher, invited guests, Deputy Head teachers, members of staff, the students fraternity, ladies and gentlemen.

Good afternoon.

My name is Kwagala Rogers, the Discipline Prefect of Arise and Shine High School.

I profoundly appreciate this rare opportunity give to me to address you on a very important topic of importance of discipline and rules in our school.

School discipline relates to the actions taken by a teacher or the school authority towards a student or a group of students when the students' behavior disrupts the ongoing educational activity or breaks a rule created by the school.

In school education, there are sets of rules and regulations that remind us of the proper code of behavior.

Discipline is ever more important during school life because it can guide students' behavior or set limits to help them learn to take better care of themselves, other people and the world around them.

School systems set rules, and if students break these rules they are subject to discipline. These rules may, for example, define the expected standards of school uniform, punctuality, social conduct, and work ethics. The term 'discipline' is applied to punishment that is the consequence of breaking the rules.

I would like to note that discipline is not only important for school students but for everyone. We can't be well educated without discipline because it can cost us later in our careers. For example, we all have goals and dreams to achieve. Most times people get 50% success. But discipline aligns us to keep going, keep working until it is 100%. That's why I think implementation of discipline in students' minds help the to achieve their goals and dreams later in life.

In school life, students have a tender mind that does not easily know what is wrong and what is right. Students therefore, need constant guidance and supervision fro the teachers otherwise; we may take the wrong path. Using an analogy to explain this, I can say that a school is like a canal that a farmer builds for irrigating his fields. Discipline, therefore, is the water that irrigates our future careers.

Like the saying goes that an idle mind is the devil's workshop, discipline helps to occupy students' minds and aligns them to the purpose of being at school.

In Proverbs 10:19, the Bible says when there are many words, transgression is unavoidable, but he who restrains his lips is wise. Let me not commit a sin by talking too much.

My fellow students maintain disciple at school, at home and later in your lives for peace and harmony to prevail. Thanks very much for listening to me.

LETTER WRITING
UNEB 2016, 2014, 2011, 2008, 2007, 2006, AND 2001
FORMAL/ OFFICIAL LETTERS

These are business letters formally written to and within organizations, offices to convey official communication. They include: letters of application, complaint, invitation, recommendation, inquiry, appreciation, resignation, order letters, apology, condolence, and letters to the editor among others.

Components of a formal letter

- The writer's address should be written in lower case (initial letters in upper case), aligned at the top right margin in slanting format. Each line of the address should end with a comma. The last line which has the name of the town/ country ends with a full stop.
- Write the date, flushing it to the level of the first letter of the address, using a correct format; the day in figures, the 'st', 'nd', 'rd', and 'th' placed at the same level on the line with the day figure in the date e.g. 3rd April, 2020. Do not abbreviate the month. Every month begins with a capital letter.
- The addressee's (inside) address should be written below the date on the left margin in block format and in lower case, except the initial letters that should be in upper case. All lines should begin from the margin with a comma at the end of each line and a full stop at the end. The postal address should be omitted if the recipient is within the same organization as the writer. In that case, only the title of the addressee and the name of the institution should be written.
- Write the salutation which corresponds with the gender of the receiver rather than gambling with *Dear Sir/Madam*. Find out the correct gender and only use *Dear Sir* or *Dear Madam* but NOT *Dear Sir/ Madam* at the same time. This should be just below the receiver's address. It should be placed on the left margin and followed by a comma. If you know the recipient personally, include his or her name in the salutation, for example, '*Dear Doctor Katongole*' or '*Dear Miss Mutima*' e.t.c.
- The reason for writing should be abbreviated 'Re' and punctuated with a full colon, for instance, '**Re:**' then write a summary of your message. This shows the subject or reason for your communication. It should be brief and informative. Write the reason in lower case with initial letters in upper case and only underline the subject matter, not the abbreviation "**Re:**" for example, Re: Application For A Vacancy in Your School Outreach Programme. This should start below the comma of the salutation without skipping a line.
- Begin the body of your letter with an indented paragraph after the margin and the content of the letter should be in different paragraphs without skipping any line. Say exactly what you want to communicate in the introductory paragraph and write all the points with regard to the reason for writing in the subsequent paragraphs. The conclusive paragraph should be a request for action. Be precise and straight to the point without struggling to impress because you may end up annoying the receiver. Be polite in your expressions and show anticipation/expectation as you conclude, for example, '*Your positive response shall be most appreciated*', '*I look forward to your assistance*' among others.
- Punctuate the letter appropriately, use formal English and correct grammatical expressions, appropriate sentence constructions, correct spellings and proper word use.
- The complementary close/ signing off should be below the letter, aligned to the right hand side of the page. It should be *Yours faithfully* if the salutation was

Dear Sir or *Dear Madam* then *Yours sincerely* if the salutation was *Dear Miss Mutima* or *Dear Doctor Katongole*. The words 'faithfully' or 'sincerely' do not begin with a capital letter. The complementary close must be punctuated with a comma at the end.

- The letter is supposed to be signed just after the complementary close. All formal letters are signed with a real signature, **NOT** the writer's name in small letters as some people are tempted to think. It is only personal/friendly/informal letters that are not signed.
- The writer's name is clearly written in capital letters below the signature
- The title/ designation of the writer, for example, Pastor, Teacher, Chairperson e.t.c is written below the name in lower case, except the first letter.

Apology Letters

These are letters that express remorse as acknowledgement of guilt.

The content should be structured as follows:

- Express remorse
- Admit responsibility
- Make amends
- Promise that it won't happen again

Letters to the editor/ the press

These are usually letters which express personal opinion and views in response to the issues at hand/ current issue of debate or concern among the citizens of a given country. They could be responses from the readers of the newspaper about other people's articles already published. The content, therefore, is most times subjective.

The following considerations should be made when writing such letters:

- It should be short and precise; straight to the subject under discussion.
- Formal and polite language should be used.
- Content should be factual and sincere
- Because of limited space, both addresses are normally dropped but it is important to the writer to have them.
- The heading of the letter put in place of 'Re'.
- The signature is not published but a must when writing the letter

Questions

1. Imagine you are the head prefect of Nkodan High school. The other prefects have demanded for your resignation from the post. They complained to the head teacher that you:
 - Are rude to the students,
 - Are uncooperative with the teachers
 - Are not good at public speaking,
 - Pass on wrong information about them to the school administration.Write a letter to your head teacher to defend your position; explaining why you should not resign from the post of head prefect. **(UNEB 2020)**
2. You are the L.C1 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) **UNEB 2016**
3. The following advertisement appeared in The New Vision newspaper of 15th October 2011. Write an application letter for the job. (Use 250-300 words) **UNEB 2014**

Healthy Youth for God (HEYOG), a community based Organization 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 handwritten application to:
The Human Resource Manager,
P. O. Box 1023, Mbarara,
Uganda.

4. Imagine that you paid 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. **(UNEB 2011)**
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. **(UNEB 2008)**
6. 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. **(UNEB 2007)**
7. 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 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. **(UNEB 2006)**
8. 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. **(UNEB 2006)**
9. You wish to borrow some money to start a project. 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.**(UNEB 2001)**
10. 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. **(UNEB 2001)**

Nkondan High school,
P.O. Box 112,
Mbale.
12th January, 2021.

The Head teacher,
Nkondan High School.
Dear Sir,

Re: Allegations leveled against me.

I have written to defend myself against the baseless allegations that other prefects have leveled against me, and are now using as grounds to agitate for my resignation from the post of head prefect. I wish to respond to each of the issues they have raised as follows:

The miscreant gang has alleged that I am rude to the students. I really cannot recall a moment when I was rude to my fellow students. I normally address them at assemblies in full view of all students and staff. I would wish that ten or more students be randomly interviewed to prove this allegation. If found culpable, I shall, without doubt, resign.

I wonder why they said I am uncooperative with teachers. I have never carried out any school activity without a teacher involved. Besides, I always work closely with teachers on duty and no teacher has told me that I am uncooperative because I enjoy a harmonious relationship with all of them.

That I am not good at public speaking is laughable. Even when I should not blow my own trumpet, I strongly believe that one of my strong points in the previous elections to this post was my art of public speaking that held students spellbound as was evident in the standing ovation I received at the end of my campaign speech. Whenever I have had an opportunity to speak, the audience has always received me with thunderous handclaps, in readiness to hear from me.

In addition, they say I pass on wrong information about them to the school administration. Dear Headteacher, you are my witness on this. I do not think there is any other school administration they refer to here if not you and your deputies. You will recall that all the information I have shared with you has been about concerns raised by students aimed at improving their welfare and academic environment. Your response has always been very clear in your address at school assemblies.

I highly suspect that the so-called demand for my resignation is the handiwork of my nemesis to retaliate the humiliating defeat last term in the elections to become head prefect. To this end, shall not resign because of mere allegations whose authors have refused to come to terms with the reality of losing an election.

I wish to reiterate my commitment to ensuring that the relationship between the students, teachers and school administration is harmonious. Devoted and determined to succeed.

Yours faithfully,

Muboki Edward

MUBOKI EDWARD
Head Prefect

Mawale Village,
P. O. Box 23,
Kajjansi.
1st June, 2016.

The Area Member of Parliament,
Mawale Constituency,
P.O. Box 1532,
Kajjansi.
Dear Honourable Kitwe,

Re: Complaint about Pollution in Mawale Village.

Mawale as a village has existed for over a hundred years. Before this area was gazetted as an industrial park, this place has been a very peaceful village conducive for human habitation.

From the time industries were established here, there have been undesirable activities that

include but not limited to: blasting stones from the hills around, uncoordinated movements of people to and from the factories and production of large volumes of waste products among other activities.

The negative effects of the industries to this village pollution of all sorts; noise, air and waste pollution. Our roads have also been damaged by the huge trucks and trailers that move about from time to time.

I have written this letter to draw your attention to the magnitude of pollution in Mawale and to request you to register our complaints to the concerned authorities.

We shall be most grateful for the steps taken to address our concerns.

Yours sincerely,

AmosKell

Okello Amos

Chairperson L.C. 1

UNEB 2014

Ruti Town Council,
P. O. Box 4024,
Mbarara,
15th November, 2011.

The Human Resource Manager,
Healthy Youth for God (HEYOG),
P.O. Box 1023,
Mbarara,
Uganda.

Dear Sir,

Re: Application for a Vacancy in the School Outreach Programme

I have written in response to your advertisement in The New Vision newspaper of 15th October, 2011, to apply for a position in the School Outreach Programme in your organization.

I am seventeen years and in S.4 vacation. I am a resident of Ruti, an outskirts of Mbarara town, a walkable distance to and from your offices. Currently I am a volunteer with Uganda Red Cross, Mbarara branch.

While at school, I was the Chairperson of the Writer's Club and Vice Chairperson Debate Club. These two roles nurtured my written and spoken English which I can comfortably rate as very good. As a leader at club level at school, I developed interpersonal skills which I shall employ when I join the organization.

My availability when needed for interviews is guaranteed because my volunteer hours with Red Cross are very flexible. I look forward to hearing from you.

For more information about my profile, you may contact:

Mr. Kalemba John Bosco
Headteacher, Excellent Future Secondary School,
Mbarara.
0782879395/0751517167

Yours faithfully,

Willy K

KAKEMBO WILLY

UNEB 2011

Windeck High School,
P.O. Box 069,
Kampala.
10th November, 2011.

The Class Teacher,
Senior Two Yellow,
Windeck High School.

Dear Sir,

Re: Refund of 100,000/= for the School Trip

I have written to request for the refund of the above sums of money that I had paid for the school trip which I missed because of sickness. When I was diagnosed with acute malaria, I thought I would get better after some days of taking the prescribed medicine but that did not

happen. I instead got admitted in hospital and spent one month on treatment. That was how I missed the trip that fell on one of the days when I was still hospitalized.

I shall be most grateful for your positive response.

Yours faithfully,
Kangavej
KANGAVE JIMMY

UNEB 2008

Masaka Academy,
P. O. Box 109,
Masaka.
1st May, 2008.

The Headmaster,
Masaka Academy.

Dear Sir,

Re: Changes in the School Regulations.

On behalf of my schoolmates, I write to propose changes in the school regulations because we strongly believe the changes will be good for the school.

The school regulation requires that lights go off at 10.00pm and we wake up at 5.00 am to prepare for morning prep at 5.30 am. We have noted that this encourages laziness and propose that time for lights out be moved to midnight and waking up be at 4.00 a.m.

The regulation about vernacular speaking is not prohibitive enough. A culprit gets away with the crime very easily since the punishment is just a caution. Two weeks suspension for everybody found speaking vernacular will encourage the speaking of English and in the long run improve the performance of the school in the national examinations.

The school uniform needs to be looked into. At the moment, weekend wear appears optional because a good number of students use non-uniform, especially on Sundays after prayers. Many have used this loophole to escape from school and roam in the trading centre. Strictness on the use of weekend uniform will help to curtail escape from school and improve on the discipline of learners.

We have observed that when students dodge lessons there is no clear regulation applied to bring them to book. Their fate is normally in the hands of teachers who in most cases keep a blind eye. Consequently, many students have lost a lot. Dodging lessons should be made very risky. Students will inevitably comply and get value for money.

The regulation which requires boys and girls to have prep revision separately is rather discriminative and archaic. One of the values we learn at school is socialization. We suggest that boys and girls be allowed to be in the same rooms during prep time for consultation purposes.

These suggestions for changes in the regulations highlighted above will go a long way to improve the discipline and performance at Masaka Academy.

Yours faithfully,
myfkyeff
KALYANGO GEORGE
Senior Two Yellow

UNEB 2007

Paya Sub-County,
P. O. Box 76,
Tororo District
4th, December, 2007.

The General Manager,
Gateway Bus Company.
Dear Sir,

Complaint about Mistreatment by your Conductor

I have written to express my dissatisfaction with the conductor of one of your buses, registration number UAK 295V. The bus plies the Paya-Kampala route.

I boarded the bus from Paya stage enroute to Kampala. All the seats were filled up because I took the very last seat.

We had travelled safely with no problems until midway the journey, around Iganga town, when the unexpected happened. The bus stopped for an extra passenger to enter. The conductor whose name tag revealed Oketcho James shamelessly walked the passenger to my seat and instructed me to leave it for that passenger. He claimed the seat had been booked, only that he had forgotten to reserve it for its rightful occupant.

As expected, I refused to get up and there was a pandemonium as the conductor attempted to pull me away by force. The rest of the passengers were on my side.

Luckily enough, a passenger disembarked from Jinja and a seat was left vacant for the conductor's guest to occupy. That was how the matter was settled. I wonder what the situation would have been if no passenger had alighted at that particular moment.

The success of a Bus Company like yours relies heavily on the loyalty and trust of the passengers who use it. It may take me some time to use your Bus Company again.

I shall be most grateful if appropriate actions are taken to address my concern and ensure that such an ugly scene does not occur to any other passenger in future.

Yours faithfully,
Niwey

OKELLO DAN
Disappointed passenger

UNEB 2006

Kijuura Parish, Zone 3,
P. O. Box 10,
Masindi.
9th March, 2007.

The District Education Officer,
P. O. Box 68,
Masindi.
Dear Sir,

Re: Application for the Post of Filing Clerk.

I have written to apply for the post of Filing Clerk in your office. I am a Ugandan citizen aged seventeen years and a resident of Kijuura in Masindi District.

Having sat the Uganda Certificate of Education in 2006, I obtained the following results: English language D1, Mathematics D2, History D1, Geography D1, Physics D2, Chemistry C3, Biology D2, Literature in English D1 and Commerce 1.

While at school, I was Chairperson Writer's club, a member of the Debate club and Organizing Secretary Red Cross Club. These capacities offered an opportunity to develop my organizational skills.

The above qualifications and leadership experience leave me with no doubt that I am capable to work as a Filing Clerk in your office. My vacation ends in July. I am ready to serve in your office from now until then when selected for the position.

Further details about me can be obtained from my former Headmaster of Citizen High School Mr. Kabuzimbe Samuel 0782879395 or Deputy Headmaster Mr. Mugume Charles 0751517167.

I shall be most grateful if my application is considered.

Yours faithfully,

Aboko

ABOKO ARNOLD

UNEB 2006

Kigumba Police Post,
P. O. Box 096,
Kigumba.
28th October, 2006.

The IGG,
P. O. Box 1,
Kampala.
Dear Sir,

Re: Complaint Against my Corrupt Boss

I write to lodge a complaint against my boss, the Officer-in-Charge Kigumba Police Post, SP Aliganyira Amos.

My name is ASP Kabwa Kaganda, the Information Officer at Kigumba Police Post.

For the last three years my boss has been acting in a very unorthodox manner which I have tried to stomach until I have reached the limit beyond which I cannot.

He has embraced corruption in all its forms; bribery, extortion, favouritism, dishonesty and influence peddling.

For every suspect that is brought at the station, money is extorted from the complainant and later the suspect. In the end no investigations are carried out and cases just die a natural death. As a consequence, there is acrimony among the people in Kigumba.

My request is that you clandestinely carry out investigations to prove what may appear allegations.

I shall appreciate if my complaint is looked into.

Yours faithfully,

Lkjopp

KABWA KAGANDA

UNEB 2001

Sule Integrated Association
P. O. Box 31,
Tororo.
6th October, 2001.

The Manager,
Equity Bank,
P. O. Box 097,
Tororo.

Dear Sir,

Re: Application for a loan of 5,000,000/= (Five million shillings).

I have written to apply for a loan amounting to five million shillings to start a fish farming project in my village, Nawire, in Paya sub-county.

The purpose of the project is to supplement the diet of my village folks and those of the neighbouring villages who will be the target market for the fish. It is also to improve on the income of the association in order to engage in more projects in the village.

The beneficiaries of this project will be many jobless youths in Paya sub-county who will be employed in the various activities within the fish farm.

My plans for repayment are as follows: monthly installments of 300,000 will be on the account of the association from the sales of fish for the entire duration of loan recovery.

Since the stock of 2,000,000 fish that we are going to farm takes a period of five years to get depleted, the loan will definitely be paid out by then.

As an association, we own ten square miles of land in Paya, part of which is going to host the fish farm. This will be the mortgage and reason enough to be trusted with the loan.

We currently deal in bee keeping. We have five hundred bee hives in a pine forest we own in Paya. We shall harvest five hundred litres of honey in the next eight months.

The association shall also be most grateful if your bank can identify similar groups that deal in agribusiness for networking purposes and any other form of support.

I shall be most grateful if this loan application is considered for funding.

Yours faithfully,

Siwu

OWOR SIMON

Operations Manager

UNEB 2001

Katabi Zone,
Entebbe.
2nd July, 2002.

The Editor,
The New Vision,
P.O. Box 537,
Kampala.

Dear Sir,

How the LRA still haunts Northern Uganda

In 1999 and part of last year, northern Uganda was nearing the end of the brutal Lord's Resistance Army insurgency. Some 1.8 million had been displaced and tens of thousands kidnapped, mutilated or killed.

"The economic boom in northern Uganda is only in the hands of a few, who were not perhaps adversely affected by the war", said Joyce Freda Apio, a Kampala based transitional justice expert.

"But the real victims are the many who are in dire need of even what to eat on a daily basis, let alone school fees for their children".

For over a decade, the LRA operated in the north notoriously killing and maiming civilians and abducting women for use as sex slaves and fighters.

There are peace negotiations going on but violence is not over. The rebel chief, Joseph Kony, is still at large and wanted by the International Criminal Court. Small bands of his forces remain at large, killing and kidnapping and looting in the neighbouring Central African Republic and the Democratic Republic of Congo.

The north has been at war for over a decade and the conflict has left the region prostrate. Travelling to the north at the moment requires a military escort. Every evening, children arrive from the outlying villages to sleep in the public buildings for fear of abduction.

People are wallowing in abject poverty. The victims have not been given any aid. They use hand hoes for tilling their land and as expected, the output is very low.

With the growth gap between the north and the rest of the country glaringly wide, the huge numbers of war-affected vulnerable people paint a gloomy picture of youth unemployment which is recipe for disaster.

Yours faithfully,

Oroutr

ODOKONYERO JULIUS

Concerned citizen

MINUTE WRITING UNEB 2015

Minutes are official records of the proceedings in a meeting. The Secretary is required to make a record of whatever important issue is discussed for future reference. Minutes should be written in reported speech and passive form, in past tense and in formal language.

The under listed guidelines can help in minute writing:

- The title (in capital letters or underlined if in lower case) should indicate the name of the organization, nature of the meeting, venue and date.
- Sub-headings in lower case and underlined should be written for: members present, absent with apology and absent without apology. Attendance should indicate name and title, beginning with the Chairperson and ending with the Secretary.
- The sub-heading **Agenda** should be followed by a list of items under it.
- Each item under the agenda should be numbered and presented under a subtitle with content below it. What is written under the item should be relevant to it.
- It should be signed by the Secretary (on the left hand side) and Chairperson (on the right hand side). This should be followed by the names in capital letters and the posts. The dates should be indicated below the posts.
- The language should be formal, in past tense, in passive voice, reported speech, correct grammatical expressions and spellings.

Question

During one of your class meetings you are picked on to be the Minutes Secretary. Write down the proceedings of that particular meeting. (UNEB 2015)

SOLUTION

THE LIONS SECONDARY SCHOOL

SENIOR FOUR CLASS MEETING HELD IN THE MAIN HALL ON 4TH SEPTEMBER, 2015.

Members present

1. Kabenge Nicholas Chairperson
2. Oput Jimmy Member
3. Birungi Angella Member
4. Okoth Bernard Member
5. Konga Christine Member
6. Owere Phillip Member
7. Ssekimpi George Secretary

Members absent with apology

1. Komakech Paul
2. Nabbale Claire

Members absent without apology

- 1 Kutosi George

Agenda

1. Opening prayer
2. Communication from the Chairperson
3. Matters arising
4. Review of minutes of the previous meeting
5. Planning for the retreat
6. Closure

Minute 01/09/2015: Opening prayer

The meeting was called to order by the Chairperson at exactly 5.00 p.m. A brief opening prayer was conducted by Okoth Bernard

Minute 02/09/2015: Communication from the Chairperson

The Class Monitor who was the Chairperson of the meeting thanked all members for turning up in time for the meeting.

He said it was the school norm to give finalists a retreat a month to the national examinations to refresh their minds as they prepare for their papers.

He urged all the candidates to remain well behaved until the end of the examinations and even after so as to get blessings from the teachers and parents.

He concluded by requesting fellow candidates to remain focused on their books and read tirelessly since God helps those who help themselves.

Minute 03/09/2015: Matters arising

Konga Christine welcomed the idea of candidates having a retreat but suggested that they request the school administration to allow them be on non-school uniform to feel free at the retreat.

The Chairperson guided that all school programmes were carried out in school uniform and did not envisage the administration bending the rules for the retreat. He instead encouraged all members to keep within the school rules the entire time of the retreat to be safe because a stitch in time saves nine.

Minute 04/09/2015: Review of the minutes of the previous meeting

These were read through by the Secretary, noted errors were corrected and the minutes were confirmed as a true record of what transpired in the previous meeting which was held on 19th June 2015.

Minute 05/09/2015: Planning for the retreat

A committee was set to plan for the retreat and report back to members in a meeting that would be convened in a week's time.

Minute 06/09/2015: Closure

The meeting was adjourned at exactly 6.00 p.m. and the next meeting was scheduled for 11th September 2015 to discuss the retreat plans. A closing prayer was led by Oput Jimmy.

Ssekimpi Geor

SSEKIMPI GEORGE

NICHOLAS

Secretary

Date:

Kabenge

KABENGE

Chairperson

Date:

**DIALOGUE
UNEB 2013 AND 2007**

This is a communication between two people. It may be a conversation between two individuals in day-to-day life, a dialogue between two characters in a drama, an interview or a telephone conversation. The following points should be noted when writing a dialogue:

- Write the title of the dialogue (pick clues from the question) in capital letters and place it in the centre or write in small letters with initial letters in capital and underline.
- Write names of the characters or titles of the people involved in the dialogue. The names should be in small letters, except the initial letters.
- Write the names or titles of the speakers on the left hand side followed by a colon (:)
- Let each of the characters speak in turns
- Do not skip lines
- Allow at least 10 responses for each speaker
- The dialogue should have an introduction by way of greeting each other, self-introduction and mentioning the topic of discussion. This should then be followed by the details of the matter at hand and a logical conclusion. The ideas

in the conversation should flow naturally, with one idea arising from the other. Short responses should be by way of question and answer (inquiry, interrogation, explanation/ elaboration). The ending should be polite/ courteous.

- The choice of words should suit the speakers
- Use contractions such as *won't, don't, isn't, can't, shan't* among others since this is a conversation.
- Interjections expressing emotions of surprise, elation, shock, appreciation, irritation may be used in the dialogue.
- Stage directions (words in brackets) should be used to show actions of characters in the conversation.

Questions

1. 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. **(UNEB 2013)**
2. 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 **(UNEB 2007)**

SOLUTIONS

1. A DIALOGUE BETWEEN THE POLICEMAN AND I ABOUT THE ACCUSATION OF ASSAULTING AN OLD WOMAN

ME: *(I knock at the door to the office at the police station)*

POLICEMAN: *Come in please.*

ME: *Good afternoon Officer*

POLICEMAN: *Good afternoon. Have a seat (he points at the chair opposite his working desk).*

ME: *Thank you Afande*

POLICEMAN: *Who are you and what brings you here?*

ME: *My name is Okwalinga Wilberforce, a resident of this village.*

POLICEMAN: *Are you the son to Mr. Makende Wilson?*

ME: *Yes, please.*

POLICEMAN: *Aha! Now Wilberforce, where do you get the audacity to harm someone, moreover a woman old enough to be your great grandmother.*

ME: **Afande** *that is a total lie. You have been deceived.*

POLICEMAN: *So what is the truth when all fingers are pointing at you?*

ME: *This is what happened; we were five boys playing football in the other pitch near the tap. The other boy called Samson kicked a very heavy ball which accidentally hit the old woman. When I ran to pick the ball, the woman thought it was me who hit it. She then started crying with my name. All the other boys vanished in thin air and left me alone with the old woman. This is a false allegation against me.*

POLICEMAN: *Can you bring all the boys you were playing with here so that I interrogate them to establish the truth of the matter?*

ME: *Yes, Afande. I can do that as fast as possible*

POLICEMAN: *I will not condone hooliganism in this village. I have given you only five minutes. Should you exceed that time, you will face the music. Vanish.*

ME: *(I engage my feet to rapid dialogue as I scamper to call the boys)*

2. A DIALOGUE BETWEEN MY MOTHER AND I ABOUT HER ILLNESS

ME: (A sharp ratatat on the door)
MOTHER: Come in please
ME : Hello mother
MOTHER: Yes, Phillip.
ME : I reached home from school and was told that collapsed suddenly and was rushed here.
MOTHER: That's exactly what happened. I can't explain much but I felt dizzy from nowhere and fell down. I don't remember what happened next but only found myself here.
ME : Have some scans and tests been done to find out why you blacked out?
MOTHER: Yes, the doctor said the results will be ready in two hours.
ME : I think that drib has strengthened you somewhat.
MOTHER: Ya, sure. I'm telling you I don't even know how I reached here. Although I feel very weak, I gained some energy.
ME : Life is really unpredictable. I just can't imagine how the person I left home with on health problem is now admitted. You were home alone. Who was there to save your life at that very crucial moment?
MOTHER: As fate would have it, your father forgot his National Identity card as he went to work. When he came back to pick it at around midday, I felt I should get him a glass of juice before he goes. As I operated the blender, I just felt dizzy and that's how I blacked out.
ME : Thank God dad was around! I wonder what would have happened If you were alone.
MOTHER: Perhaps this conversation would not be taking place.
ME : It's Mama Gerald who informed me as soon as she saw me that you have been admitted here. I just dropped my books down and ran here. I asked from the reception and the lady there directed me to this room.
MOTHER: Don't worry son. I will be fine.
ME : So where has daddy gone?
MOTHER: To the bank. He'll be back here shortly.
ME : O.k. Let me wait for him to return and we see who goes back home and who remains with you here in case you can't be discharged this evening.
MOTHER: The doctor said it's the test results that will determine if I'm to spend a night here on admission or I get discharged and continue with treatment while coming from home.
ME : Is it daddy, or me to keep you here tonight. I don't want to sleep home alone.
MOTHER: Since I'm not badly off, let me wait for your father and the doctor's report. Go back home and open for the chickens and start preparing supper. We shall inform you about the next step.
ME : Okay, mummy. Bye.

**INFORMAL/ PERSONAL/FRIENDLY LETTERS
 UNEB 2012, 2010, 2009, 2005 AND 2002**

These are letters that convey informal/ personal/social communication. They are usually written to relatives, friends and acquaintances in a non-formal situation. The components of an informal letters are similar with the ones of formal letters, except that the former do not include the address of the receiver, the reason for writing which is normally punctuated as "Re" and signature. They, however, have:

- The writer's address indented in lower case and placed at the top right corner. Each line of the address should end with a comma and the last with a full stop.
- The date aligned to the first line of the address

- Salutation on the left margin followed by a comma. This depends on the relationship between the writer and the receiver. The following might suffice: Hello Willy but not hello friend, Dearest Clara, My dear mummy, e.t.c.
- The body of the letter should be in indented paragraphs. Greetings and pleasant remarks in the first paragraph, purpose of the letter with some details in the second paragraph, other issues in the subsequent paragraphs (the most urgent ones first), and conclusion with some polite expressions. You may implore the receiver to reply or take some actions with regard to what you have written.
- Complementary close. This should portray the friendliness or informality, not the ones of the formal letters. Examples may include: *Yours affectionately* if the receiver is someone you love deeply, *Your loving son* if writing to your parent. You could write *Best wishes* or *Warm regards*. You may just write, *Yours* or *Love*. It should be followed by a comma.
- Name of the sender. This comes directly under the complementary close, preferably the first name for example, Richard, Patrick, Hellen e.t.c.

Questions

1. Imagine that you have just heard that your younger brother has just failed an important examination and is feeling 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 **UNEB 2012**
2. You have just changed to a new school. Write a letter to your mother explaining how you are adjusting to the new school **UNEB 2010**
3. 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. **UNEB 2009**
4. 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. **UNEB 2005**
5. Your fifteen year old friend is deeply in love with a man much older than her. Advise her about the problems this relationship is likely to cause both her and her man friend. **UNEB 2004**
6. Write a letter to your pen friend from another country, and tell him or her about a cultural function you recently participated in. **UNEB 2003**
7. 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. **UNEB 2002**
8. 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 his or her forgiveness. **UNEB 2002**

SOLUTIONS

UNEB 2012

Kitovu Town Council,
P.O. Box 789,
Kitovu.
18th October, 2012.

Dear Dan,

I hope this finds you well. It has been a while since we last communicated. How is the new school environment?

The news about your failure to pass that examination to determine your continuation with studies sent chills down my spine. We had hoped that change of school environment would make things better. Little did we know it would cause you more stress. The good thing is that God can make a way where there seems to be no way, once you believe in Him. Let's have hope for the best.

That aside, I have good home news for you. Mum and dad won a lottery which entitles the entire family for a trip to Dubai for three days. It is an all-expenses-paid trip with 1,000 dollars for each family member's shopping expenses. That is how lucky we are. It's you we are waiting to get holidays.

Since the class you are in is a critical one, I shall help you come up with a personal reading timetable different from the lesson time table. That plan can help you revise all the subjects. My knowledge of those subjects is still fresh. I shall also help you explain some of the content.

Failure will always be there. Learn from it and continue. You still have room for improvement. There is still some time before the final examinations. Put all your focus and try again.

The downfall of a man is not the end of his life. I for one once failed the national examination the first time I sat but did not give up on studies. I reorganized myself and performed much better the following. At least you still have some time to prepare. Mock exams, like the name suggest, are meant to check your level of preparedness so that you pull up your socks if things are not good as is the case for you.

Determination is a determinant factor for the success of any undertaking. Just be determined to pass. I will help you when we come back from Dubai.

Wishing you the very best of life before I see you again shortly

Your loving bro,

Willy

UNEB 2010

Kampala Competent High School,
P. O. Box 182,
Kampala.
4th March, 2010.

Dearest mum,

I'm in perfect health as I write to you. I hope you are doing fine too.

The excitement with which I write this letter is indescribable. There are many differences between this school and my former school and I wish to share with you the most exciting ones and how I am adjusting to the new system.

The fact that I have to sleep early in order to wake up in time for the 4 o'clock prep class is challenging but something I have learnt to comply with. In my former school we used to go to bed at 1 am because we would engage in a lot of talking when lights were out but here, it is one of the school rules to have lights out at exactly 11 pm. This has allowed me to have adequate rest and I have always been among the very first students in class at 4 in the morning.

The evening tea at 5 pm is yet another change I have already adapted to. When I get the tea I keep it in my flask till supper time and take it after food. This keeps me going for the rest of the evening to the next day.

The syllabus coverage I found here was far ahead of what we had covered in my previous school but I have managed to copy all the notes I did not have. I have photocopied the bulky ones. My only role now is to read them and seek explanation from the respective teachers.

The weekend entertainment package is very rich and engaging. We have numerous games and sports activities, music, dance and drama, in addition to debate competitions. I'm spoilt for choice but I chosen to play football and participate in drama. These action-packed weekends are usually punctuated with some supervised revision prep lessons in the morning hours and prayers on Sunday Mornings since all these activities only take place after lunch till 5 pm on both Saturdays and Sundays

I conclude by thanking you and daddy for bringing me in this school. Extend my warm regards to him and all my siblings. I eagerly wait to see you on visitation day.

Much love from your son,

Arnold

UNEB 2009

Nyendo Standard High School,
P. O. Box 503,
Masaka.
6th April, 2008.

Dear Jim,

It has been a while since we last heard from one another. I hope you are doing pretty well as I do. I have patiently waited to hear from you about your school but have not received any missive from you as regards that. Let me hope you consider joining me at my school sooner than later.

My prestigious school has lofty and palatial structures, all with red roofs, and light blue widow glasses. The front doors of all the buildings are all brown, made of wood and glass. The walls are redbrick.

The courtyard is marvelous; it is all tarmac. No soil or dust is seen anywhere on the school compound. I polish my shoes once a week and it stays clean throughout.

There are large tables and plastic chairs placed in the white tents all over the compound; that's where we revise from. The environment is fresh, neat and characterized by numerous tribes of tree species which provide a relaxing atmosphere.

My classroom is fantastic with colourful pictures of different personalities in history and diagrams from various subjects hung on the walls. These pictures reinforce what we read in the books for a better understanding.

The teachers are very supportive towards our academic endeavours. They come to class on time, conduct their lessons using technological devices such as projectors and laptops. These make the learning process such a memorable experience. In addition, the teachers are concerned about the learning outcomes of all the students in our class.

The meals are mouthwatering. The menu is second to none. We have a balanced diet which comprises posho, rice, matooke, potatoes and macarons. These are served with beans, g-nut stew, beef, fish and greens. We have at least three food items and a soft drink of either a bottle of soda or a glass of juice. These are served all the seven days of the week.

The games and sports department is a complete package with various activities. These include: football, hockey, wood ball, cricket, table tennis, basket ball, rugby. The games are chess, scrabble, darts and board game (omweso). Every student suits himself or herself depending on their interests.

All the above reflect the quality of education offered here. I can't wait to see you join me. Remember we have been together our entire primary education. The two years we have been apart have been a big dent in our hitherto close relationship.

I look forward to hearing from you sooner than later.

Your homeboy,
Eric Clapton

UNEB 2005

Kamuli College School,
P. O. Box 74,
Kamuli.
9th April, 2005.

Dear Janie,

The last time we talked you were unwell. Since I've not got any information that your health deteriorated, I want to believe that you are fine now. How is mum and dad and all the siblings back home? On my side, all is well.

I write to you with excitement about my new friend, Jim. We are in the same stream, 5A1 and offer the same combination, HLD/ICT. What I can tell you in brief about him is that the guy simply rocks my world. He is a gem. He towers over other people. He is athletic, with deep-set lidded clear eyes. He has a long nose with a sharp tip, convex-shaped mouth and a fresh-anthill complexion.

Jim has a great personality. He is affable, gregarious and charming. When you engage him in an argument, he helps you see both sides of the situation. In class, Jim thinks quickly and intelligently about concepts I find complicated. Being quick-witted, he helps me understand the subject and even the other subjects of my combination. I'm encouraged to read harder to match his level of understanding. I just can't wait to introduce Jim to you when you come on Visitation day. Send my regards to all.

Looking forward to hearing from you before Visitation. For now, cherio.

Your sis,
Jessie

UNEB 2005

Cambridge High School,
P. O. Box 02,
Kamwenge.
4th May, 2005.

Dearest Dona,

I send you warm greetings from Cambridge. I'm in perfect health and hope you're well too. I wonder how you are coping with the new class. On my side, all's well.

The last conversation we had during the holidays has kept me thinking. I know you love James very much but I have some information to share with you as regards the kind of relationship you are in. It is called cross-generational relationship. Remember you are still a minor, just fifteen years and James is more than twice your age. The dangers are numerous.

There is heightened vulnerability to infection with HIV/AIDS and other STDs since James at his age is sexually active and may have multiple sexual partners apart from you.

In the process of making love you may get pregnant and you will be sent away from both school and home. James may be having a family, something he could have kept as a secret from you. When in trouble, he cannot accommodate you. You end up a destitute without a place of abode.

Dona, remember you are still an adolescent. Studies are the important things for you at the moment. You can't concentrate much when in a deep relationship because it is emotionally draining.

The danger that relationship can cause James are also many but for now, I'll tell you two of them: you risk having him arrested, prosecuted and charged with defilement. In addition, he will lose respect among his peers when they learn that he's deeply in love with a fifteen year-old.

There's a lot I can share with you about your romantic affair with James but let me end here. Don't even try to think that I'm being jealous. I love you more than you think I do. I wish the best for you.

I hope you receive this letter with a positive mind for it to serve the intended purpose.

Your loving pal,

Ritah

UNEB 2004

Bwindi College School,
P. O. Box 827,
Kasese.
23rd May 2003.

Dear Reuben,

Salutations from Uganda and myself. I hope all's well with you in England. The last time I heard from you was in winter. I hope you are in a better season now.

I feel ecstatic to share with you my experience about a cultural dance I recently participated in while on holidays. The function took place at our village square on a moonlit night. It was a night to remember.

As I approached the arena, the sounds of the fumbo drums grew in a crescendo, again louder as the beats increased until the earth shook and vibrated, electrifying those who stood nearby, making their minds and bodies to disentangle themselves and fall back into a world of frenzied ecstasy. The moment was a mixture of traditional splendour, ritual charms and salutation to the gods. Wriggling bodies moving into the arena in response to the call of the magic spirit-drum. Coming round a bend, I saw the flames of a fire and around it, young people dancing, swinging to the rhythm of the castanets. Looking round through the dimness of the moon light, I saw figures emerge from obscure paths, pushing each other in haste, all coming to converge in the open ground, the public arena of the village.

Someone heralded the next performance with a loud beat on the drum. I was led onto a stool and all eyes turned in my direction. I picked up a tune on my harp and, playing it repeatedly, its rhythm caught on and, as bare feet started to tap on the ground, I knew that people were warming up.

Eyes strained towards Aketch, my sister, as she strode into the ring first alone. Expressionless, with the chest and hips surging and swaying, she danced, provoking a bewildered wonderment around her. When a voice of encouragement yelled at her, making her smile, a cluster of young men stepped forward wanting to partner her but she had decided to end her act. She retreated into the audience, looking for Mayan, our younger brother. The stage was clear and other dancers went forward. A swinging movement had started. Cavorting and stamping pairs twisted and weaved round each other, shook the ground beneath them or just danced, swinging effortlessly to and fro, with unhurried steps amid signs and soft embraces that became inevitable as the music closed in to every heart.

A high-pitched whistle from Mutema, the organizer of the event, brought the dance to an abrupt end and everyone retreated from the centre.

I look forward to the next episode because it happens during every holiday. When you pay a visit I will make it a point to go with you.

Stay well as you prepare to resume school. I wait to hear from you. Till next time, adieu.

Yours,
Greg

UNEB 2003

Future High School,
P. O. Box 2146,
Iganga.
28th March, 2002.

Dear Lizzy,

I hope this finds you well. I have coped with the challenges of my new class and so far so good.

In your previous missive to me, you sought advice about useful subjects, especially for employment in future. I'd like to advise as follows:

The first consideration in any field of work is communication. I therefore, suggest that you enroll for some international languages like French, Chinese, Latin, Spanish, in addition to English which you already know quite well.

Arithmetic is very crucial in daily business transactions, regardless of the profession. Without saying it, mathematics comes in here as part of the lineup of your subjects. It is compulsory here in Uganda, as you know. I wonder how it is considered there in India.

Another very useful subject in the field of work is literature in English. You could be a journalist, a lawyer, a teacher, a public relations officer, a social worker or an administrator.

As you may already be aware, we are in the science age. Science subjects namely Physics, Chemistry and Biology are beneficial. Apart from the traditional professions like engineers, doctors, and so on, factories need chemists on a daily basis.

I cannot forget about business. This is an entrepreneurial generation as well. So a business subject like entrepreneurship comes in handy.

One of the most neglected, yet self-employment field is vocational institutes. I would advise that you take some vocational subjects like woodwork, metalwork, plumbing, garment cutting or even home economics. I know you like cooking so much; I think cookery can be a good course in future.

In addition to the compulsory subjects in your country's education system, you could choose from the above options.

Looking forward to hearing from you. Missing you a great deal.

Love always,
Nelly

UNEB 2002

Mabira College School,
P. O. Box 756,
Buikwe.
19th April, 2002.

Dear Steve,

Allow me to acknowledge that I wronged you and express my sincere apology for hurting your feelings. I'm truly sorry.

I feel embarrassed and ashamed by the way I acted. Till now I wonder why I snapped at you. I'm sure this embarrassed you, especially since everyone else on the team was there. I was wrong to treat you like that.

If there's anything that I can do to make this up to you, please just ask. I'll simply do it so that you may believe that I apologise from the bottom of my heart.

From now on, I'm going to manage my stress better, so that I don't snap and the rest of the team. And, I want you to call me out if I do this again.

Forgive me, my brother.

Yours truly,
Ricky

ACTIVITY/ SIMPLE REPORT UNEB 2000

This is a formal communication about a specific action undertaken or a planned activity. This may not need an investigation to first be done before it is written but is actually a factual and objective presentation of information. It should be presented in a clear and orderly manner. The following should be taken into consideration when writing an activity report:

- The heading in capital letters or in small letters and underlined. The heading should contain the receiver, what the report is about.
- Introduction. It should give the background to the activity; details of the person who mandated the activity, the people involved, the issue (subject to be covered), when and where the activity was done.
- The body should contain the report items in paragraphs (each explaining an aspect of the report) systematically arranged under subheadings. The subheadings should be aligned to the left and underlined.
- The conclusion should have the writer's opinion. It may state whether the aims of the activity were achieved or not.
- The writer's signature. It is a must for the compiler of the report to sign for the report to be authentic.
- Name and position of the writer should be aligned to the left hand side.
- If activity has already taken place, then the report should be in past tense.
- Formal English should be used.
- No skipping lines

Question

Robberies are on the increase in your area. You recently attended a meeting at which residents discussed possible measures of preventing them. You have been asked to write a report of residents' ideas to be presented 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 personnel/ LDUs
- area increasingly becoming a slum
- respect for the LC system
- registering visitors to the area

SOLUTION

A REPORT TO THE LC II CHAIRPERSON ABOUT INCREASE OF ROBBERIES IN BULAMU VILLAGE

Introduction

In the last three months, several cases of robberies, some aggravated, have been recorded in Bulamu village. These, in some cases, have resulted to loss of lives. The Chairperson LC II tasked the Secretary for Defense to call a village meeting for residents to come up with possible measures of preventing the robberies and present a report to him within three days.

Why robberies are on the increase

Several observations have been made as reasons for the increase in robbery. The major reason is youth unemployment fuelled by other factors like laziness, illiteracy and ignorance.

Hiring trained security personnel/ LDUs

The best way to curtail the high level of insecurity is to hire trained security personnel, especially LDUs who have guns to patrol the entire village, both during the day and at night. If every household can contribute five thousand shillings, the two

hundred households can raise one million shillings monthly. This money is enough to pay four armed men and this will be a lasting solution to the problem.

Area increasingly becoming a slum

Due to the fertility of the land in Bulamu, many settlers have occupied it and the village is increasingly becoming a slum. The life of slum dwellers is characterized by anti-social behaviours, including theft and robbery.

Respect for the LC system

What is surprising is the fact that many residents rush to police to report their cases, even the ones that can be handled by the LC system. This is a clear indication that they lack respect for the LCs. It was agreed that all cases, save for high profile ones, be reported to the LC who can refer the matter to police depending on the gravity.

Registering visitors to the area

To be able to track all people who come to the village, residents agreed that all visitors to the various homesteads be registered and the information be availed to the Secretary for Defence.

Conclusion

Residents generated ideas with open minds and they seemed willing to cooperate in order to get lasting solutions to the problem of insecurity in Bulamu.

Compiled by,

Lhyu

KABAGAMBE MOSES

Secretary for Defence

An overview

Introduction

A summary or précis is a comprehension exercise that requires one to compress a somewhat longer passage by identifying important points that respond to the question and reinstating them in as few words as possible. It demands for the ability to read and comprehend, skim and scan the passage and then reproduce the main points in a compressed but fluent form. The ability to summarise is a very useful skill when you finally leave school. Many jobs require reports to be summarised or brief accounts of how a complicated piece of machinery works.

How to get on with the summary question:

Key areas to consider in answering a summary question are:

1. The question(s)

- (a) The first step is reading the question.
- (b) Pick out the key words in the question and understand them fully so that points (answers) picked are within the key words.
- (c) Simplify the question by **rephrasing** it in a more comprehensible form.

2. The Title / Heading

- (a) The title is **compulsory** at all times as in every piece of writing and should be formulated after thorough understanding of the subject and is to aid accurate picking out of the necessary points.
- (b) Write down the title on the rough copy for proper comprehension of the passage in **capital letters** and underline it for smartness or by capitalizing the beginning letters of the content (key) words and strictly underline.
- (c) The title must be correct grammatically and in content.
- (d) It can be as extensive for as long as it is comprehensive enough i.e. covering all key areas of the question.

3. Reading the passage

- (a) Read the passage with the question at the back of your mind.
- (b) Pick out the points (answers) that only answer the question (s).
- (c) The points picked out don't include examples and explanations.
- (d) In a one question summary, there must be 20 points.
- (e) In a two question summary, the distribution is not uniform in all passages. The points for each part of the question are discovered through thorough and critical reading of the passage.
- (f) Points are picked out from the passage by numbering and underlining to ascertain the total number before they are transferred into the rough copy.

4. The points may be presented in a continuous sentence. This means that a number of the parts of the sentence that respond to the question directly can be considered as points.

5. The Rough copy

- (a) It is advisable to write out the **rough copy in a complete paragraph** form to cater for unpredictable eventualities.
- (b) Writing it out in numeral or out – line form, **may not** save a student much in case of failure to write down the fair copy.
- (c) Writing it out in a paragraph comprising complete sentences, containing the necessary points, may also help a student to count words at Rough copy level and make necessary inclusions and deletions to cope with the indicated

number of words.

- (d) Open up with a paragraph clearly **indented** by about 2cm.
- (e) The first sentence on the paragraph must contain the subject (the thing asked for).
- (f) The sentence can either begin with the subject and introduce the points or vice versa.
- (g) There should not be an introductory statement ending with words like; **are, include, are the following**, punctuated with a comma, colon or semi colon. It should not begin with: The following are. This encourages listing of the points.
- (h) The cited words can be used by introducing the points immediately.
- (i) The first sentence must give the answers straight away.

6. The paragraph

- (a) Indent clearly to make a paragraph.
- (b) Use one paragraph strictly to write out the answer to one question irrespective of how many aspects have been asked for to be summarized.
- (c) Several paragraphs are prohibited.
- (d) To separate a paragraph by skipping a line is unacceptable.
- (e) Discontinuing a paragraph pre-maturely by ending a sentence abruptly and leaving a lot of space before completing the line is forbidden.

NB. In all the above cases, one is penalized heavily by awarding half a mark for every correct point, no matter how complete the sentences may be.

7. The sentence

- (a) Every sentence written down must be complete i.e. bearing a subject.
- (b) Start up a sentence in a clear indenting paragraph.
- (c) The first sentence must bear a subject (thing asked for).
- (d) The proceeding sentences can alternate between the subject and the pronoun.
- (e) Write out one sentence after another until the end on the paragraph even if more than one aspect has been asked for e.g. causes, challenges and solutions.
- (f) An independent sentence may contain 1-7 points while strictly observing the number of commas and conjunction “and” used to join the last point i.e.
 - 1 point: a sentence goes to name a point straight away.
 - 2 points: “and” joins the 2 points in the sentence.
 - 3 points: 1 comma separates the first two points and one “and” joins the last point.
 - 4 points: two commas separate the first three points and one “and” joins the last point.
 - 7 points: two commas separate the first three points, one “and” joins the fourth point, then phrase: “as well as” joins another three points, the first two separated by comma and the last connected by “and”.

8. Punctuation

Four major punctuation marks are used;

- (a) A capital letter at the beginning of every new sentence.
- (b) A comma to separate points.
- (c) A full stop to end every concluded sentence.
- (d) A hyphen used in only compound words, not a forged one.

9. Spellings, Grammar and Tense

- (a) All words to be used are in the passage and must be correctly spelt.
- (b) All sentences must be correctly written out without skipping any word.
- (c) The tense in which points are presented in the passage must be altered to correlate with the tense in the question.
- (d) Be critical to recognize the language change in the passage.
- (e) Change the points stated in a divergent way to suit the question and answer.

10. Word count

- (a) Count the words physically until the required number is arrived at.
- (b) Under-writing is not an issue but over-writing is a problem.

(c) Having counted the words in the rough copy and made necessary inclusions and deletions, write out a smart fair copy free from errors.

11. Word joining.

- (a) Copy out all the normal and compound words as they are.
- (b) Normal words must not be joined due to careless handwritings.
- (c) Hyphenated words must not be joined by removing the hyphens.

12. Word division.

- (a) Avoid separating words due to careless handwriting or very tiny letters.
- (b) All nouns and words preceded by the indefinite article “a” must be distinctively written out.
- (c) All compound words must remain intact even when hyphenated.

13. Cross out the rough copy vertically or diagonally but only on completion of the fair copy.

14. Watch out for determinant (degree) words that normally accompany the points. Omitting them means a change in meaning e.g. more, much, less, most, very, highly, extremely, etc.

Maintain **figures as figures** in the passage as translating them into words increase the number of words.

Summary Writing Samples:

Passage A:

Read the following paragraph and write a summary of not more than 45 words on the requirements of good health

People living in developed countries take good health and sanitation for granted. It is easy to forget how much it costs to develop and maintain that security.

The requirements of good health sound simple but they can be very difficult to achieve. A balanced diet is essential. This ensures healthy growth in children and provides resistance to infection. Good quality housing protects people from the harmful effects of climate and provides hygienic living conditions. A health service should be available for the treatment of illness and to educate people in hygiene and preventive medicine, while refuse disposal and sewage systems are necessary to remove waste safely and efficiently. Nowadays virtually, everyone in developed countries enjoys living standards that meet these conditions. Yet the developed world has only been able to achieve this through massive investment of public money.

SAMPLE ANSWER:

MAIN POINTS

THE REQUIREMENTS OF GOOD HEALTH

- 1. A balanced diet ensures healthy growth and resistance to infection.
- 2. Good quality housing protects people from harmful effects of climate.
- 3. A health service for treatment.
- 4. Refuse disposal and sewage systems to remove waste.

ROUGH COPY

THE REQUIREMENTS OF GOOD HEALTH

Good health requires a balanced diet to ensures healthy growth in children and provide resistance to infection. Good quality housing protects people from the harmful effects of climate and provides hygienic living conditions. A health service should be available for treatment of illness and finally refuse disposal and sewage systems are necessary to remove waste.

(51 words)

FAIR COPY

THE REQUIREMENTS OF GOOD HEALTH

Good health requires a balanced diet for healthy growth and resistance to infection. Good quality housing protects people from harmful effects of climate and provides hygienic living conditions. A health service helps in treatment of illness. Refuse disposal and sewage systems are necessary to remove waste.

(46 words)

Passage B:

It is shocking to note how some motorists show utter disregard for human life in their anxiety to reach their destinations in the shortest possible time. In the process **they overtake recklessly, disobey traffic signals and signs and change lanes sharply and suddenly.** Such motorists scarcely realize that they might reach their ultimate destinations much before the immediate one. A driver who drives under **the influence of Alcohol** is perhaps the greatest single cause of the 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.** Accidents may also be **caused by sheer bad luck.** No human or mechanical care can prevent such accidents.

ROUGH COPY

THE CAUSES OF ROAD ACCIDENTS

1. *Drivers overtake recklessly, disobey traffic signals and signs and change lanes sharply and suddenly.*
2. *Drunk drivers cause accidents as alcohol affects the sight, alertness and reflexes. This makes drivers lose control of themselves and the car they drive.*
3. *Accidents are caused by sheer bad luck.*

(45 words)

The above ideas are written in a number-point form. They may also be written in a paragraph. In this case candidates should not number the points.

FAIR COPY

THE CAUSES OF ROAD ACCIDENTS

Drivers overtake recklessly, disobey traffic signs and signals and change lanes sharply and suddenly causing road accidents. Alcohol affects the drunk drivers' sight, alertness and reflexes, which make them, lose control of themselves and their cars. Finally sheer bad luck also causes accidents.

(44 words)

NB: There is no need of writing introductory statements like: There are many causes of road accidents. Such statements are not necessary as the idea(s) is reflected in the title. It may also lead a candidate to write too many words. The candidate needs to write the points straight away. The introductory statements should be written in case a candidate fails to write a title.

A passage in past tense may be set and the question dictates that you should use the same tense.

SUMMARY 2020

1. Read the passage below and answer the question that follows:

Poverty is the state or fact of being in dire need. People are poor if they lack enough income and resources to live adequately by the accepted living standards of their community. Definitions of poverty vary from country to country, just as living standards do, and it is difficult to give precise figures.

Standards may vary greatly according to time and place. Many people who live in Western industrialized societies, for example, believe that they must have a car to live well. They would consider themselves poor if they could not afford to buy one. Yet many people who live in other countries regard a car as a luxury. They would not consider the lack of a car a sign of poverty. People who lived in industrialized nations when the motor car was first introduced, did not at that time consider cars necessary for a decent standard of living.

At least over a billion people, or a fifth of the world's population, were so poor in the late 1980's that their health and lives were in danger. What is certain is that the most widespread and severe poverty occurs in nations with few or undeveloped resources. These nations are usually called the developing nations or the Third World.

More than 100 countries come into the category of developing nations. They are former colonies of industrial nations, and one of the causes of their present poverty is their colonial past.

The powers that colonized them deprived them of much of their wealth. Currently, debt is a major cause of individual poverty, often made worse by the loss of a job or means of livelihood. In a country like India, debt bondage keeps very many families in poverty. The debt can often never be repaid. The debtor must work for the creditor and almost becomes the creditor's slave. Debt bondage may continue in a family for generations, with sons inheriting the debt from their fathers.

When a large community suffers economic reverses, war, crop failure, or disease epidemic, poverty can affect whole classes and communities. Any minority or group singled out for discrimination is usually unable to take advantage of educational or employment opportunities open to others because of prejudice.

Natural disasters cause widespread poverty. Ireland's potato famine in the mid-1840's led to the death of hundreds of thousands. Many left the country to escape starvation. During the 1980's drought and war killed hundreds of thousands in Africa, and, in 1991, a cyclone devastated the island communities of Bangladesh. All these disasters plunged millions of survivors into distress.

Poverty causes suffering among millions of people. Homelessness is one such obvious sign of poverty. Many low-income families live in city slums or rural areas that do not provide the basic needs such as food, shelter and clothing. The only work available may offer low, uncertain income and little security. Many poor people work in dangerous or unhealthy conditions.

People who live in poverty are less likely to eat the foods they need to stay healthy or to receive good medical care when they are ill. Their children may not have enough to eat. The very poor are more prone to diseases and die at younger ages.

The poverty brings despair, anger or lack of interest in anything except one's own worries. Financial, emotional and medical problems strain family ties.

The poor have little influence in the community. Businesses are interested more in people who buy their goods and services. The poor have limited political power. Many of the poor believe that no political candidate can help them and do not participate in elections.

Studies show that large numbers of children born in low-income families remain poor all their lives. Many come to feel as helpless as their parents. In some parts of the world, poor people value large families as a source of family security and labour.

Underprivileged children may suffer from lack of nourishment for healthy growth during their important early years. They can seldom expect to attend good schools that will educate them for a full life.

(Adapted from: “*The World Bank Encyclopedia*”, P Volume 15, 1992)

Question:

In reference to the passage above, summarise the effects of poverty on society in about 120 words.

SUMMARY 2019

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

The existence of the Billingham plant and others like it, suggest a very substantial market for their nitrogen containing fertilizers. Why is this so? We have known for many years these essential nutrients. These nutrients include nitrogen, phosphorous and potassium, which are particularly important in promoting the growth of agricultural crops as well as a number of other elements some of which are required in very small quantities. These include calcium, magnesium, sodium, sulphur, copper, iron, zinc, manganese and boron. Adding manure and compost to the soil is one important way of returning to the soil some of the nutrients used by plants as they grow. However the intensive cultivation of crops developed to feed a rapidly growing world population often removes nutrients from the soil more quickly than they can be replaced by natural means. Artificial fertilizers are therefore added to the soil to make sure that they can continue to support the growth of crops. Artificial fertilizers may also, of course, enable plants to be grown on land previously unable to support the growth of crops because it lacked some or all of the essential nutrients.

If artificial fertilizers are not used properly, problems can arise. For example, an excess of nitrates in the soil can be washed by rainfall into rivers, streams or lakes thus disturbing the natural balance of the source used as domestic water supply.

The ever growing use of fertilizers is not without its problems. For example finite natural resources such as gas are being used up in the manufacture of fertilizers. Additionally, it has been estimated that some fifteen large plants for ammonia synthesis will need to be built annually to keep pace with demand. We are also becoming increasingly aware of the possible effects of the high rates of fertilizer application to the land. This can particularly affect the lakes and rivers. The wash off of fertilizers particularly nitrates and phosphates affects other plants. The rapid growth of algae is often referred to as a bloom! Such blooms can severely upset the natural balance of the lakes and streams. As the algae die and decay, oxygen is removed from the water and no normal aquatic life can survive. There are also worries about the effect of agricultural fertilizers, especially nitrates, on the quality of public water supplies.

Yet nitrogen is abundant in nature, particularly in its free form in the atmosphere, close to 80% of the air we breathe is made of nitrogen. Could this nitrogen be used to supply the needs of plants? This is what the researchers in many countries are attempting to discover.

The problem is that neither plants nor animals can directly use free nitrogen. It must be first converted into nitrates by microorganisms in the soil. If this conversion occurs slowly, the soil is poor and must be fertilized.

A kind of bacterium, the rhizobia, has long been known to be capable of fixing atmospheric nitrogen in a form usable by plants. Penetrating into the roots of legumes, (beans, soya, peas, lucerne, clove), it forms nodules. There, it fixes atmospheric nitrogen for use by plants and in return revives nutritional elements, chiefly carbohydrates such as sugars.

Adapted from: *Chemistry for First Examinations* by Wilford

Question:

In about 120 words, summarise the uses of artificial fertilizers and the associated problems

SUMMARY 2018**1. Read the following passage carefully and answer the questions that follow**

According to the human rights watch, domestic violence is a global phenomenon and one of the leading causes of injuries against females in almost every country in the world. For many women in Uganda, as in many other countries, domestic violence is not an isolated act but arises and forms part of their lives.

According to the Uganda a demographic and health survey 2006, more than two thirds of Uganda women experience violence from their partners. The survey also shows that seven in ten women agreed that it was justified for women to be beaten. This indicates that women in Uganda generally accept violence as part of the male female relationship, which is not surprising because traditional norms teach women to accept and tolerate this violence.

The most accepted reasons for wife beating, according to the report are neglecting children and going out without informing a husband. Four in ten women think that arguing with a husband justifies wife beating while others feel that denying a husband sex and burning food are justifications for wife beating.

Dr. Lydia Mungherera, founder of mama's club says, as long as women are poor and uneducated, it will be hard for them to resist domestic violence. She says "if girls are not educated there is likely to be more domestic violence which is dangerous to our community."

Most women are dependent on the spouse for their economic wellbeing. Having children to take care of, should she leave the marriage, will increase the financial burden and make it more difficult for her to resort to divorce. Dependency means that women have fewer options and few resources to help them.

Wife harassment is also associated with alcohol consumption. Other causes were disagreements over money, unfaithfulness, leaving children to cry and denying men sex. A respondent in Erute camp, Lira, following a separate study by the ministry of health in northern Uganda said, "My husband sometimes insults me for not working hard enough to look for food for the family.

However many of the affected women did not report cases of domestic violence. Most of them feared reprisals from their men while others feared embarrassment. Other reasons for not reporting were poverty, ignorance of the law and not knowing where to report.

(Slightly adapted from *The new vision: September 29, 2007*)

Question

In about 100 words, show why Ugandan women experience domestic violence and why it still goes on.

SUMMARY 2017**1. Read the following passage and answer the questions that follow**

Justice should include mercy and forgiveness, but the death penalty in the United States is not only unforgiving but 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 the 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 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 the 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 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.

SUMMARY 2016

1. Read the following passage 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 Nkuruma rightly points out in his book, **Class Struggles in Africa**, before conquests there were tribes but not 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 to 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 for each other and in many cases turned against each other.

Tribal man is at a certain stage of social economic development. Out of the tribal society has grown the nation state. Basically, the tribal form of society is based on the communal ownership of land with chieftainship as the 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 under mined, 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.

Adapter from: *Eduardo Mondlane*

Question

In about 150 words, summarise how imperialism has used tribalism to slow progress towards nation building in Africa.

SUMMARY 2015

1. Read the following passage carefully and then 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 recognizing 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 special place within a room; that others may not enter without invitation, by never looking someone directly in the eye; even never calling a person by her or his 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]

Questions

- (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.**

SUMMARY 2014

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

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 field, 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 recognized. 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 recognize the particular been 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 the 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]

Questions:

- (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.**

SUMMARY 2013

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

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 the unpleasantness of blackened bodies 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 diseases. These lead to 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 smoke yet 26% of girls aged between 15 to 21 are regular smokers. Other effects of tobacco on women include; spontaneous abortion and other pregnancy complications, babies with low birth weight and stillbirths, 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 main-stream 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 main-stream 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 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 and throws a 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 temptations to start smoking and help their addicted peers to stop.

[Adapted from: *The Truth About Smoking: Head Start Secondary English* by Austin Bukonya].

Question:

In not more than 120 words, summarise the side effects of smoking as given in the passage

SUMMARY 2012

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

The gorilla is something of a paradox in 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 Ugandan 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 almost as much a mystery as they were when the French explorer Du Chaillu first described the animal to the civilized 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 traveler 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 and squatting down to eat it. 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 his short legs and rests lightly on the knuckles of his hand 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 no more than shadow boxing as a general rule, for the gorilla is a gentle, kindly creature, a most forgiving ape that 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 Laurence Pollinger Ltd.)

Question

In a clear paragraph of about 100 words, summarise the humanness of the gorilla

SUMMARY 2011

Read the following passage and answer the question that follows.

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 the unpleasantness of blackened bodies 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.

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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 smoke yet 26% of girls aged between 15 to 21 are regular smokers. Other effects of tobacco on women include; spontaneous abortion and other pregnancy complications, babies with low birth weight and stillbirths, cancer of the cervix and early menopause.

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Smoking has many other 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 and throws a 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 temptations to start smoking and help their addicted peers to stop.

[Adapted from: *The Truth About Smoking: Head Start Secondary English* by Austin Bukonya].

Question:

In not more than 120 words, summarise the side effects of smoking as given in the passage.

SUMMARY 2010

- 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, round 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 can 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 defense 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, pajamas 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, stripped 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 has his bite, before he was torn loose. We continued jumping and cursing for several minutes until the last and 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. It took over an hour to remove all the pests from the wool and all this time we were naked in the cold air. Satisfied at last, we move 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:

- 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.**

SUMMARY 2009

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

The Mbuti pygmies are a unique population living in the Ituri forest in the western 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 the pygmies, the cultivators actually destroy their environment. *Turnbull* (1961) suggest 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 dwellers with suspicion and hostility. However, it appears that the forest will be destroyed and yet *Turnbull* suggests that the problem of accommodating Mbuti in an forest environment cannot be overcome. The Ituri forest consists of a large area of primary forest with a n 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 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 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 larva of moths, and termites. The women, especially, are the gatherers and they collect mushrooms, berries and nuts, moving from 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 adequate food supply all the year round.

The social organization 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 and other specialist who might exert an authoritarian influence; the opinion of all members is sought and individuals with specialized 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 the life outside the forest and when removed from their environment, they tend to die of sunstroke and disorders of the stomach. The 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 pygmies* by Ezeulu)

Questions

- 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**

SUMMARY 2008

1. **Read the passage carefully and answer the question after it**

More and more Tanzanians are abandoning hospitals in favour of traditional healers citing deepening poverty and failure of many modern **drugs** to cure 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 Mwanamala governmental hospital in Dar-es-salaam, yet seldom visits the hospital.

Fuwe says that most of the ailments like malaria and diarrhea are treated by the roots, barks and the leaves sold on the road pavements by Masai tribes men. The trend has left health experts deeply worried.

“In a country where more than 50 percent of the population lives below the poverty line, it is not surprising that the people opt to go for cheap medication,” says Alan Makanjira, an official with social welfare department. He says more than half of the 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 parasites' 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 for 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 Tanzania Commission for Science and 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 a doctor for every 7,500 people, which means Tanzania, must have a minimum of 400 doctors. Dr. Andrew Kitua, Director General of the National Institute of Medical Research, says that the resistance to drugs is due to the failure of the patients to abide by 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.

Question:

In about 120 words, summarise the reasons why Tanzanians run away from hospitals to herbalists.

SUMMARY 2007

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 diarrhea 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 cholerae* 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 stool 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 Jerri 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 articles 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 the 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 fluid 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-shake 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.

SUMMARY 2006

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

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.

Firstly, drinkers come from all levels of society. The typical drinker 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 anesthetic 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 supplies only 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 disease, cancer and mental diseases.

(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.

SUMMARY 2005

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

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 a family. Land was never owned by an individual, but by the people and could not 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 when someone simply wanted to eat, he merely looked for food and ate. It was not a question in his mind as to who owned it. In many parts of Africa it was thought quite natural for a traveller to walk into the nearest garden (shamba) and pick some banana 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 the tribe could easily be acquired to provide the amount. In such cases, the tribal elders usually ruled that several people should provide cattle for the man who had no wealth of his own. It was not

expected that he should repay them, instead it was expected that he would do the same in 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 still maintained contact with his native land as the only source of security to which he could look in old age or sickness. He was secure in his mind that he could go back to his 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 someone did not adhere to the pattern and did not take on the obligation inherent in the system, he found that when he next got into trouble he received little or no attention.

He was expected to live harmoniously with others in his community and make his 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 the 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 every one and the work would be finished in a day. If someone refused to take part, he would find that when his part came to build a hut, a few people would come to help him and he might be completely boycotted. This was the kind of sanction which operated against the 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, 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

SUMMARY 2004

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 realize 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 very many people in a country, jobs become scarce. The country suffers from a 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 is not enough land to cultivate, people do not have enough to eat and this may result in illnesses like kwashiorkor and marasmus. As land becomes scarce, another problem arises. People from the rural areas are forced by circumstances 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 cannot 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 juveniledelinquents, 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 besickly, infant mortality rate will be high and life expectancy very low.

The problem of over-population has a great effect on individuals 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)

Question:

In about 120 words, summarise the consequences of over population as shown in the passage you have just read.

SUMMARY 2003

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

Consumption 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, its consumers have resorted to taking the drug in food and tea. This is a recent shift from the traditional way of consumption where it is smoked; oil is now extracted from marijuana plants and mixed with tea and food. This system is safer because it does away with the smell on which the custodians of the law have traditionally relied to detect the location where it is being consumed.

Marijuana plants fall in the categories of „cannabis sativa“ which produce narcotic drugs like cannabis herbal (thrashed leaves mixed with seeds), cannabis resin (hashis) 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 bandwagon. 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 Tetrahydro Cannabinol (THC) which has a disastrous effect on the brain. It causes a disease called hallucinogen, which causes falsehood in the mind. It is this disorganised mind which describes one’s actions and behaviour in the long run. Records indicate that 8% 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 the 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 a tendency to feel tough and strong; thus committing criminal offense 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 very fast and they are anxious and tensed up. They begin to see strange things which in fact do not exist or 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 constipation and destroys the reproductive system leading to impotence. The heart is also damaged resulting in heart failure. The tar in it, as in tobacco, causes chest infection resulting in 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 makes administration of medical drugs difficult and a patient may never recover. Among students, it lowers 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 p27)

Question:

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

SUMMARY 2002

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

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 small 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 underwear. 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 organization, (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 would never find one book among the 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 subdivided into smaller classes; histories of Russia, histories of United States, histories of Japan. As a result, a great store of information in a library becomes readily available to us after a glance into the card catalogue. Classification offers us a 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 according to some principle of similarity. It is a method of putting facts into clear, recognizable order for the purpose of proper understanding. Classification breaks down a more complex object or group into parts. Classification arranges the materials of existence into significant patterns discovered through careful observation and analysis. Even an apparently simple classification is as a 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.

SUMMARY 2001**1. Read the following passage and answer the question that follows**

To communicate internationally requires communicating inter-culturally. The need for cultural literacy arises mainly from the facts that most language learners are not exposed to cultural elements of the society in question that seem to encounter significant hardships in communicating meaning especially to native speakers.

Secondly, because language is connected to social and cultural values, it is thought to be a social and cultural phenomenon. Each culture has its own values and aspects and these change or vary from culture to culture. This sometimes causes communication problems.

Studying culture gives students a reason to study the target language and therefore readers, a study of a foreign language meaningful.

Learners get problems of the native speakers and the real life situations in the target language as real. They often consider them fictitious if they lack background information of knowledge, learning culture provides learners access into the cultural aspects of language and to relate abstract sounds and forms of a language to real people, places and situations.

Since learners like culturally based activities such as singing, dancing, role playing, doing research on countries and people, acting etc, the study of culture becomes a huge motivational factor in language teaching and learning. Learners become not only curious about the target countries or cultures but their interest, participation and motivation levels rise. They yearn to learn not only about those other cultures but also their own. They may also become tolerant to the cultural aspects of the “the other.”

However being culture bound, they may try to reject or ignore the new culture. This is a major problem when they have difficulty understanding or accepting people with points of view based on vies of the world.

Studying culture gives learners a liking for the native speakers of the target language and plays a useful role in education as learners get chance to learn about their Geography, History etc.

Culture influences language teaching in two ways: linguistic and pedagogical. Linguistically, it affects the sematic, pragmatic and discourse levels of the language. Pedagogically, it influences the choice of the language materials because cultural content of the teaching methodology are to be taken into consideration while deciding up on the language materials. For example from the target culture, others use source culture materials.

Culture classes have a humanizing and motivating effect on the language learner and the learning process. They help learners to observe the differences and similarities among various cultural groups. Their awareness of cultural values and societal characteristics help them to “refine the self so that it can take a more universal and less egoistic form.”

Studying cultures gives one chance to familiarize self with the target culture after getting information about it and plays a facilitator role in expanding vocabulary. Culture classes help learners enrich vocabulary and may aid them to use newly acquired words.

Culture provides the individual with a frame of reference in which to function and has a strong role in the formation of values, attitudes and communication styles beyond the linguistic competence frame work. This is referred to as communicative competence.

Communicative competence is a learned part of one’s language experience. Beyond the linguistic skills of listening, speaking, reading and writing. Communicative

competence requires these learners to use these linguistic skills in contextually appropriate ways.

Communicative competence therefore, implies that one not only understands and can competently use the linguistic structures of the language but also understand and can competently perform in the culture.

Question

In about 150 words, state why it is important to incorporate (include) culture in the teaching of language skills.

SUMMARY 2000

- 1. Read the following passage carefully and answer the questions that Follow:***

You can get an electric shock if electric current flows through you. This usually happens if you touch something, which is connected to a live supply of electricity. The severity of the shock will depend on the size of the current resistance that passes through your body. The current will take the path of least resistance through your body from your hand, to whatever part of you that is in contact with the ground (earth or any objective 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 a fixed main voltage of 200 to 250 volts. The resistance can vary considerably. Good conductors of electricity have a low resistance; bad conductors have a high resistance are called insulators. For example, rubber is a good insulator, so is dry skin. But water and most metal are good conductors; the body, a fairly good one. This means that if you touch a live part and are well insulated from the ground (for example you are wearing shoes with rubber soles) and have a 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 on a wet stone floor with leather shoes) the shock will be severe, possibly fatal. In an iron, the live parts (for example, the heating elements, thermostat and wires connecting them) are insulated from the rest of the iron. Rubber is used to insulate some parts, mainly the connecting wires while mica is used is frequency used to insulate the parts of the iron which get hottest; such as the element. If this insulation deteriorates the user may touch the live wire.

To prevent an electric shock if this happens; 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 main socket while the other end is connected to the parts of the 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 socket. Otherwise the 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 fatal accident. Should your iron (or equally any other piece of electrical equipment) become faulty.

(Source: A higher course of English study by Ronald Mackin and David Came -Sept, 1962)

Question

In about 120 words, explain the cause of an electric shock and how it can be avoided.

SOLUTIONS TO SUMMARY WRITING QUESTIONS

Solutions 2020 ROUGH COPY

THE EFFECTS OF POVERTY IN SOCIETY

Poverty causes suffering among millions of people and homelessness. Many low income families live in city slums/rural areas without basic needs. The work available offers low uncertain income. And little security Many work in dangerous/unhealthy conditions The poor are less likely to eat the foods needed to stay healthy /or underprivileged /poor children suffer from lack of nourishment Or to receive good medical care The children may not have enough to eat. The very poor are more prone to diseases and die at young ages/die young. Poverty brings despair /or lack of interest in anything, anger and worries. Financial and emotional and medical problems strain family ties/poverty strains family ties. The poor have little influence in community and limited political power/believe no political candidate can help them /do not participate in elections. Their children remain poor all their lives /feel as helpless as their parents Suffer debt bondage and seldom attend good schools (to educate them for a full life).

(160 words)

THE EFFECTS OF POVERTY IN SOCIETY

Poverty causes suffering and homelessness among people. Many low income families live in city slums without basic needs. The work available offers low uncertain income and little security. Many poor people work in dangerous conditions. They are less likely to eat the foods needed to stay healthy and to receive good medical care. Their children may not have enough to eat. The very poor are more prone to diseases and die young. Poverty brings despair, anger and worries. It strains family ties. The poor have little influence in community and limited political power. Their children remain poor all their lives and seldom attend good schools to educate them for a full life.

(112 words)

Solutions to 2019 ROUGH COPY

1. THE USES OF ARTIFICIAL FERTILIZERS AND ITS ASSOCIATED PROBLEMS

Artificial fertilizers are used to support crop growth and enable plants to grow on land previously unable to support their growth because it lacked essential nutrients. However, excess nitrates in the soils can be washed away into the water bodies disturbing the natural balance of the source of domestic water a supply. Finite natural resources are used up in manufacturing fertilizers. Fifteen large ammonium plants will need building annually to meet the demand. High rates of fertilizers application affect s water bodies. The wash off of fertilizers affects other plants. The rapid algae growth severely upsets the natural balance of water bodies as algae die and decay, Oxygen is removed from water Destroying aquatic life. Agricultural fertilizers affect the quality of public water supply.

(134 words)

FAIR COPY

THE USES OF ARTIFICIAL FERTILIZERS AND ITS ASSOCIATED PROBLEMS

Artificial fertilizers are used to support crop growth and enable plants grow on land previously unable to support their growth because it lacked essential nutrients. However, excess nitrates in the soils can be washed away into water bodies disturbing the natural balance of domestic water supply. Finite natural resources are used up in manufacturing fertilizers. Fifteen large ammonium plants will need building annually to meet the demand. High rates of fertilizers application affects water bodies. The wash off of fertilizers affects other plants. The rapid algae growth severely upsets the natural balance of water bodies as algae die and decay while oxygen is removed from water destroying aquatic life. Agricultural fertilizers affect the quality of public water supply.

(118 words)

Solution to 2018
ROUGH COPY

WHY UGANDAN WOMEN EXPERIENCE DOMESTIC VIOLENCE AND WHY IT STILL GOES ON

Ugandan women experience violence because they agree that it is justified for them to be beaten and accept it as part of the male female relationship. Traditional norms also teach women to accept and tolerate violence. Women are beaten for neglecting children, going out without informing a husband, arguing with him or denying them sex as well as burning food. Poverty, Ignorance of the law and not knowing where to report lead to violence against women. Women are dependent on their spouses for their wellbeing and have very few options. Women are beaten because they are uneducated, leaving children to cry, disagreements over money, unfaithfulness, not working hard enough to look for food for the family leads to wife harassment. It still goes on because most women do not report and fear reprisal from their husbands as well as embarrassments.

(139 words)

FAIR COPY

WHY UGANDAN WOMEN EXPERIENCE DOMESTIC VIOLENCE AND WHY IT STILL GOES ON

Ugandan Women are beaten for neglecting children, going out without informing a husband, arguing with him or denying them sex as well as burning food. Women are beaten because they are uneducated, leaving children to cry and disagreements over money as well as unfaithfulness and not working hard enough to look for food for the family. Violence still goes on because most women do not report and fear reprisal from their husbands as well as embarrassments. Yet women are dependent on their spouses for their wellbeing and have very few options. Ugandan women also agree that it is justified for them to be beaten and accept it as part of the male-female relationship. Traditional norms teach women to accept and tolerate violence.

(122 words)

Solution to 2017
ROUGH COPY

THE SPEAKER'S ARGUMENTS FOR THE NEED TO ABOLISH THE DEATH PENALTY IN THE UNITED STATES

The speaker argues that the death penalty is unforgiving and unfair and so should be abolished in the United States. That racial minorities thus the poor and mentally retarded are likely to receive a death sentence. Innocent people have received the death penalty And been executed for a crime that one did not commit While the real killer would still be free The inmates have no money or other support to investigate their cases The death penalty does not deter murder and Other crimes. He argues that 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 and Russia commuted the death sentence for all the 700 inmates on death row. There is an international barn on the executing juvenile offenders and the mentally retarded there is also a Supreme Court decision prohibiting the death penalty of the mentally retarded it is against international laws and human rights the death penalty is also immoral.

(172 words)

FAIR COPY

THE SPEAKER'S ARGUMENTS FOR THE NEED TO ABOLISH THE DEATH PENALTY IN THE UNITED STATES

The speaker argues that the death penalty is unforgiving, unfair and immoral and so should be abolished in the United States. That racial minorities, the poor and mentally retarded are likely to receive a death sentence. That people have received the death penalty and been executed for murder while the real killer would still be free. That inmates have no money or support to investigate their cases. That it does not deter murder and other crimes yet 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 and Russia commuted the death sentence for all inmates on death row. There is an international barn on executing juvenile offenders and the mentally retarded besides a Supreme Court decision prohibiting the death penalty of the mentally retarded. That it is against international laws and human rights.

(152 words)

Solutions to 2016
ROUGH COPY

HOW IMPERIALISM HAS USED TRIBALISM TO SLOW PROGRESS TOWARDS NATION BUILDING
IN AFRICA

Imperialism has used tribalism to divide Africa and to break up the bonds of unity between the various tribes. Tribes have been turned against each other. With conquest, the social organisation has disintegrated and People have become part of the wider capitalist system based on wage slavery. Imperialism has undermined the economic basis of tribalism with Compulsory payments of taxes. This meant working in the mines, factories and plantations Imperialism saw to it that large areas remained undeveloped with No roads or railways Which has encouraged regionalism and tribal thinking Has used tribal features like chieftaincy to undermine nation building The chief now was an agent of imperialism paid by a colonial master Whose orders he had to carry out While some areas were left undeveloped with only a subsistence economy, Others were incorporated into the world capitalist economy It has linked the workers in a network controlled by international monopolies. And left behind an uneven and Lopsided economy hence undermining nation building in Africa.

(165 words)

FAIR COPY

HOW IMPERIALISM HAS USED TRIBALISM TO SLOW PROGRESS TOWARDS NATION BUILDING
IN AFRICA

Imperialism has used tribalism to divide Africa and to break up the bonds of unity between the various tribes. Tribes have been turned against each other and with conquest, the social organisation has disintegrated as people have become part of the wider capitalist system based on wage slavery. Imperialism has undermined the economic basis of tribalism with compulsory payments of taxes. This meant working in the mines, factories and plantations. Imperialism saw to it that large areas remained undeveloped without roads or railways hence encouraging regionalism and tribal thinking. Tribal features like chieftaincy have been used to undermine nation building with the chief as an agent of imperialism paid by a colonial master whose orders he had to carry out. Some areas were left undeveloped with only a subsistence economy while others were incorporated into the world capitalist economy. It has linked the workers in a network controlled by international monopolies and left behind an uneven and lopsided economy hence undermining nation building in Africa.

(165 words)

Solutions to 2015

ROUGH COPY

a) THE DIFFERENT WAYS IN WHICH RESPECT FOR PRIVACY CAN BE EXPRESSED

Respect for privacy can be expressed by never touching another person without permission, Living space around a person and Assigning to each person a house or room Or a special place that Others may not enter without invitation. It can also be expressed by never looking someone directly in the eye, Never calling them by his or her given name As well as never forcing someone to reveal details of their income And forcing them to admit irregularities in their private life and finally Never opening or reading a private letter.

(91 words)

FAIR COPY

THE DIFFERENT WAYS IN WHICH RESPECT FOR PRIVACY CAN BE EXPRESSED

Respect for privacy can be expressed by never touching another person without permission, living space around a person and assigning to each a house or room or a special place that others may not enter without invitation. It can also be expressed by never looking someone directly in the eye, never calling them by his or her given name as well as never forcing someone to reveal details of their income or forcing them to admit irregularities in their private life. And finally respect for privacy can be expressed by never opening or reading someone's private letter.

(98 words)

ROUGH COPY

b) HOW THE PRIVILEGE OF PRIVACY IS GIVEN

The privilege of privacy is unevenly given. It is given more to adults than children more to the women than men more to the well than the sick More to the rich than the poor more to those of high rank than of low rank.

(45 words)

FAIR COPY

HOW THE PRIVILEGE OF PRIVACY IS GIVEN

The privilege of privacy is unevenly given. It is given more to adults than children and more to the women than men. It is given more to the well than the sick, more to the rich than the poor and finally more to those of high rank than of low rank.

(51 words)

Solution to 2014

ROUGH COPY

a) AN EXPLANATION OF HOW A BEE THAT HAS FOUND NECTAR OR POLLEN TELLS THE OTHERS ABOUT IT

On coming back to the hive, a bee that has found nectar climbs on the vertical surface of the comb and gives up all the nectar which she has brought to other bees Then she begins to dance In narrow circles Reversing her direction. This excites other bees and quickly she has a rail of them following her circle sand touching her body with their feelers and then lives the hive to the flowers for more booty. The dance is a means of communication that informs the other bees.

(89 words)

FAIR COPY

AN EXPLANATION OF HOW A BEE THAT HAS FOUND NECTAR OR POLLEN TELLS THE OTHERS ABOUT IT

On coming back to the hive, a bee that has found nectar climbs on the vertical surface of the comb and gives up all the nectar she has brought to other bees. Then she begins to dance in narrow circles reversing her direction. This excites other bees and quickly she has a rail of them following her in circles and touching her body with their feelers and then lives the hive to the flowers for more booty. The dance is a means of communication that informs the other bees.

(89 words)

ROUGH COPY

b) HOW THE OTHER BEES KNOW WHICH FLOWERS TO SEEK

The other bees know which flower to seek by following the dance and the scent They go out and Fly to the flowers of the same kind as the original source of booty Following the scent of the rich flower The dance and the scent induce them to go out once and explore the neighbourhood for flowers of the same kind.

(61 words)

FAIR COPY

HOW THE OTHER BEES KNOW WHICH FLOWERS TO SEEK

The other bees know which flower to seek by following the dance and the scent. They go out and fly to the flowers of the same kind as the original source of booty following the scent of the rich flower. The dance and the scent induce them to go out once and explore the neighbourhood for flowers of the same kind.

(61 words)

Solution to 2013

ROUGH COPY

THE EFFECTS OF DIVORCE TO CHILDREN

Divorce makes it difficult for a child to form the kind of bonds or Relationship they have with their birth parents Some step parents may be abusive The child may lack emotional support It makes it hard for children trying to maintain a stable life living between two homes It may also prove impossible to share custody or The care of the child It is not easy to lessen the impact of constantly having to travel from one home to another There is an enormous burden that divorce places on the child If the child has to move from one parent to another they will miss out on the vital socializing opportunities with school friends There is constant disruption over the holidays which will also Take a toll on the child's normal social development Apart from being confusing The child may not have many friends at school or They are often frustrated with social situations It may disrupt the child's social life.

(162 words)

FAIR COPY

THE EFFECTS OF DIVORCE TO CHILDREN

Divorce makes it difficult for a child to form the kind of bonds or relationship they have with their birth parents. Some stepparents may be abusive and the child may lack emotional support. It makes it hard for children trying to maintain a stable life living between two homes. It may also prove impossible to share custody or care of the child after divorce. It is hard to lessen the impact of having to travel from one home to another. There is an enormous burden that divorce places on the child. They may miss out on the vital socializing opportunities with school friends. There is constant disruption over the holidays which will also affect the child's normal social development. Apart from being confusing, the child may not have many friends at school or they are often frustrated with social situations. Divorce may disrupt the child's social life.

(145 words)

Solution to 2012

ROUGH COPY

A SUMMARY OF THE HUMANNESS OF THE GORILLA

The gorilla can truss the outline of its own shadow with artistic initiative and Can paint like a human being. He helps a female up a steep rock and its gallantry is only normal among humans. It courts, makes love and like humans, the family clings together feeds in a group And squats down to eat. By night they fold bamboo fronds to form a nest as comfortable and springy as a mattress the father is protective. He walks and stands upright like a human being Gorillas appear to talk in high pitched voices like those of women and females when alarmed scream. In danger, the male drums on his chest like a human being. It is gentle and Kindly And most forgiving ape who lives at peace.

(115 words)

FAIR COPY

A SUMMARY OF THE HUMANNESS OF THE GORILLA

The gorilla can truss the outline of its own shadow with artistic initiative and can paint like a human being. He helps a female up a steep rock and its gallantry is only normal among humans. It courts, makes love and like humans, the family clings together, feeds in a group and they squat down to eat. By night they fold bamboo fronds to form a nest as comfortable and springy as a mattress. The father is protective and walks and stands upright like a human being. Gorillas appear to talk in high pitched voices like those of women and females when alarmed scream. In danger, the male drums on his chest like a human being. It is gentle, kindly and most forgiving ape who lives at peace.

(128 words)

Solution to 2011

ROUGH COPY

THE SIDE EFFECTS OF SMOKING AS GIVEN IN THE PASSAGE

Smoking leads to headache, Coughing, Nausea as well as Dizziness unpleasantness of blackened fingers and Bad odour. Smoking may lead to death Causes lung cancer Heart attack Stomach ulcers Defective vision as well as Shortness of breath. It causes cancer of the mouth, throat, blood, bladder and cervix Among women, it causes spontaneous abortion and Other pregnancy related complications Babies with low birth weights Still births and early menopause Smoking pollutes the air Exposes none smokers to risk Causes domestic and forest fires.

(83 words)

FAIR COPY

THE SIDE EFFECTS OF SMOKING AS GIVEN IN THE PASSAGE

Smoking leads to headache, coughing, nausea as well as dizziness, unpleasantness of blackened fingers and bad odour. Smoking leads to lung cancer, heart attack, stomach ulcers and defective vision as well as shortness of breath and may lead to death. It causes cancer of the mouth, throat, blood, bladder and cervix among women. Smoking also causes spontaneous abortion and other pregnancy related complications, babies with low birth weights, still births and early menopause. Smoking pollutes the air, exposes none smokers to risk and causes domestic and forest fires.

(87 words)

**Solution to 2010
ROUGH COPY**

a) THE CHARACTERISTICS OF THE SAFARI ANTS

Safari ants live in holes in the ground Periodically they start moving and are Very active during the rains Moving in a thick stream at night they frequently rest in their runways clinging to each other in masses like bees they are small insects about the size of a grain with a great warrior ant nearly an inch long armed with nasty pinchers all of them bite and what they start they finish they kill whatever cannot get out of their path.

(82 words)

FAIR COPY

THE CHARACTERISTICS OF THE SAFARI ANTS

Safari ants live in holes in the ground and periodically start moving. They are very active during the rains, moving in a thick stream at night. They frequently rest in their runways, clinging to each other in masses like bees. They are small insects about the size of a grain with a great warrior ant nearly an inch long armed with nasty pinchers all of them bite and what they start they finish they kill whatever cannot get out of their path.

(82 words)

ROUGH COPY

b) HOW THE WRITER AND HIS COLLEAGUE FOUGHT WITH THE ANTS

Yelling the alarm, the writer jumped And rushed out of the tent Stripping off his clothes His colleague followed They stood naked in the chilly air Picking ants from their bodies They got a lamp and inspected the tent After wards, they left the tent to the ants And pulled their blankets into the open It took them about an hour to remove all the pests from the wool Satisfied, they moved out of the camp and Lit a fire and tried to sleep.

(84 words)

FAIR COPY

HOW THE WRITER AND HIS COLLEAGUE FOUGHT WITH THE ANTS

Yelling the alarm, the writer jumped and rushed out of the tent stripping off his clothes. His colleague followed and they stood naked in the chilly air, picking ants from their bodies. They got a lamp and inspected the tent. After wards, they left the tent to the ants and pulled their blankets into the open. It took them about an hour to remove all the pests from the wool. Satisfied, they moved out of the camp, lit a fire and tried to sleep.

(84 words)

**Solution to 2009
ROUGH COPY**

a) WHY TURNBULL THINKS THE MBUTI PYGMIES VALUE THE FOREST

Turnbull thinks that the Mbuti pygmies value the forest because their life is closely adapted to the conditions of the forest And the climate is uniform all the year They have inhabited the forest for at least 500 years They are rarely short of food And suffer less from malnutrition They regard themselves as children of the forest And according to Turnbull, they refer to it as mother or father It provides them with food, Shelter, Warmth and Affection They hunt forest animals And collect a variety of invertebrates The forest is the provider of all that is good.

(99 words)

FAIR COPY

WHY TURNBULL THINKS THE MBUTI PYGMIES VALUE THE FOREST

Turnbull thinks that the Mbuti pygmies value the forest because their life is closely adapted to the conditions of the forest and the climate is uniform all the year. They have inhabited the forest for at least 500 years, they are rarely short of food and suffer less from malnutrition. They regard themselves as children of the forest and according to Turnbull; they refer to it as mother or father. It provides them with food, shelter, warmth and affection. They hunt forest animals and collect a variety of invertebrates. The forest is the provider of all that is good to them.

(99 words)

ROUGH COPY

b) WHAT TURNBULL THINKS ARE THE POSSIBLE AND IMMEDIATE THREATS TO THE EXISTENCE OF MBUTI PYGMIES

Turnbull thinks that outside interference and exploitation from outsiders is a threat to the existence of Mbuti Pygmies. They are also not well adapted to life outside the forest and when removed, they die of sunstroke and stomach disorders their future is not bright as they will have to cope with people who want to alter the environment.

(58 words)

FAIR COPY

WHAT TURNBULL THINKS ARE THE POSSIBLE AND IMMEDIATE THREATS TO THE EXISTENCE OF MBUTI PYGMIES

Turnbull thinks that outside interference and exploitation from outsiders are a threat to the existence of Mbuti Pygmies. He also thinks that the Mbuti are not well adapted to life outside the forest and when removed, they die of sunstroke and stomach disorders their future is not bright as they will have to cope with people who want to alter the environment.

(58 words)

Solution to 2008

ROUGH COPY

THE REASONS WHY TANZANIANS RUN AWAY FROM HOSPITALS TO HERBALISTS

Tanzanians run away from hospitals because of deepening poverty making it difficult for them to afford decent health services Failure of modern drugs to cure common diseases. Herbs are cheap and Effective yet Most ailments are treated by roots, barks and leaves Sold on the road pavements. People opt for cheap medication Difficult to afford descent health services Drug resistance by some diseases has discouraged many from seeking hospital treatment It is becoming difficult to treat malaria using available drugs About 100,000 people die in hospitals The government cost sharing policy Has chased patients from hospitals. Hospitals are poorly stocked with drugs and poorly equipped. Little funding from the government. The country is in dire need of qualified doctors. The doctor to patient ratio. Failure to abide by doctor's prescription. Patients abandoning medicine as soon as they get better.

(139 words)

FAIR COPY

THE REASONS WHY TANZANIANS RUN AWAY FROM HOSPITALS TO HERBALISTS

Tanzanians run away from hospitals because of deepening poverty that makes it difficult for them to afford decent health services as well as failure of modern drugs to cure common diseases yet herbs are cheap and effective. They run away because most ailments are treated by roots, barks and leaves sold on the road pavements. People opt for cheap medication and resistance by some diseases has discouraged many from seeking hospital treatment. It is becoming difficult to treat malaria using available drugs yet about 100,000 people die in hospitals. The government cost sharing policy has chased patients from hospitals. Hospitals are poorly stocked with drugs and are poorly equipped. There is little funding from the government and the country is in dire need of qualified doctors. Failure of patients to abide by doctor's prescription and patients abandoning medicine as soon as they get better makes them run away from hospitals.

(139 words)

Solution to 2007

ROUGH COPY

THE CAUSES, SPREAD AND PREVENTION OF CHOLERA

Cholera is caused by germs called vibroi cholerae Transmitted from someone infected by the disease Or through drinking water containing the stool or vomit of a person who has cholera, or when people touch the stool or vomit of a person who has cholera and later touch food, water or cooking utensils It can also be caused by raw or poorly cooked fish and Other contaminated sea foods Cholera spreads fast through poor drainage. And it can be prevented by ensuring that all families have latrines. And treating drinking water. The sick should be taken to hospital immediately Stool and vomit and all articles used by the patient should be sprinkled by germ killing solutions Keeping toilets and latrines clean washing hands after visiting the toilet and flies should be kept away from food and toilets. All water should be boiled And chlorine added to it. The dead should be buried immediately. And overcrowding, Feasting, Handshaking and preparing food should be avoided at the funeral.

(172 words)

FAIR COPY

THE CAUSES, SPREAD AND PREVENTION OF CHOLERA

Cholera is caused by germs called vibrio cholerae transmitted from someone infected by the disease or through drinking water containing the stool or vomit of a person who has cholera or when people touch the stool or vomit of a person who has cholera and later touch food, water or cooking utensils. It can also be caused by raw or poorly cooked fish and other contaminated sea foods. Cholera spreads fast through poor drainage and can be prevented by ensuring that all families have latrines and treating drinking water. The sick should be taken to hospital immediately while stool and vomit and all articles used by the patient should be sprinkled by germ killing solutions. Keeping toilets and latrines clean, washing hands after visiting the toilet and flies should be kept away from food and toilets to prevent cholera. All water should be boiled and chlorine added to it. The dead should be buried immediately and overcrowding, feasting, handshaking and preparing food should be avoided at the funeral.

(169 words)

Solution to 2006

ROUGH COPY

THE REASONS FOR DRINKING AND THE EFFECTS OF ALCOHOL

People drink to be sociable and to relax at the end of a tiring day. Businessmen drink to please their clients and others to be acceptable among their peers. Others drink because they enjoy the intoxicating effects of alcohol. Alcohol acts as an anesthetic on the brain and Moderate amounts help reduce shyness and feelings of restraint and relax nervous tensions. Young people see movie stars drink and advertisements make liquor seem like having fun. People drink for relief and Escape from facing reality. However, alcohol causes the liver to become swollen and yellow with fat which develops into cirrhosis and neuropathy or delirium marked by hallucinations, severe tremor and insomnia as well as exhaustion Alcohol may result into permanent brain damage and Mental illness. Lastly, alcohol affects the heart and causes Death.

(133words)

FAIR COPY

THE REASONS FOR DRINKING AND THE EFFECTS OF ALCOHOL

People drink to be sociable and relax at the end of a tiring day. Businessmen drink to please their clients and others to be acceptable among their peers. Others drink because they enjoy the intoxicating effects of alcohol. Alcohol acts as an anesthetic on the brain and moderate amounts help reduce shyness and feelings of restraint as well as relaxing nervous tensions. Young people see movie stars drink and advertisements make liquor seem like fun. People drink for relief and escape from facing reality. However, alcohol causes the liver to become swollen and yellow with fat which develops into cirrhosis and neuropathy or delirium marked by hallucinations, severe tremor and insomnia as well as exhaustion. Alcohol may result into permanent brain damage and mental illness. Lastly, alcohol affects the heart and causes death.

(133words)

Solutions to 2005

ROUGH COPY

HOW THE AFRICAN PEOPLE USED TO HAVE A COMMUNAL APPROACH TO LIFE

The African people owned land communally and could not be disposed by anybody. Traditional heads held land in trust of the community. Food grown on the land was food to feed the hungry. In marriage, cattle owned by a relative or member of the tribe could easily be acquired for bride price and it was not expected that he should repay them but rather do the same in future. The community was a source of social security with no written rules but a strict pattern to which everyone adhered. Everyone was expected to live harmoniously with others and contribution to work done. Everyone was expected to go out and cut the trees to erect the frame of a hut. Women would bring the cow dung, the earth to make the floor and water to plaster the walls. The men would bring the grass for thatching and the owner would cook food for all. Whoever refused to take part faced sanctions.

(160 words)

FAIR COPY

HOW THE AFRICAN PEOPLE USED TO HAVE A COMMUNAL APPROACH TO LIFE

The African people owned land communally and could not be disposed by anybody. Traditional heads held land in trust of the community and food grown on the land was to feed the hungry. In marriage, cattle owned by a relative or member of the tribe could easily be acquired for bride price and it was not expected that he should repay them but rather do the same in future. The community was a source of social security with no written rules but a strict pattern to which everyone adhered. Everyone was expected to live harmoniously with others and contribute to work done. Everyone was expected to go out and cut the trees to erect the frame of a hut. Women would bring the cow dung, the earth to make the floor and water to plaster the walls. The men would bring the grass for thatching and the owner would cook food for all. Whoever refused to take part faced sanctions.
(160 words)

Solution to 2004

ROUGH COPY

THE CONSEQUENCES OF OVER POPULATION AS SHOWN IN THE PASSAGE

Overpopulation leads to scarcity of jobs and Lack of enough land for cultivation. People resort to cultivating marginal lands leading to spread of deserts. People do not have enough to eat resulting in sickness. People are forced to move into urban areas in search of employment Leading to overcrowding and hence slums Which are a health hazard to the dwellers People become frustrated and may turn to crime Overpopulation also results into lack of education since The government cannot build more schools Children become juvenile delinquents or hardened criminals It is difficult to cope with health problems Medical facilities will not be adequate People will be sickly And infant mortality will be high An d life expectancy very low Difficult to cloth and feed the children And spouses blame each other for their financial problems And the family may break up.
(141 words)

FAIR COPY

THE CONSEQUENCES OF OVER POPULATION AS SHOWN IN THE PASSAGE

Overpopulation leads to scarcity of jobs and lack of enough land for cultivation. People resort to cultivating marginal lands leading to spread of deserts. People do not have enough to eat resulting in sickness. People are forced to move into urban areas in search of employment leading to overcrowding and hence slums which are a health hazard to the dwellers. People become frustrated and may turn to crime. Overpopulation also results into lack of education since the government cannot build more schools. Children become juvenile delinquents or hardened criminals. It is difficult to cope with health problems as medical facilities will not be adequate. People will be sickly and infant mortality will be high while life expectancy very low. Difficult to cloth and feed the children and spouses blame each other for their financial problems and the family may break up.
(141 words)

Solution to 2003

ROUGH COPY

THE COMMON CONSUMERS OF MARIJUANA AND ITS EFFECTS ON THEM

The common consumers of marijuana are idle youth, Street children, Casual labourers as well as students, working class and the unemployed elites is also on demand across the boarders where dubious dealers abound and rebels marijuana causes hallucinogen which causes falsehood in the mind and mental illness marijuana is addictive and the abuser has a tendency to feel tough and strong thus Committing criminal offenses. Addicts normally have red eyes that cannot see properly, dry mouths and cannot talk properly Their hearts pump fast and are Anxious and tensed up They begin to see strange things which do not exist Or to speak alone due to schizophrenic illness They behave strangely And are socially withdrawn with chronic cigarette smell Marijuana affects the intestines leading to constipation And destroys the reproductive system leading to impotence It damages the heart resulting in heart failure Leads to suicide and violence as well as road and job related accidents it lowers the IQ leading to loss of education and poor performance in schools it encourages idleness, anxiety which leads to prostitution and other crimes.
(180 words)

FAIR COPY

THE COMMON CONSUMERS OF MARIJUANA AND ITS EFFECTS ON THEM

The common consumers of marijuana are idle youth, street children, casual labourers as well as students, working class and the unemployed elites. It is also on demand across the boarders where dubious dealers abound and rebels. Marijuana causes hallucinogen which causes falsehood in the mind and mental illness. Marijuana is addictive and the abuser has a tendency to feel tough and strong thus committing criminal offenses. Addicts normally have red eyes that cannot see properly, dry mouths and cannot talk properly. Their hearts pump fast and are anxious and tensed up. They begin to see strange things which do not exist or to speak alone due to schizophrenic illness. They behave strangely and are socially withdrawn with chronic cigarette smell. Marijuana affects the intestines leading to constipation and destroys the reproductive system leading to impotence. It damages the heart resulting in heart failure. It leads to suicide, violence as well as road and job related accidents. It lowers the IQ leading to loss of education and poor performance in schools. It encourages idleness and anxiety which lead to prostitution and other crimes.

(181 words)

Solution to 2002

ROUGH COPY

AN EXPLANATION OF THE IMPORTANCE OF CLASSIFICATION

Classification helps us find order in the world By helping in classifying people Events, Places and grouping them Classification makes life orderly It saves time Getting dressed is simplified by classification it is important in the library by making books useful And available to us It offers a systemic, Orderly way of communicating information, arranges ideas or things according to similarity It helps to put facts into clear Recognizable order for proper understanding Classification breaks down complex object or group into parts It arranges materials of existence into significant patterns It is discovered through careful observation and analysis classification is a result of years of observation.

(106 words)

FAIR COPY

AN EXPLANATION OF THE IMPORTANCE OF CLASSIFICATION

Classification helps us find order in the world by helping in classifying people, events, places and grouping them. Classification makes life orderly and it saves time. Getting dressed is simplified by classification. It is important in the library by making books useful and available to us. It offers a systemic, orderly way of communicating information and arranges ideas or things according to similarity. Classification helps to put facts into clear recognizable order for proper understanding. Classification breaks down complex objects or groups into parts. It arranges materials of existence into significant patterns.

(92 words)

Solutions for 2001

ROUGH COPY

THE MEASURES THAT COULD BE USED TO MAINTAINING ROAD SAFETY

Wearing reflective chevrons could be one of the measures to maintain road safety Or number plates could be fitted to the rear of the light Heavy vehicles could be fitted with white reflecting strips across the full width in front .Cyclists must carry effective front and rear lights for easy distinction. And the rear mud-guards of bicycles must carry reflectors. People walking at night should wear some form of white reflective material. Orange reflecting uniforms should be worn by all road workers Double lines should be introduced to bar vehicles from crossing lines Light commercial vehicles are required to display reflective chevrons. Establishment of national organisation for road safety. Determined and sustained road safety education in road sense is needed in schools Provide high way patrols with Radio cars Who should be trained to hunt down speeding, dangerous and drunken drivers As well as drivers of defective vehicles. Besides giving expert help when accidents occur.

(155 words)

FAIR COPY

THE MEASURES THAT COULD BE USED TO MAINTAIN ROAD SAFETY

Reflective chevrons or number plates could be fitted to the rear of commercial vehicles to maintain road safety. Heavy vehicles could be fitted with white reflecting strips and cyclists must carry effective front and rear lights for easy distinction and the rear mud-guards of bicycles must carry reflectors. People walking at night should wear some form of white reflective material and orange reflecting uniforms should be worn by all road workers. Double lines should be introduced to bar vehicles from crossing lines while light commercial vehicles are required to display reflective chevrons. Establishment of national organisation for road safety as well as determined and sustained road safety education in road sense is needed in schools. High way patrols with radio cars should be provided who should be trained to hunt down speeding, dangerous and drunken drivers as well as drivers of defective vehicles besides giving expert help when accidents occur.

(150 words)

Solution to 2000

ROUGH COPY

AN EXPLANATION OF THE MEASURES THAT COULD BE USED TO PREVENT AN ELECTRIC

SHOCK

To prevent an electric shock you should avoid touching wires or electric equipment with moist or a wet body One should be insulated from the ground/ earth before touching a live part of an electric equipment By wearing shoes with rubber souls It could also be prevented by providing a path of much less resistance for the current to flow along The user should make certain that the 3 wire flex is correctly fitted to a three pin plug Which is in turn used in a properly earthed main socket Plugs and Sockets should be correctly wired And equipment properly earthed Have your wiring and Your electrical equipment professionally checked.

(109 words)

AN EXPLANATION OF THE MEASURES THAT COULD BE USED TO PREVENT AN ELECTRIC

SHOCK

To prevent an electric shock you should avoid touching wires or electric equipment with moist or a wet body. One should be insulated from the ground/ earth before touching a live part of an electric equipment and by wearing shoes with rubber soles. It could also be prevented by providing a path of much less resistance for the current to flow along. The user should make certain that the 3 wire flex is correctly fitted to a three pin plug which is in turn used in a properly earthed main socket. Plugs and sockets should be correctly wired and equipment properly earthed. Have your wiring and your electrical equipment professionally checked.

(109 words)

Introduction

Comprehension means grasping and understanding the meaning of something. It requires a quick but thorough reading of the passage to find solutions to the questions asked. There are two comprehension passages in the UCE examination each carrying **10 marks**:

- a) Free response comprehension passage
- b) Multiple choice comprehension passage

a) Free Response Comprehension (Question 2A):

With free response comprehension questions, you will find the following tips quite important:

1. Sometimes you are guided to ease your ability to score all the marks by:
 - Roman numbers.
 - Allocated marks.
 - Mentioned number of items needed.

NB: You should therefore abide by these guidelines and do exactly what is required.

When questions are presented with plain lines, without any of the above, the student should answer questions exhaustively to be on a safe side and leave the mark allocation to the examiners.

1. **Pronouns** in respect to nouns, in a story with characters should not be exchanged e.g.:
 - Mary - He
 - John - She
 - Children - it
2. Pay close attention to questions that require **taking a stand** then giving a reason. State your position clearly as *yes* or *No* and give a corresponding correct reason. A correct response with a wrong reason tantamount to no mark at all.
3. **Correct spellings** of the words in the answer must be strictly observed.
4. The sentence of the answer must be **grammatically correct**.
5. Learners should present their answers in **correct complete sentences**.
6. **VOCABULARY**
 - a) Picked mainly from the 4 (four) parts of speech: **verbs, adjectives, adverbs** and **nouns**.
 - b) Think out a synonym (another word with the same meaning) and replace. If several meanings are arrived at, answers can be stroked.
 - c) Respect the tense in all the verbs tested and replace them with new words bearing the original tense
 - d) Because items here score half a mark each, write out the words correctly spelt
 - e) Read a question at a time and relate it to the corresponding paragraph or the following paragraphs in their order.
 - f) Some phrases can be given a new meaning by expressing them in a wholesome answer. E.g. "**Going down the drain** means"-declining / deteriorating/collapsing/decreasing in value Etc.
 - g) Some phrases are given new meanings by replacing all the key (content) words that should not be repeated under all circumstances.
 - h) Some prepositions can be replaced while others retain their positions. E.g. About – off /upon –on /in-with/ over- above/into- into /
 - i) Some articles can be replaced while others retain their position
 - j) Respect the parts of speech and tenses of the original words in the process of giving

them a new expression e.g.:

- i. "**Kissed the cold hard floor**"-slept on the chilly / pressing/bare/uncomfortable ground or earth
 - ii. "**By the time I arrived**"- when he/ the writer/ the narrator / the story teller was born/At his birth
 - iii. "**At the onset**"- from the beginning /immediately after birth/ from his birth/from the start/right away from the time he was born.
 - iv. "**Peaceful co-existence**" harmonious environment/ cordial relationship/amicable life style/an easy relationship or neighbourhood.
 - v. "**Informal rule and regulations**" Unrecorded principles/natural way of life/ unwritten laws, etiquette, values/ undocumented norms/ ethos/ guidelines
 - vi. "**she stirred about among her papers**" -The woman/lady searched through her written documents or files.
 - vii. "**Carried out the promise of myself praise**"-fulfilled/acted what I had said about my ability or capacity.
 - viii. "**Collective endeavour**"- unified work/ joint effort/combined attempts
 - ix. "**A renewal of the old**"- a recycle/ a recycling of the ancient/ a review of the past/ a reformation of the archaic/ bringing back of long ago/a resurrection of yesterday/ modernization of the out dated.
 - x. "**Ruins and shrines of yesterday**" -damages and traditions of the past/remains and customs of the old times/ destruction and cultures of long ago.
7. **How to get the Meaning of an Anonymous Word**
- a) Follow the story well so that when the new word arrives, one can easily discern its meaning.
 - b) Study the preceding sentence well because it can give an introduction or a prior explanation to the meaning of the vocabulary.
 - c) Study the following sentence well as it can give a conclusion/ another new word/ an explanation to the new vocabulary.

Comprehension 2020

Read the passage below carefully then answer the questions that follow.

Following the move into permanent senior staff houses, the disposal of the prefabricated huts presented serious problems. Various suggestions came from the staff members. One was to return them to the donors who could make them available to new universities in other parts of Africa. However, this was dropped when the agreement accompanying the donation of huts was examined and was found to contain a clause that they were no-returnable after they had been accepted. Another suggestion was **to make them the nucleus** of a Songhai Museum that would tell generation yet unborn, the history of the development of Songhai's first university institution. A third suggestion was to find buyers for them. The final decision was to appoint an Ad hoc Committee – The Disposal of Prefabricated Buildings Committee – to consider these and other suggestions and submit a report for consideration by the entire faculty.

Another committee, known as the Campus Beautification Committee, was set up to offer advice to house-holders on the establishment of gardens, lawns and hedges for the various staff houses. The meeting of the faculty in which the decision was taken sounded like a meeting of undergraduates. The first **bone of contention** was whether the committee should be an Ad hoc Committee or a Standing Committee.

“For the sake of uniformity should be an Ad hoc Committee like Disposal of Prefabricated Buildings Committee.”

”In view of the fact that this committee is likely to continue to function longer than the Disposal of Prefabricated Buildings Committee, there's no reason to apply the same term to both committees merely on the grounds of uniformity.”

“One would have thought a University bold enough to exclude the ancient Roman language from its curricular would be bold enough to expunge dead terms like 'ad hoc' from its committees.”

“I have always considered the term 'Standing Committee' a misnomer, since I've never seen any Standing Committee whose members stand during its deliberations.”

“It's true that Songhai University has taken a bold plunge in more than one way, but we must not lose sight of the fact that we do not exist in a vacuum. The terms 'Ad hoc Committee' and 'Standing Committee' are widely a special function which could be disposed of within a relatively short time and a committee whose function is likely to continue indefinitely and would have to meet from time to time as the need arises. I see no valid argument yet against calling this a Standing Committee.”

And so the debate continued.

“On a point of order, Mr Chairman.”

“Order number what?” shouted another staff member. “We have no standing orders yet for this meeting.”

“I move that the question should be put to vote so that we could turn to something else.”

As the Vice-Chancellor invited opinions on whether the matter should be put to the vote, someone made a suggestion: “Need we use the terms 'Ad hoc Committee' or Standing Committee' at all? Can't we just call each committee a name, like the Disposal of prefabricated Buildings Committee, and leave it at that? We've spent thirty precious minutes arguing fruitlessly on semantics. We should be thinking of the **terms of reference** of each committee rather than arguing on whether it should be ad hoc, standing or sitting.”

The different **combatants** lowered their swords. The compromise was acceptable to all sides, and many wondered why it had not occurred earlier to Professor Ikin.

(Source: Practical English, the Certificate Year; From The Naked God by Chukwuemeka Ike)

Questions:

2.1. According to the passage give the two main reasons why Ad hoe Committee meeting was called. **(02 marks)**

- i)
- ii)

2.2. (i) What was the first suggestion about how to deal with the matter of prefabricated huts? **(01 mark)**

(ii) Why was the suggestion referred to in 2.2 (i) above rejected? **(01 mark)**

2.3. What was the fruitless discussion the members engaged in before introducing the serious business? **(02 marks)**

2.4. (i) According to the passage state the final compromise reached by the different committee members. **(01 mark)**

(ii) Who offered the solution to the argument? **(01 mark)**

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

i) **to make them the nucleus.** **(1/2 mark)**

ii) **bone of contention** **(1/2 mark)**

iii) **terms of reference** **(1/2 mark)**

iv) **combatants** **(1/2 mark)**

Comprehension 2019

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

I was brought up in medium sized town, with a younger brother and sister. When we were young, I had my own bedroom, and I still love having **my own space**. I was allowed to read for hours at night, because I wasn't disturbing anybody. But when we got a bit older, my brother had to have his own room, and I had to share with my sister. I resented it at the time, and I think I **still hold it against him** a bit, even now.

My mother managed brilliantly on a school teacher's salary, producing the most delicious meals out of **scraps** and left overs. But we could never afford large joints of meat, and to this day I cannot eat a lot of meat. I am much happier eating vegetables, eggs, rice and so on. We were all made aware of the value of money at an early stage, and because of that I am careful with money, even now.

I went to a local girls' grammar school. Everyone agreed it was the best school for miles. I certainly thought it was, at the time. I loved everything about it; the bottle green uniform, the currant buns at break, the rules, the teachers and the damp smell in the basement, the hockey field and the school song... I was intently proud to be part of it, and studied my way eagerly up the school, and doing in every way, what was expected of me.

It was only when I went to university that I began to challenge some of the doctrines I had been taught at school, and to realise that learning to think for myself is more important than learning what someone in the past thought. These days I do not conform to the rules of society quite so **slavishly** and I am prepared to question a decision or stand up for a principle.

It was all in all, an extremely happy childhood, which I think has given me a pretty balanced and positive outlook on life.

Adapted from: *Recycling Advanced English* by Claire West

Answer questions **2.1** to **2.5** in the spaces provided

2.1. Why does the author resent her brother? (02 marks)

.....

2.2. What job was the author's mother doing? (01 mark)

.....

2.3. What three things did the author learn in her childhood that can still affect her even today? (03 marks)

.....

2.4. Mention four things that the author liked about her school. (02 marks)

.....

2.5. Explain the meaning of these words as used in the passage: (02 marks)

i) **My own space**

.....

ii) **Still hold it against him**

.....

i) **Scraps**

.....

i) **Slavishly**

.....

Comprehension 2018

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

The compound was crowded with people and I slipped unnoticed amongst them. Neighbours always gather to show their sympathy with the family of one who dies, but it seemed to me that this gathering was larger than usual and more tense. There were grave discussions among the old as well as customary exchange of greetings. There were women talking in angry tones as well as those who were weeping. Tona lay on her mat. They had dressed her in a more beautiful cloth than she had ever worn when she was still alive. She did not look like Tona. She had already gone. I stood looking at her and did not know what to do. My mother saw me and led me to greet the head of the family, Tona’s grandfather.

The old man looked at me thoughtfully. “Kofi” he said. “He also shines at school.” He turned his gaze to my mother. “Be careful,” he warned her. “Do not arouse the enmity of those who are jealous.” my mother nodded her head and we left the compound.

“What did he mean?” I asked her but she shook her head and asked me instead why I was not at school. I told her I had a headache. Her eyes filled with fear, she felt my skin and hurried me home.

“What made Tona die?” I asked her but she would not answer me. “Do not speak of it,” she said.

Tona was buried that afternoon and almost the whole town was there. I stood outside our house knowing that the coffin must pass me on its way to the cemetery. I heard the procession approaching but the sounds that accompanied it frightened me. Instead of the usual singing there was an angry roar. People shouting and wailing. Four men carried the coffin but they were behaving in an alarming manner. They crossed and re-crossed the road, sometimes running forward sometimes backwards sometimes standing quite still for a minute or two so that the procession mad very little progress. People danced and shouted around it. In the midst of them was a young priest, obviously afraid. When he saw my father, he left the crowd and joined us outside our house.

“Headmaster,” he said, “What is it? Are these men drunk?”

“No,” my father answered. They are bewitched.”

The coffin reached us. The four men appeared to be in a trance. Although the movements of the coffin were so irregular, the men acted in a perfect accord with it.

“What does it mean?” the priest asked.

The child will not go to the cemetery,” my father told him. “She did not die a natural death. She wishes to be avenged.”

“They will bring her back to the cemetery in the end,” my father told him. “But now she goes to show them the witch.”

I began to understand. Tona had died but her body refused to rest until she had shown us her murderer. A great horror came over me. Someone lived who hated Tona enough to kill her. But who would hate Tona? Who would kill Tona? My fear turned to fury. The witch who killed Tona should herself be killed. I knew now why the women talked in angry voices, why the men danced and shouted. I was with them. My heart was filled with vengeance.

(From: **The Witch** by Francis Sclormey)

Questions

- 2.1. Why was the compound crowded with people?
2.2. Why were the women crying with angry voices?
2.3. a) Why did Kofi and his mother live the compound after talking to Tona’s grandfather?

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b) Why did Kofi’s mother get scared when he told her that he was not at school because he had a headache?

.....

2.4. What are your feelings towards Tona’s death?

.....

2.5. Briefly explain the meaning of the following words or phrases as used in the passage

a) ...**grave discussions**...

.....

b) ...**cemetery**...

.....

c) ...**trance**...

.....

d) ...**vengeance**...

.....

Comprehension 2017

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 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 that they also had two legs.

‘A bird’s wing comrades,’ said Snowball, ‘is an organ of propulsion and not of manipulation.’ It should 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 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 in the pigs mash. The early apples were now ripening and the grass of the orchards was littered with windfall. 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 wind falls were to be collected and brought to the harness room for the use of the 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 privileged! 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 the pigs alone.

(Adapted form: **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. Explain the meaning of the words/expressions below as they are used in the passage:
 - i) **manipulation**
.....
.....
 - ii) **orchard was littered with windfalls**
.....
.....
 - iii) **some of the animal murmured**
.....
.....
 - iv) **brain workers**
.....
.....

Comprehension 2016

2A. Read this passage very carefully and then answer the questions that follow in the spaces provided

I was born 11th November 1919...**by the time I arrived**; my father was already past middle age. Of his 8 children only 5 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 4 sons, my arrival could only mean a smaller portion 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 40 to 50 families, divided onto 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 Ono clan and were therefore related to other to some degree. The 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 6 or 7 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 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 in the spaces provided.

- 2.1. Why may the writer's brothers have looked at him with some misgiving?
.....
.....
- 2.2. How did the daughter receive part of their family's property?
.....
.....
- 2.3. What brought about the friendly atmosphere between the two groups of the Onon clan?
.....
.....
- 2.4. How did the villagers earn their living?
.....
.....
- 2.5. Explain the meaning of the following words and expressions as they are used in the passage:
 - a) **By the time I arrived....**
.....
.....
 - b) **At the very onset...**
.....
.....
 - c) **...relaxed friendly atmosphere...**
.....
.....
 - d) **...unwritten code of conduct....**
.....
.....

Comprehension 2015

2A Read this passage very carefully and then 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; infact 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; it 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?

i) **evaporated**

.....

ii) **dumbfounded**

.....

iii) **immunity**

.....

iv) **supernatural**

.....

Comprehension 2014

Read the passage below and answer the questions that follow.

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 I 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 has 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].

Questions:

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 do 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."**

.....
.....

(iii) **"She has many husbands."**

.....
.....

Comprehension 2013

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

The whole warrior class was divided into several regimental groups according to the system of age-groups. Every age-group 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 spokesman for the group in general matters. He was the chief composer and organizer of songs and dances in his 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 the 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. 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 distinctive 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 different directions, 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

.....
.....

Comprehension 2012

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 dependents 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, religions, 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.

Questions:

- 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 of women.
.....
.....
- 2.5. Sohoni clearly proposes a stage in life at which the struggle for elimination of gender disparities should start. Which one is it?
.....
.....

Comprehension 2011

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

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 smoke was beginning to issue, and 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 also black smoke was beginning to curl upwards.

Joshua knew that in most of the huts the inmates 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 crops in the fields had sickened while some had dried up altogether. Goats and cows were so thin that they could hardly give enough milk.

If it rained now it would be a blessing for everyone and perhaps crops would revive and grow and all would be well. The dry anxious looks on the faces of mothers would disappear. Again he looked at the darkening clouds and slowly the old man retracted his steps to the house.

Soon it began to rain! *Menacing* thunder storms boomed in the heavens and white sports of lightening flushed 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 a victory for the rain maker at whose request a black rum had been sacrificed. Yes, this was the culmination of their fight, their long struggle and rivalry in Makuyu Village.

(From a short story " *The village priest*" by Ngugi Wa Thiong'o)

Questions:

2.1. a) What was the problem afflicting 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 they 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*

Comprehension 2010

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

My father always gave his share of 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 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, fruits 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 sugarcane. 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 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 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 in the spaces provided.

2.1. Why did the writer always keep an eye on the figure of the father? **(02marks)**

.....

2.2. What discovery did the writer make about the food-sellers? **(02 marks)**

.....

2.3. Why did the writer exchange the whole pile of fish for food? **(03marks)**

.....

2.4. Give the meaning of the following words as used in the passage:

- a) "...**longingly**..." (01mk)
.....
.....
- b) "...**tangled**..." (01mk)
.....
.....
- c) "...**reckless**..." (01mk)
.....
.....
- d) "...**content**..." (01mk)
.....
.....
- e) "...**fortune**..." (01mk)
.....
.....

2.5. Do you think the writer's lies were found out? Give reasons for your answer. (03mks)
.....
.....

Comprehension 2009

2A. Read the following passage carefully and 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 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 same 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 realized 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 moment 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 the writer was 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 paper...”**
.....
.....
 - iii) **“...carried out the promise of my self-praise.”**
.....
.....
 - i) **“...rang off.”**
.....
.....

Comprehension 2008

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 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 braised by the 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’s 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 for a police officer, then filled in an insurance form.

This is just an 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 get along with the habit of keeping tock 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 drinks 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 smokes the, particularly as we do not smoke.

Incase this sounds a light hearted approach, make no mistake: the question of the **rights of children and their friends in our house has become an 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 putting up with their habits, lifestyles and wishes, we disturb our own.

(Adapted from: *Ideal Home* by Constance Hall)

Answer questions 2.1 to 2.5 on the question paper

- 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 when he ran away from home.
.....
.....
- 2.4. What does the writer mean when she says: "**The rights of children and their friends in our house has become a major issue**"?
.....
.....
- 2.5. Explain what the following phrase mean in the passage:
 - i) "**...lack of rights in this my own house**"
.....
.....
 - ii) "**no light at the end of this tunnel**"
.....
.....

Comprehension 2007

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

There is a strange desire among people to attach particular importance to their origin, as if a man's worth should be estimated by what he came from rather than what he has become. This is especially true in Western civilization, where great pains are devoted to tracing the ancestry of families. A

man will announce with pride; "My great-grandfather fought at the Battle of Trafalgar," or "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 a first class pianist one day. After all, an aunt on his mother's side as 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? It is 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 Margaret Archer and Enid Nolan - Woods].

Answer questions 1 to 5 on the question p a p e r .

2.1. What evidence, in the first paragraph, does the write 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 a 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 the 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 pains'

.....
.....

(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 an ape?

.....

.....

Comprehension 2006

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 moment 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 sat 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, 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 us 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 in the space provided.

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 are used in the passage.

i) **sure-footed**

.....

ii) **ragged**

.....

iii) **cluttered**

.....

iv) **I owe my life**

.....

Comprehension 2005

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

The school's rickety and half-dead fife-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 children 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 too would look his way; Torto therefore had to persist, and he was so taken up by the **fruitless** task that when the teacher on duty bellowed "Mark time!" he

did not hear him. Mr. Lomo, the impressive head teacher, who stood **aloof** both from pupils and teachers, noticed Torto's inattention, but waited for more evidence. Meanwhile Torto was still winking and smiling. 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 humped 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 bass was so taken aback by the thunderous cry of halt that he gave the already tired 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 have been 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, but to satisfy his juvenile lust for hitting things.

"Torto! Come forward!" Mr. Lomo thundered. Torto, thinking that Mensa had reported him, decided to run away at once, never to return. But the shock he had on hearing his name mentioned paralyzed him.

"Torto! I say. "Come forward!" Cried Mr. Lomo, this time brandishing a stout cane he held in his hand.

The whole place was 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 teacher 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 him hell before the worse 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].

Answer questions 2.1 to 2.5 on the question paper.

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 the children than for the teachers.

.....
.....

2.3. Why didn't Torto hear the teacher's orders?

.....
.....

2.4. Why did Torto finally decide against bolting?

.....
.....

2.5. Give the meaning of each of these words as they are used in the passage:

i) **unruly**

.....
.....

ii) **fruitless**

.....
.....

iii) **aloof**

.....
.....

iv) **superfluous**

.....
.....

Comprehension 2004

2A. Read the passage below 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 a 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 moment 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 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 a shrill crowing from the black cockerel, and out came Napoleon himself, majestically upright, casting **haughty glances** from side to side, and with the dogs gamboling 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 moment when the first shock had worn off and when, in spite of everything-in spite of their terror of the dogs and of the habit, developed through long years, of never complaining, never criticizing, no matter what happened, they might have **uttered** some word of protest. But just at that moment, 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 legs 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?'

For once Benjamin consented to break his rule, and he read out to her what was written on the wall. There was nothing there now except a single commandment. It ran.

ALL ANIMALS ARE EQUAL
BUT SOME ANIMALS ARE MORE
EQUAL THAN OTHERS

(Adapted from: *Animal Farm* by George Orwell)

Answer the following questions;

2.1. Explain the meaning of the following words and phrases as they are used in the passage.

(i) **a 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. Re-write the following phrase as a complete, correct sentence: “**four legs good, two legs better**”.

.....

Comprehension 2003

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

As we rapidly approach 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 the science-created utopia?

Well, already for the 1980s experts speak of a breakthrough in medicine in an implanted nuclear powered heart that can survive its owner and be re-implanted 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 an artificial pancreas will be able to automatically dispense insulin to diabetics thus eliminate the need for injections.

For the 1990s the possibility is **even more dazzling**. There is talk of making synthetic blood and of procedures to detect blood clots, the cause of heart attacks and strokes. There is also the **likelihood** 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 the 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 scientist 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 that have already been 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: *Practicing English Language* by Margaret Archer and Nolanwoods)

Answer questions 2.1 to 2.5 on the question paper.

- 2.1. Briefly explain the meaning of the following words and phrases as used in the passage:
- i) **forecasts**
.....
.....
 - ii) **seers**
.....
.....
 - iii) **even more dazzling**
.....
.....
 - iv) **the likelihood**
.....
.....
- 2.2. In what way would a nuclear powered heart be considered a break through?
.....
.....
- 2.3. List five things from the passage that scientist have forecast for the future
.....
.....
.....
.....
- 2.4. (i) Why does the write pose the question: **“But are all these possibilities just hollow dreams or mad scientists’ illusions?”**
.....
.....
- (iv) What is the answer to this question?
.....
.....
- (v) 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.
.....
.....
.....

Comprehension 2002

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 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, transistor radios? And where better to acquire education and be within reach of these attractions than in towns? It is a very human 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 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 people. 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 capital resources are limited. 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 confectionary groundnuts to Holland. Soon a hundred of so many 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 work again.

Cottage industries, i.e. small workshops run by a few individual craftsmen are often encouraged in these countries but they operate on such 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 youth who signed a document stating that 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 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 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 town.

The hard fact is that if these boys are lucky enough to get jobs as dock labourers, for two months a year they earn more than their brothers 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.

(Source: Modern Method English by DW Grieve et al)

Answer questions 2.1 to 2.5 on the question paper

- 2.1.** In the sentence “**it is a 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 the 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.

Comprehension 2001

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

In spite of what has recently been done to combat the threat of locust, 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 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 moment ago was green, is thick with brown crawling locust. 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, at about nine miles an hour, but it can cover immense distances. A swarm has been found four hundred miles from its breeding ground, another has been seen 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 locust. But that it can be dealt with is shown by the fact that, but for the campaign waged in America, farming would have been virtually impossible in six states where the locust is no longer a menace.

(Adoption from: “The Facts about Locust” by Walter C. Lowdermilk)

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'**

 iii) ".....**may take hours to pass a given point**"

 iv) **'migrating'**

 i) **'blotted out'**

- 2.4. What facts can clearly explain the slow speed of the locust?

- 2.5. What shows that the menace of locusts can be dealt with?

Comprehension 2000

2A. Read the passage below and 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, photography, radio and television. Secondly, speed has revolutionized the transmissions and reception of communication so that local news often takes a back seat to national news, which itself is often almost **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 event.

No longer is the possession of information confined to a privileged minority. In the last century the wealthy man with his own library 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 **channeled** into millions of homes.

Communication is no longer merely concerned with 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 all 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 to the society of which he is part, the vast modern network of communication is open to abuse. However the mass media are with us for better, for worse and there is no turning back.

(From: *A Complete Course for the new Cambridge certificate for students* (1986) by **Judy Garton-Springer and Simon Greenall.**)

Answer questions 2.1 to 2.5 on the question paper

- 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 forty years ago?
.....
.....
- 2.4. Apart from information, what other material is communicated by the 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) **Channeled**
.....
.....

SOLUTIONS TO FREE RESPONSE COMPREHENSION (Q.2A)

2020

- 2.1. i) *to consider the suggestions proposed by the staff members of the disposal of prefabricated huts.*
ii) *To submit a report for consideration by the entire faculty.*
- 2.2. i) *to return the fabricated huts to the donors or/ to return them to the donors who could make them available to new universities.*
iii) *the agreement accompanying the donation of the huts was examined and found to contain a clause that they were non-returnable after they had been accepted.*
- 2.3. *The argument was whether to use the terms “ad hoc or standing committee”
Or: on which vocabulary to use in naming the committee
Or: the names of the committee.*
- 2.4. i) *To abandon ad hoc or standing
Or: to call each committee a name
Or: that the committee be called the disposal of prefabricated buildings committee
Or campus beautification committee*
ii) *professor Ikin*
- 2.5. i) **to make them the nucleus** means to form / create/ establish/ develop
Or: turn the huts into the focal point
Or: most important feature/ site/ scene/ major component.
ii) **bone of contention** means issue of disagreement/ serious argument/ subject of argument/ point of conflict/ a clash/ controversy/ debate/ subject of dispute
iii) **terms of reference** means duties/ work/ roles/ responsibilities/ tasks/ issues to consider/ objective binding principles/ rules of operation/ guidelines/ rules of the game
iv) **combatants** mean s discussants/ contenders/ deliberators/ those in the disagreement/ contending parties/ antagonistic sides/

2019

- 2.1. *She was made to share a bedroom with her sister in order to let her brother have his own/she lost her privacy for her brother to have his own room/the author was jealous of her brother having a room to himself while she had to share with her sister.*
- 2.2. *She was a school teacher/ a teacher/teaching*
- 2.3. i) *to have her own space or privacy*
ii) *Not to eat a lot of meat/ to eat little meat*
iii) *To eat more vegetables, eggs, rice than meat*
iv) *Being aware of the value of money/ being careful with money*
- 2.4. *she liked:*
- *the bottle green uniform*
- *the currant buns at break time*
- *the teachers/ the rules/*
- *the damp smell in the basement*
- *the hockey field/ the school song*
- 2.5. i) **my own space** means her privacy/ her personal/ separate unshared/ independent room
ii) **still hold it against him** means resent/hate/ dislike/ angry with/not happy with/ her brother till now or up to date
iii) **scraps** means small pieces/ bits/ crumbs/ morsels
iv) **slavishly** means easily/unquestioningly/ naively/ blindly/ devotedly/ obediently

2018

- 2.1. *Tona had died and people had come to sympathise/ condole/ mourn with the family.*
- 2.2. *Tona had only been bewitched / murdered/ she had not died a natural death*
- 2.3. a) *They had been warned by Tona’s grandfather to be careful not to arouse the enmity*

of those who are jealous as they might bewitch Kofi as well.

b) She feared that her son could have been bewitched and could die as well.

- 2.4. Sad/hurt/saddened/unhappy
Pity/sympathetic
Perplexed
Grief/aggrieved

- 2.5. a) **'grave discussions'** means tough talk/tough ideas/ heated arguments
b) **'cemetery'** means Burial ground/burial site/place where the dead are laid to rest
c) **'trance'** means Appearing to be possessed/ sleep like confusion/frenzy
d) **'vengeance'** means Punish in return/pay back/retribution/revenge

2017

2.1. The pigs were responsible for the management and organisation of the farm.

- 2.2. a) Because the stupider animals were unable to learn all the seven c commandments of animalism by heart.
b) The maxim was to distinguish the animals from man who uses two legs.
c) A bird is also an animal because it also uses its wings for propulsion.

2.3. That the pigs are the brain workers and that the whole management and organisation of the farm depends on them. That they are also responsible for watching over the welfare of the other animals.

- 2.4. Dislike/hatred/abhorrence
Disgust/distaste/displeasure
Amusement/
Any 1 + a valid reason

- 2.5. i) manipulation **means** handling/influence/control/exploitation/falsification
ii) **Orchard was littered with windfall means** the garden was strewn/scattered with ripe fruits
iii) **some of the animals murmured means** certain creatures complained/grumbled
iv) **brain workers means** thinkers/leaders/heads

2016

2.1. The writer's arrival meant there was only a smaller portion of the family property for each

one of them.

2.2. The daughters are given a precious dowry at the time of their marriage.

2.3. The members of the two groups were related to each other to some degree and this resulted into a friendly atmosphere.

2.4. The villagers earned their living majorly through farming in addition to logging and hunting for additional income.

- 2.5. a) at my birth/the time I was born
b) initially/originally/ to begin with
c) untroubled/calm/peaceful/tranquil relationship/environment/connection/bond

2015

2.1. Because the railway track ran too close to their compound and the sparks would at times set the fence on fire causing alarms to put out the fire.

- 2.2. i) the oven like warmth and
iv) the inescapable smell of the oil

2.3. It was his father's guiding spirit

2.4. Guiding spirits forbade one thing and commanded another to be done

- 2.5. a) **'evaporated'** means vanished/faded away/disappeared/melted away/dissolved/vaporized
b) **'dumbfounded'** means astonished/astounded/thunderstruck/flabbergasted
c) **'immunity'** means exemption/exception/liberty/freedom/protection
d) **'supernatural'** means paranormal/mystical/weird/preternatural/unnatural magical/eerie

2014

- 2.1. She left her home to look for her husband who had been recruited in the mines.
- 2.2. It means after the contract had expired/when the time for returning home came
- 2.3. He is a priest.
- 2.4. The police impounds/ seizes the liquor and pour it down on the streets.
- 2.5.
 - i) **anxious** means eager/ keen/ enthusiastic/ concerned/ impatient
 - ii) **hasty** means quick/ speedy/ fast
 - iii) Means a different but terrible disease/ a bigger problem
 - iv) Means she is a prostitute/ whore/ an adulterer

2013

- 2.1.
 - To keep harmony and discipline in the group
 - To settle minor disputes and quarrels among the members of his regiment
 - he was the spokesperson of the group
 - he was the chief composer and organiser of songs and dances in his group
 - he sometimes arranged competitions between his and other groups
- 2.2. For physical empowerment as well as the power of endurance
- 2.3. After the war horn was sounded, the warriors armed themselves in readiness and shouted their war cry.
- 2.4. After crossing the enemy's boundary, they halted and counted the cattle they had captured and they divided amongst themselves.
- 2.5.
 - i) ensure peace and tranquility
 - ii) power of endurance means tenacity/ persistence/ stamina/ continuance
 - iii) resistance means opposition/ challenge/ endurance
 - iv) means shared/ distributed the booty or spoils/ plunder

2012

- 2.1. '**gender balance**' means the fair or equal treatment of boys and girls/ men and women.
- 2.2. The statement refers to the rejection and feeling of unworthiness that will haunt a girl into woman hood as a result of the ill treatment she received in her childhood.
- 2.3.
 - the first is the practice of parents sending their boy children to school leaving the girls behind and
 - Secondly, girls being denied some kinds of food
 - and lastly early marriages
- Any 2 of the above**
- 2.4.
 - to put in place policies that advance the status of the girl in education, health, nutrition and culture
 - Formulation of specific policies and legal instruments to reduce gender disparities and lastly
 - to eliminate all bases of discrimination among children
- 2.5. Elimination of gender disparities should start at the childhood stage.

2011

- 2.1. They were experiencing a prolonged drought
- 2.2.
 - People sleeping with contracting stomachs
 - The crops in the field had sickened and some had dried up
 - The cows and the goats were so thin that they could hardly give enough milk
- 2.3. The **dry anxious looks** would disappear because of the rain as it would revive the crop.
- 2.4. The rain maker had won since the rain had come just after the morning sacrifice of a ram by the rain maker.
- 2.5.
 - i) '**Muttered**' means mumbled/ murmured/ spoke quietly/ inaudibly
 - ii) '**contracting**' means shrinking/ shriveling/ flattened/ empty

- iii) **'culmination'** means conclusion/peak/height/end/result/climax
 iv) **'with a sharpness and fury'** means with severity and anger/

2010

- 2.1. To make sure that his father did not see that he had left the fish unattended to.
 2.2. He discovered that the food sellers would accept fish in exchange for the food.
 2.3. Because of a reckless burst of good will or simply in a bid for popularity.
 2.4. i) **"longingly"** means with desire/cravingly/yearningly
 ii) **"tangled"** means messed up/complicated/difficult
 iii) **"reckless"** means irresponsible/thoughtless/uncontrolled/careless
 iv) **"content"** means satisfied/pleased/comfortable/gratified
 v) **"fortune"** means chance/luck/providence
 2.5. Yes. Because he says that his luck was too good to last.

2009

- 2.1. The writer was wildly excited to be out of the house and nervous because of the strange experience of looking for a job.
 2.2. The write concluded that the woman's hair was undesirably untidy for her.
 2.3. She wanted to attract the woman's pity and sympathy
 2.4. She had to spend most of the night reading cookery books.
 2.5. i) this appeared normal/this looked right
 ii) she looked through her documents/she checked through her documents
 iii) proved myself/proved to be as good as I had promised
 iv) hang up/ended the phone call/finished the call/put the receiver down

2008

- 2.1. She thinks that he would look ridiculous with his wrists sticking out of the coat sleeves since his arms were longer than hers and would look feminine.
 2.2. She is not bothered/she does not mind/she is not concerned about her son appearing like a woman in the fur collar.
 2.3. Toby ran away from home as a way of protesting against his mother's strictness/dictatorship/high handedness.
 2.4. The writer means that the freedom given to children is now a very important issue/contentious / sensitive issue/debatable/full of disagreement
 2.5. i) having no say in my home/ being helpless in my home/absence of liberty in my own home
 ii) no possible solution to this problem/uncertainty about the future/doubt and uncertainty about the future/no promising solution/no hope

2007

- 2.1. They devote great pains to trace their ancestry of families.
 2.2. As though their origin is more important than their achievement.
 2.3. They expect to be regarded more highly when they announce that their achievement is in no way connected with their humble background.
 2.4. i) much effort/ a lot of energy
 ii) notorious/disreputable/dishonourable/wicked/evil/shameful/scandalous
 iii) Welcomed with deferential veneration/high repute/received with awe
 iv) no matter how distant the relationship may be
 v) validity means sense/relevance/weight/strength/rationality/importance
 2.5. Man feels detached / disconnected from being descended from apes.

2006

- 2.1. Because someone was crying/ calling for help.
 2.2. He hit Kalizo with a heavy stick across the ribs that sent him yelling with pain and so Adrua and the narrator left everything to attend to Kalizo making it easy for him to escape.

- 2.3. She pounded a mixture of leaves into a paste that she rubbed into Kalizos ribs.
 2.4. Because her room was cluttered or filled with the oddest, scary things.
 2.5. i) **sure footed** means fast/quick/ speedy/swift/rapid/hasty
 ii) **ragged** means unkempt/shabby/rough/scraggy/ contemptible
 iii) **cluttered** means jumbled/disorderly/messy/littered/strewn/muddled
 iv) **I owe my life** means I am alive because of you/I am indebted /

2005

- 2.1. three examples that show that some aspects of the school resemble life in the army are:
 - the pupils stood in a rigid military fashion
 - teachers barking orders
 - the school has a strict military discipline
 - the marching of the students at the orders of the teacher
 2.2. The assembly was more unpleasant for the children than the teachers in the following ways:
 - the teachers were standing in the shade on the verandah while the pupils stood in the scorching sun
 - the pupils were to follow the harsh orders from the teachers
 2.3. Torto was looking in Mensa's direction, winking and trying to catch Mensa's attention.
 2.4. Because Mr. Lomo would order the big boys to chase him and beat him up.
 2.5. i) **'unruly'** means disorderly/disobedient
 ii) **'fruitless'** means futile/unproductive/useless/unsuccessful
 iii) **'aloof'** means indifferent/detached
 iv) **'superfluous'** means unneeded/unintended/unessential

2004

- 2.1. i) Somehow unstable/a little shaky
 ii) Superior looks/arrogant looks
 ii) dead silence means numb speechlessness/stillness/quietness
 iv)uttered means said/spoke/emitted
 2.2. The pigs were walking on their hind legs strolling across the yard
 2.3. I think the pigs are the ones that changed the commandments from seven to only one
 2.4. They were terrified at seeing the pigs matching round the yard on their hind legs.
 2.5. Two legs are better than four legs.

2003

- 2.1. i) **forecasts** means prediction of the future/ calculations of what is likely to happen in future
 ii) **seers** means fortune tellers/prophets/soothsayers/oracles
 iii) **even more dazzling** means so astounding/astonishing/surprising
 iv) **the likelihood** means a possibility/probability/a prospect/chance
 2.2. it can survive its owner and be re-implanted in someone else/in other words it is not affected by death.
 2.3. - a nuclear powered heart that can survive its owner
 - A small electronic brain stimulator to relieve headaches
 - An artificial pancreas to dispense insulin to diabetics
 - Synthetic blood and procedure to detect blood clots
 - Computer implants for the brain that can boost intellectual performance
 - Cloning or replicating people
 - Using hibernation to increase human life
 - Synthesis/marrying of a plant and animal cell to make a plant-man chimera.
 2.4. i) the writer poses the question to express doubt/skepticism/cynicism about all the predictions of scientists.
 ii) With the advancement of science there is a lot that is possible.

iii) The phrase *brave new world* is used to show how daring man has become as far as scientific innovation is concerned/ the write uses the phrase to express fear/doubt about the future.

- 2.5. i) in the first paragraph, he questions the kind of future do the scientist foretell
 ii) he compares the future scientific discoveries to a science fiction movie
 iii) he expresses cynicism about the discoveries by questioning their future
 iv) above all man is not prepared ideologically and none of the laws and religions seem to have come out to address these predications.

2002

- 2.1. In the statement, **'it'** refers to the paper qualification.
 2.2. i) The successful people in life.
 ii) The dilemma is the state of unemployment.
 2.3. They cannot create more jobs because their capital resources are limited, yet their products would not easily compete on the world market besides, modern industrial techniques are labour saving and so cannot create jobs.
 2.4. One disadvantage of cottage industries is that they operate on a very small scale that may not solve the big problem of unemployment.
 2.5. The three possible solutions to the problem of unemployment are industrialisation, cottage industries and agriculture.

2001

- 2.1. Two reasons why it has been difficult to deal with the threat of locust are
 - They breed at a terrible speed and
 - They can cover a vast area/distance
 2.2. Locusts are a threat to the entire food supply of a quarter of the world.
 2.3. Briefly explain the meaning of the following words/phrases as used in the passage:
 i) **'menace'** means an possible source of danger/threat/peril or threat
 ii) **'may take hours to pass a given point'** means locusts spend a long time moving from one place to another.
 iii) **'migrating'** means travelling/trekking/wandering/roving
 iv) **Blotted out** means blackened/covered/darkened/dark/gloomy
 2.4. i) locusts may take hours to pass a given point.
 ii) a swam of locusts flies slowly at about nine miles and hour
 2.5. A successful campaign against locusts has been waged in six states in America to enable farming.

2000

- 2.1. They are:
 - Conversations when we travel in buses
 - Conversations while in football match queues
 - And finally conversations /communications while eating in a restaurant
 2.2. **Inventiveness** that has led to advances in printing, telecommunications photography, radio and television
 Secondly, **speed** has also revolutionized the transmission and reception of communications.
 2.3. Because now there are far more people prefer to sit at home and turn on the television to watch a programme than going to the cinema.
 2.4. Mass media also provides education entertainment and information.
 2.5. i) **'person to person'** means face to face conversation
 iii) **'inventiveness'** means invention/creativity/resourcefulness/ingenuity
 iv) **'eclipsed'** means obscured/covered/concealed/overshadowed
 v) **'channeled'** means sent/directed/conducted

b) MULTIPLE CHOICE COMPREHENSION (QUESTION 2 B)

For multiple choice comprehension questions, you are expected to choose one of the four or five alternative answers provided. However, this does not call for guess work; you are expected to read the passage and use the information in the passage to select the best of the alternatives provided.

- Read a question at a time and relate it to the corresponding paragraph. Many a time, questions are set in the order of the paragraphs.
- Reading the whole passage at ago, mixes up the ideas thus confuses candidates' choices.
- Circle one option at a time or else it is considered gambling.

MULTIPLE CHOICE COMPREHENSION QUESTIONS FOR UNEB

Question 2B – 2020

Read the passage below carefully, and then answer the questions that follow:

The main purpose of education is to enable persons to acquire intellectual and moral independence. To achieve this independence, the youth and adults must submit to genuine authority themselves. In fact, to gain freedom, we must start by giving it up.

Throughout the history of child rearing, it appears that parents sometimes love their children too much. Consequently, in each generation, affection tries to make things easier and better for the next one. As you go back the ladder of generations, affection for children as witnessed today diminishes. May be this was because of large family members which made it impossible to give affection to each and every child, Our modern day parental affection and determination to create a better future for our children makes it difficult to discipline them.

This is sometimes a cause for worry and anxiety. Are children given much freedom? With all this freedom, can they be depended to become very responsible members of the society? Can they be depended on?

Many more parents are sending their children to boarding schools where they are not exposed to parental discipline. This challenging task has been left to the teachers. Whenever parents visit their children in schools over the weekends, there is evidence of too much affection exhibited in dishing out unnecessary items and excessive pocket money.

The parents believe that in boarding schools, teaches are able to enforce strict control and administer sterner discipline. So, in the absence of a family to instill discipline in the children, parents call upon teachers to exert the moral authority they themselves are reluctant to impose! This can lead to socially unhealthy children and disruption of their education.

On the other hand, the school has a significant role to play in the moral and intellectual education of children who need freedom to grow and discover their interests and talents. The question to ask is, how much freedom should the children have?

We must, therefore, not allow the spirit of permissiveness to interfere with our role of guidance in the legitimate functions of guidance. If we do, children will reject scholastic discipline and authority. The likely result is confusion in our schools and the erosion of authority of teachers.

In conclusion then, it is important to strike a balance between authority and freedom, the society's expectations and the school. To avoid chaos therefore, the much talked about guidance and counseling departments must be strengthened to help our learners attain the set objectives of education.

(Adapted from: *Top mark English By Elegwa Mukulu and Naftali Okanga, KLB*)

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 around it. (10 marks)

- 2.6.** In the past children were not loved as they are today probably because
- A. Parents did not offer enough money to show their love.
 - B. The families were large.
 - C. The parents then were less strict.
 - D. Showing love to special children was impossible.
- 2.7.** Many parents take their children to boarding schools because
- A. Students are exposed to much freedom.
 - B. They want to show their love for their children.
 - C. There is strict parental discipline at school.
 - D. They believe it is the teacher's duty to discipline their children.
- 2.8.** According to the passage, children who are given too much freedom may,
- A. Experience moral and intellectual growth.
 - B. Grow and finally discover their talents.
 - C. Become social misfits and academically incompetent.
 - D. Be disciplined and obedient to authority.
- 2.9.** Permissiveness as used in the passage means
- A. Liberalism.
 - B. strictness.
 - C. rigidity.
 - D. radicalism.
- 2.10.** The writer suggests that a desirable society will be achieved if
- A. sterner discipline is enforced in schools.
 - B. children are disciplined at family level.
 - C. children are provided with essentials.
 - D. guidance and counseling is encouraged in schools.

Question 2B - 2019

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

My ten years in America had been happy and eventful, but at the same time they had been remarkably strenuous. Life would have been so much easier if I had devoted all my time to study. As things were, however, I was always in need of money and had to work out ways and means of earning my livelihood.

On one occasion I found a job in a soap factory. I had imagined that I would leave work each day exuding the scent of roses or honey suckle but this was far from the case. It turned out to be by far the filthiest and most unsavoury job that I ever had. All the rotting entrails and lumps of the fat of animals were dumped by Lorries into a yard. Armed with a fork I had to load as much as I could of this reeking and utterly repulsive cargo into a wheel barrow and then transport, load after load to the processing plant. As the days went by, instead of steadily being toughened, I had the greatest difficulty in trying not to vomit the whole time. At the end of two weeks I was

almost fit to be transformed into a bar of soap myself. A doctor friend of mine advised me strongly to leave the job. If I did not, he said I would certainly never complete my education in America.

Taking his advice I began to look for other work. I decided go to sea, and was lucky in getting a job aboard the SHAWNEE, a ship plying between New York and Vera Cruz in Mexico. The pay was reasonably good and we were always assured of three good meals a day. On the other hand, there was always a haunting feeling of loneliness, not just being without companions, but of being nobody's concern. Many times as I walked in the streets of Vera Cruz or in other foreign ports the thought struck me that anybody could have set upon and killed me and nobody would have missed me unduly.

I learned too that to sleep under the stars in my native Africa was, in spite of the raiding mosquitoes, a far happier prospect than sleeping out in cities of America. When I first visited Philadelphia with a fellow student neither of us had any money for lodgings and as we had nowhere else to go, we walked back to the railway station and sat on the benches intending to pass the night there. We had not reckoned with the ubiquitous American police. At about midnight we were rudely shaken out of our doze and greeted by a firm but not unkind voice saying 'move on, chums, you can't sleep here.' Thereafter, I devised another plan. For a nickel I bought a subway ticket and boarded a train plying between Harlem and Brooklyn. With this ticket I travelled backwards and forwards on the train the whole night getting what sleep I could. It was of course, a very disturbed night, for every time the subway reached its destination I got out and changed coaches in case the guard became curious about me being in the same coach for so long.

Adapted from Kwameh Nkurumah's autobiography "Ghana"

Answer the following questions by putting a ring around the letter corresponding to the correct answer.

- 2.1. According to first paragraph, the writer would have liked his stay in America better had it not been for
 - A. His being busy with his studies
 - B. The lack of exciting events
 - C. The high cost of living
 - D. Having to work to maintain himself
- 2.2. According to the writer, his job in the soap factory was thehe had ever done.
 - A. First job
 - B. Best of jobs
 - C. Worst job
 - D. Least paying job
- 2.3. The writer thought that if he stayed longer at the job in the soap factory he would
 - A. become disabled
 - B. get used
 - C. be sick more often
 - D. give up
- 2.4. The writer says he was lucky to get the job in the Shawnee because it
 - A. offered better remuneration
 - B. provided him with company
 - C. enabled him to travel to European cities
 - D. was less dangerous
- 2.5. in the streets of Vera Cruz, the writer often felt
 - A. free
 - B. comfortable
 - C. out of place
 - D. ignored

Question 2B - 2018

2B. Read the passage below and answer the questions after it

Mental illness is a common condition with various forms of social consequences. The world over, mental disorders account for about 12 percent of the global burden of disease. This makes mental disorder only second to infectious diseases. Considering that infectious diseases are currently being tackled aggressively, we can as well project that in future mental disorders will overtake all others to become the world's biggest cause for burden of disease. It is therefore important that strategies are put in place to help the promotion of mental health and prevention of psychiatric disorders.

Many countries have now moved a long way in developing strategic plans for control of mental illness. Clear policies have been developed and services organized to address the problem together with provision of the required human resource.

In Uganda, psychiatric disorders are very common. Depression and anxiety are some of the commonest problems especially in primary health care setting. Epilepsy, alcohol and drug abuse are also particularly common in almost all areas.

Considering the rather limited number of mental health professionals, it is hard to envisage how all such patients can access mental health care. Because mental illness disables socially and impoverishes people, it is important that the available mental health services in addition, be affordable, acceptable and accountable.

In Uganda the basic strategy has been the integration of mental health in general health care at all levels. Such strategy ensures that the relatively available general health care providers can also be used to offer mental health care services. This strategy also has the advantage that it is at the general health clinic where the majority of patients go for health care hence even the mentally sick can be identified and treated.

With the adoption of the policy of integration of services, all general health care workers are now trained in mental health care health as well. Every effort has also been made to ensure that even those qualified before such policy was adopted have had a chance for in service training in the area of mental health care.

The implication of this is that such a resource that exists at the various health facilities needs to be used. People with patients suffering with mental illness should be able to help them get to any of the existing lower health facilities. Where there is need for referral to the next level, the attending health workers will be able to advise appropriately.

At another level, the government of Uganda has further been able to improve the existing specialized mental health units at the regional hospitals and also modernized Butabika, the national referral mental hospital. These facilities have specialized mental health professional who in addition have the duty of supporting the lower health units. It is our hope that as more and more patients are managed at the lower levels, Butabika will then be left to handle only the very difficult cases, offer more super specialized services, engage in research and also make contribution in training of the required mental health human resource.

(Adapted from: *The Weekly Observer* Feb 1-7, 2007)

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 around it.

- 2.1. The passage suggest that mental illness
- A. Does not contribute greatly to the burden of disease
 - B. Is on the increase.
 - C. Is the biggest cause for the burden of disease.
 - D. Makes the victims social out casts.

- 2.2. There is hope that mental illness can be treated because
- A. Many countries are being affected
 - B. Specialized professionals have been trained.
 - C. Strategic plans for prevention have been laid.
 - D. Clear policies to deal with the problem have been put in place.
- 2.3. Mental illness commonly manifests itself as
- A. Depression and disability
 - B. Depression and anxiety
 - C. Alcohol and impoverishment
 - D. Epilepsy and infectious disease.
- 2.4. The main obstacle to accessing mental health care in Uganda is
- A. The small number of mental health professionals
 - B. Lack of integration
 - C. Absence of accountability among professional
 - D. That the drugs are expensive.
- 2.5. The main advantage of integration is to
- A. Minimize costs
 - B. Equip general health care workers with knowledge and skills
 - C. Utilize the available trained human resource
 - D. Reduce stigma among the mentally sick.

Question 2B -2017

2B. 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 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 a genuine happiness to explain them to 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 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 500cc of serum, or administering a year's dose of vitamins. You take the living mind and mould it. It resists sometimes. It may be 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 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.

(Adopted for: **The Art of Teaching, London**)

Answer questions 2.6 to 2.10 by selecting the best of the four alternatives given

- 2.1.** The passage tells us that teachers
 A. prefer leisure to teaching
 B. learn as they teach
 C. learn as they teach
 D. like the structure of the human body
- 2.2.** 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
- 2.3.** 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
- 2.4.** “**Sometimes it takes it takes the mould to easily.**” The word **mould** in this sentence refers to the
 A. Learner
 B. C. teacher
 C. Content
 D. clay
- 2.5.** 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

Question 2B - 2016

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 school master’s life and are responsible for many of his sorrows. There 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 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’ll come and thrush him myself. He’s to have a shilling a week pocket money and if he spends more than that let me know and I’ll stop his money altogether.” Brutal though his speech sounds, the real effect of it is to create a strong prejudice in the little boy’s favour and when his father curtly say, “good bye Jack,” and he answers, “goodbye father,” in a trembling voice, the school master 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 could use to an inferior clerk in his office, “and I’ve explained to him that when he wants any ore 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 dispositions, 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 around. Jimmy it appears can be led, if gently led, but never driven.” During all of which time, the school master, insult 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 of trying out the problem of seeing whether he can’t be driven after all.

But the greatest nuisance of all to the school master 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: *The College Days* by Stephen Leacock)

Answer the following questions by putting a ring around the letter of the correct answer.

- 2.1. The writer’s sympathy was with the

A. Parents	B. Boys
C. School	D. School master
- 2.2. The up to date parents are

A. Hostile	B. Brutal
C. Lenient	D. Cruel
- 2.3. Jack’s father is

A. Very strict	B. Over protective
C. Very possessive	D. Polite
- 2.4.are responsible for many of the school master’s sorrows.

A. Schools	B. Boys
C. Parents	D. Parents and boys
- 2.5. Which of the parents is the greatest nuisance in the writer’s view? The one who.....

A. Advocates for child beating	B. Provides a lot of pocket money
C. Gets involved in the boy’s assignments	D. Doesn’t care about the boy’s work

Question 2B-2015

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

I visited a friend 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 the 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 paralyzes cognitive development. In a recent research, it was established than 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 basic 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 is the child's first teacher and the home is 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.

- 2.1. What reason did the mother give for making her child speak English?
 - A. She wanted him to become fashionable
 - B. She wanted him to speak good English before going to school.
 - C. It was shameful to speak a local language.
 - D. It was normal for them to do so at home
- 2.2. 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
- 2.3. Psychologists believe that a child's cognitive development will be handicapped if
 - A. Cultural heritage is not preserved.
 - B. He cannot recognize his parents
 - C. English is not his first language
 - D. He is not taught his first language
- 2.4. 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
- 2.5. "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

Question 2B - 2014

2B. Read the following passage carefully and 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 of 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 emotion 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 and 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 the 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 the following questions by putting a ring around the letter of the correct answer.

6. These have common ancestors
A. the cat and its finches
B. all domestic animals
C. felidae and finches
D. felidae and domestic cats
7. Cats purr because they are
A. Asleep
B. restless
C. not comfortable
D. feeling safe
8. Expiration means to
A. Doze
B. sleep
C. breathe
D. cough
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 count in a cat's throat
D. a sound made in the chest, nose and throat.
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

Question 2B - 2013

B. Read the following passage 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 house-keeping 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, and then I am the meanest man imaginable. (Adapted from: *Practice tests for Proficiency* by Margaret Archer and Enid Nolan Woods)

Answer the following questions by putting a ring around the letter of the correct answer.

- 2.6.** According to the writer, a successful business man.....
- A. is considered popular if he appears to do something
 - 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 with 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 money.
 - B. doesn't often have money to save.
 - C. is never inclined to be extravagant.
 - D. would like to be thought extravagant.

Question 2B - 2012

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 housemaster who probably had the most to contend with as far as I was concerned, and it was not surprising that he labeled 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 to order 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.

Answer questions by selecting the best alternative. Show the letter of your choice by putting a ring around your best choice.

- 2.4.** What is the author's reaction to the drill master's personality?
 A. Laughter
 B. terror
 C. respect
 D. attention.
- 2.5.** The impression we get of the housemaster's character is that he is
 A. insulting but lenient.
 B. strict but sympathetic.
 C. stubborn and unsympathetic.
 D. strict and tough.
- 2.6.** Having knocked down the girl, the author gave money to her mother
 A. to pay for medical costs.
 B. as a bribe.
 C. to show he was sorry.
 D. to buy the girl a gift.
- 2.7.** 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.
- 2.8.** 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.

Question 2B - 2011

2B. Read the following passage carefully, and 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 on 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 sweet papers 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.

Answer questions 2.6 to 2.10 by selecting the best alternative.

- 2.1. 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.
- 2.2. 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
- 2.3. 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
- 2.4. 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
- 2.5. 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.

Question 2B - 2010

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

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 civilization had knowledge of chemistry. They knew there were different metal, especially lead, tin, and copper. Also they knew how to extract these metals for 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 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 of 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 science of chemistry as we know it today.

Ancient peoples 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, round about 1500AD, 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: Byram R.S Guide Summary and Note Making.)

Answer questions 2.6 to 2.10 by selecting the best alternative.

- 2.1. 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
- 2.2. 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
- 2.3. How did the knowledge of chemistry increase?
 - A. By students turning away from the false search for the secrets of alchemy.
 - B. Paracelsus taught his followers that medical knowledge was to be allied with chemical knowledge.
 - C. Medicine and other substances were useful in many ways.
 - D. People never lived longer as the alchemists wanted.
- 2.4. 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
- 2.5. In what way are the 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 the elimination of witchcraft.

Question 2B - 2009

2B. Read the following passage and then 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 on the land, and in the evening they did justice to the beer. So that while they hoed and sang, they knew the reward was bubbling in the pots.

This communal work with other villagers was organized 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 to 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 experience 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 that 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.

2.6. We can conclude that the relationship between Chilufya and the villagers was

A. Aggressive

B. Cordial

C. Stained

D. Pretentious

2.7. Chilufya left Van Zyl's farm because he

A. wanted to go home

B. he 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. Harvesting
C. Sowing
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

Question 2B - 2008

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

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 home work for the previous night. The first class was English. Njoroge loved English Literature.

“Why, you look happy today,” a boy teased him.

“But I 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’s 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 is 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 the boy whispered:

“Teacher. Hush!” There was silence in the room. The teacher came in. The teacher was always on time. Njoroge was often surprised by this 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 and 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 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 missionaries' face and lips. His own face did not change but Njoroge listened keenly with clenched teeth.

"You're wanted at home. It is a sad business...but whatever your family may have done or made you do in the past, remember Christ is there at the 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.

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.

- 2.1. The following were part of Njoroge's morning routine except

A. doing house work	B. roll call
C. morning parade	D. going for chapel
- 2.2. 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
- 2.3. 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.
- 2.4. "Buoyant" as used in the passage means.

A. cheerful and confident	B. light and floating
C. happy and satisfied	D. strange and severe
- 2.5. The headmaster's words of comfort made Njoroge feel

A. happy	B. anxious
C. annoyed	D. disappointed

Question 2B - 2007

2B. Read the following passage carefully.

We went down and found the dead bullock in the coffee plantation as Nicols had told me; it had hardly been touched by the 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 too heavily that it was difficult to see anything and in the grass at the edge of the wood we lost the track.

'What do you think, Moses?' I asked him. 'Will they come back tonight?'

Moses had 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 Hazel and Gretel with their little stones did. It would take us straight to the 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, switch the light on and shoot. Late in the afternoon, when we took out the torch to try, we found that the batteries had been

Running down and that the light it gave was only faint. There was no time to go into Nairobi with it now, so we should have to make the best of it as it was.

It was the day before Moses' birth day, and while we dined, he was in a melancholic mood, reflecting that he had not had enough out of life till now. But something, I consoled him, might still happen to him before his birth day 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 moment? Were they crossing the river, slowly, silently, the one in front of the other, the gentle cold flow of the river turning their chests and flanks?

At nine o'clock we went out. It rained a little, but there was a moon; from time to time she put out her dim face high up in the sky, behind layers and layers of thin clouds and was then dimly mirrored in the white flowering coffee field. We passed the school at a distance; it was all lighted up.

At this sight a great wave of triumph and of pride in my people swept through me. I thought of King Solomon, who says: "the slothful man sayth, 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 marked two rows of coffee trees, paused a moment, 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 from him either, for he might need my torch light any moment.

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 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 and he asked: "did you hear?"

"Yes," I said.

(Adapted from : Out of Africa by Karen Bixen)

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

- 2.1.** The writer knew that the lions had been to the coffee plantation where the dead bullock lay because:...
- A. it was partly eaten
 - B. Nichols had already given her the details of the incident.
 - C. their track was clearly imprinted on the soft ground
 - D. it's the lions habit to kill an animal, disappear from the scene and visit the kill later.
- 2.2.** Which of the following statements is true about the plan to shoot the lions?
- A. The lions would be 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.

- 2.3.** Moses felt sad that afternoon because he.....
- had melancholic dispositions.
 - Was away from home on the eve of his birthday
 - Was not satisfied with what he had achieved in life.
 - Faced a dangerous ordeal that evening.
- 2.4.** In paragraph seven, why does the writer feel a great wave of triumph and pride in her people sweep through her? Because....
- her people had a beautiful moon-lit country
 - her people had a well-lit school
 - despite the lions in her neighbourhood, the children had still gone to school.
 - despite what the slothful man said, they still went to hunt the lions.
- 2.5.** How did Moses and the writer know where the lions where? They....
- smelt the lions
 - saw the lions shaking and trembling
 - heard the lions growl
 - found the lions on the kill

Question 2B - 2006

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

It was a nightmare for a senior one student newly admitted to one of the famous school 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 first 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 his 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 the 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 practiced 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 lead to death.

One boy in 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-years old. 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 off 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 the 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. Put a ring around your best choice.

- 2.1.** The lights were switched off probably
- in order for the boy to give his things to the bullies quietly
 - by accident as the boys struggled
 - so that the boy would not see the boys bullying him and report them
 - so that the boy could be tortured to death
- 2.2.** The second boy sang up the wee hours of the morning mean he sang
- all morning long
 - till very late in the morning
 - up to dawn
 - up to midnight
- 2.3.** According to the passage,
- senior one and senior five look forward to the bullying in S.5
 - bullying can involve teasing and beating of the victims
 - bullying is great fun for the juniors
 - students are forced to bully others by the school authorities
- 2.4.** From the passage, which of the following statements is NOT true about bullying?
- Students are robbed of their money
 - Old students take advantage of new ones
 - Six girls and two boys killed a boy.
 - The school authorities recommended it for initiating new students.
- 2.5.** A suitable title for this passage would be
- the joys of bullying in schools
 - the advantages of bullying in schools
 - the evils of bullying in schools
 - the origins of bullying in schools.

Question 2B - 2005

2B. Read the following passage carefully and answer the questions after it
School Bullies

I still remember my hands and my finger-tips 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 in full leaf again and the old leaves would be strewn around in scattered heaps. In places there were 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.” 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 is done properly, and be quick about it,” the headmaster would say to the older pupils, “or you will have to answer for it.” So at an order from the older boys, we would all line up like peasants about to reap or glean a field, and we would set to work like members of a chain gang. If the work was not going as quickly as the headmaster expected, the big 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 of going home with an empty stomach or an empty purse, the blows would be redoubled. They were administered with such generosity and with such diabolic 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 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 Camara Laye)

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.

- 2.1. When the boys returned to school from the holidays, the compound was

A. scattered in heaps	B. a muddy sea of leaves
C. ready to reap or glean	D. a chain gang
- 2.2. 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 headmaster
- 2.3. Succulent as used in the passage mean...

A. juicy and tasting good.	B. beautiful and tasting good.
C. dry but sweet.	D. big and sweet.
- 2.4. Punishment inflicted on the big 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
- 2.5. The smaller boys did not report to their parents because...

A. the headmaster handled it	B. they loyal and proud
C. they had food and money	D. it is not clear

Question 2B - 2004

2B. Read the passage below and answer the questions 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 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. 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 parents and teachers, and wondered whether she would be allowed to take it again later; but once the village was behind her, and she found herself strolling along the country lane that encircled the hill, 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 was suddenly thankful for having forgotten her thick coat when 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.

(Adapted from: *Bob Skillwell*)

Questions:

- 2.1. 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.
- 2.2. 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.
- 2.3. When she left her house
 - A. she 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.
- 2.4. 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.

- 2.5. Sarah promised herself that she would climb the hill again
- as soon as winter arrived.
 - if the snow did not make it too dangerous.
 - when it snowed whatever she is supposed to be doing.
 - if the weather was the same as the previous year.

Question 2B - 2003

2B Read the following passage and then 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 firewood. The next day the way still lay over desolate mountain-sides, vast scree 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 col between the north or highest peak and a small rock mountain, and on this col 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 Palis and Warren packed up their light tent and with some provisions, set out up 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 to gather rapidly. Feature after feature became blotted out. A chilly wind began to blow. The ice-axes sizzled ominously. **Their hair stood on end and crackled in harmony**. Violent peals of thunder shook the mountain, and it was clear that a nasty storm was brewing. But there were lulls, 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 attempt 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 would 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 questions 2.6 to 2.10 by selecting the best of the four possible answers.

- 2.1. When the mountaineers set out to climb the peak, the weather was
- very stormy with fierce winds blowing
 - calm although the sky was overcast
 - ideal for making an assault on the peak
 - misty and visibility was poor
- 2.2. **“They made several reconnaissances.** This means they made several
- exploratory trips
 - attempts to reach the summit
 - halts to discuss the various routes to the summit
 - weather forecasts

- 2.3. The expression all seemed plain sailing means
- it looked as if they would not meet any difficulties
 - it seemed that the weather would be good
 - they were in high spirits
 - the visibility was poor
- 2.4. The purpose of the sentence “Their hair stood on end and crackled in harmony.” is to convey to us
- how cold they must have been feeling
 - how strongly the chilly wind was blowing
 - the intensity of the electrical disturbance
 - how alarmed they were at being in a thunderstorm
- 2.5. Feasible in the expression, “the last feasible day” could be most accurately replaced by
- | | |
|--------------|----------------|
| A. Available | B. Suitable |
| C. Fine | D. practicable |

Question 2B - 2002

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

I did most of the domestic work because my sister and brother were still too small. My uncles were considered too big. I woke up at 4.30 in the morning to make fire in a brazier formed out of an old lavatory bucket. I washed, made breakfast coffee for the family and tea for Grandmother as she did not take coffee.

After morning coffee, which we often had with mealie-meal porridge from the previous night’s left-over’s, 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 I had to cook porridge twice in the same pot. We hardly ever bought more than a pound of mutton in weight. Weekend’s supper was very simple: just porridge and meat. We never had butter except when we had a visitor. Same with custard. And then I don’t remember ever seeing a pound of butter. We bought a tickey’s three pence worth – when we did. On such days we, the children, made a queue to have: Grandmother would smear a thin layer of butter on one slice only of the bread.

At breakfast bread was cut up. The grown-ups were given theirs first in saucers. Then I rationed the remainder 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 my brother and then my sister. We ate supper out of the same plate, we children; and meat was divided up 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 the 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 up 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 a 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

from underneath the floor. Coupled with this, our heads were playground for mice, which also attacked food and clothing.

(Slightly adapted from “*Down Second Avenue*” by Ezekiel Mahahlele)

Answer questions 2.6 to 2.10 by selecting the best of the four choices provided for each question.

- 2.1.** The ritual mentioned in paragraph 3 was
- the order in which people got their food.
 - the cutting of the bread into varying sizes.
 - the dividing of the meal into varying sizes.
 - letting the younger uncle take his food first.
- 2.2.** They never sat on the table because
- this was reserved for the grown-ups.
 - this was kept for special occasions only.
 - there were too many of them to fit around the table.
 - it was reserved for visitors.
- 2.3.** The writer did his homework after 10 ‘clock at night because
- this was when he finished the washing up and had nothing else to do.
 - he had finished his domestic duties and everyone was out of the way.
 - there was not enough room until everyone had gone to bed.
 - there was too much noise until everyone had gone to bed.
- 2.4.** The writer seems to suggest that he would have been more comfortable at night
- if the holes in the floor had been blocked up.
 - if the mice had been kept out.
 - without the draught and the mice.
 - in a proper bed.
- 2.5.** According to the passage, the writer
- grumbles about his domestic duties.
 - boasts about his domestic duties.
 - enjoyed his domestic duties
 - accepted his domestic duties

Question 2B - 2001

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 all 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 ever been there and back? Can anyone hear the word “HIROSHIMA” without remembering the destruction of the atomic bomb? Not everything that science has brought has been for the good of 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 *atheists and agnostics*, when the religious basis of morals is everything under attack; and the number of active Christians or devoted Moslems seems to be the minority in the 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 finished a course in physics replies "it is because vapor pressure of water is equal to the atmospheric pressure." You may get quite another answer from your mother, "because I want a cup of tea."

Questions:

Choose the correct alternative to answer the following questions:

- 2.1. Another alternative title for this passage is;
 - A. The contribution of science and religion.
 - B. The decline of religion.
 - C. How science has changed our lives.
 - D. How science opposes religion.
- 2.2. "Many people call themselves *atheists* and *agnostics*" Means that many people are;
 - A. Ungodly
 - B. not believers of God
 - C. attacked because of religion
 - D. More interested in religion than science
- 2.3. According to the author, science has;
 - A. brought a lot happiness to man.
 - B. been partially to man.
 - C. given us a new word "HIROSHIMA".
 - D. barely benefited man.
- 2.4. The decline in faith:-
 - A. is not related to advancement in science.
 - B. is not entirely the result of advance in science.
 - C. can be illustrated scientifically.
 - D. has been caused by the numbers of devoted Christians and Moslems.
- 2.5. The kettle-steam illustration suggests that:
 - A. Scientists are cleverer than religious people.
 - B. Faith asks better questions than science.
 - C. Science and faith are difficult to understand.
 - D. Faith and science are different things

Question 2B - 2000

2. B 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 disease. 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 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 overcooking, 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.

Source: Judy Farton-Sprenger: A Complete Course for The New Cambridge First Certificate.

Answer questions 2.6-2.10 by selecting the best of the four possible answers. Put a ring around your best choice.

- 2.1.** Vitamins are necessary to;
- A. Make 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 maintaining 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 restaurants 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

SOLUTIONS TO MULTIPLE CHOICE COMPREHENSION QUESTIONS

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			2020		
2.6.	B	2.7.	D	2.8.	C
				2.9.	A
				2.10.	D
			2019		
2.6.	D	2.7.	C	2.8.	B
				2.9.	A
				2.10.	D
			2018		
2.6.	B	2.7.	D	2.8.	B
				2.9.	A
				2.10.	C
			2017		
2.6.	B	2.7.	B	2.8.	A
				2.9.	B
				2.10.	D
			2016		
2.6.	B	2.7.	C	2.8.	A
				2.9.	C
				2.10.	D
			2015		
2.6.	B	2.7.	A	2.8.	D
				2.9.	B
				2.10.	D
			2014		
2.6.	D	2.7.	D	2.8.	C
				2.9.	B
				2.10.	C
			2013		
2.6.	B	2.7.	D	2.8.	A
				2.9.	C
				2.10.	A
			2012		
2.6.	A	2.7.	D	2.8.	B
				2.9.	A
				2.10.	B
			2011		
2.6.	D	2.7.	C	2.8.	B
				2.9.	D
				2.10.	A
			2010		
2.6.	D	2.7.	B	2.8.	A
				2.9.	B
				2.10.	A
			2009		
2.6.	B	2.7.	C	2.8.	B
				2.9.	A
				2.10.	B
			2008		
2.6.	D	2.7.	B	2.8.	B
				2.9.	A
				2.10.	C
			2007		
2.6.	C	2.7.	D	2.8.	C
				2.9.	C
				2.10.	C
			2006		
2.6.	C	2.7.	C	2.8.	B
				2.9.	D
				2.10.	C
			2005		
2.6.	B	2.7.	A	2.8.	A
				2.9.	C
				2.10.	D
			2004		
2.6.	B	2.7.	C	2.8.	D
				2.9.	A
				2.10.	A
			2003		
2.6.	D	2.7.	C	2.8.	A
				2.9.	B
				2.10.	B
			2002		
2.6.	A	2.7.	D	2.8.	B
				2.9.	C
				2.10.	D
			2001		
2.6.	B	2.7.	C	2.8.	A
				2.9.	B
				2.10.	D
			2000		
2.6.	B	2.7.	D	2.8.	C
				2.9.	A
				2.10.	A

INTRODUCTION

This part of the book covers the key grammatical aspects that are common in the UCE examination. Due diligence is therefore called upon as you work through with your teacher in order to score the highest mark.

WHAT IS CONSIDERED?

- A full stop is compulsory at the end of every sentence.
- Correct use of a comma in its right place and when needed.
- A capital letter to start every sentence.
- No capital letters placed carelessly in the middle of the sentence or word.
- Capitalizing or beginning letters of proper nouns in the sentences.
- Writing out one answer per question strictly.
- Avoid word division.
- Avoid joining of words.
- Use of correct punctuation marks where needed.
- Developing guidelines that govern the different re-write structures so that students know what to do with a particular structure.
- Contractions must be put in full verbs.
- Follow the instructions that have been given in the brackets.
- Focus on the meaning of the original statement
- Punctuate correctly. All proper nouns should be capitalized
- It is important that you put a question mark at the end of a question.
- Follow the proper word order. Do not change the form of the word in the question.
- If the word in the question has been written as “don’t”, you should not instead use, “do not”.
- If a modal verb has been written as “will not” in the question, in your answer do not change it to “won’t”.
- Follow the tense of the question. At times the question does not require changing the tense. It is only conditional sentences where the tense changes.
- Do not change the original form of the word that has been given in the brackets.

E. g

Thugs stole millions of money from the bank yesterday. (Use: **rob**)

Answer: *Thugs did rob the bank of millions of money yesterday.*

- Use a good handwriting. The handwriting must be legible. A good handwriting means using letters which are block, big and written in thick ink.

COMMON GRAMMAR CONCEPTS EXPLAINED

SOME AND ANY

(Someone, something, somewhere/ anyone/anything, anywhere)

Some is used for positive sentences while **any** is used for negative sentences and questions. **Eg:**

Examples:

Positive	Negative	Question
He faced some difficulties.	He did not face any difficulties.	Did he face any difficulties?
There is some sugar left.	There is hardly any sugar left.	Is there any sugar left?
Jane got some marks.	Jane never got any marks.	Did Jane get any marks?
She will bring some books.	She won't bring any books.	Will she bring any books?

Some can also be used in questions if they are requests or offers.

1. Would you like **some** water? (Offer)
2. Could I have **some** sugar? (Request)

We can use "**any**" in a positive sentence when we mean "**it doesn't matter**" as in the following examples:

1. I will accept **any** money they offer me.
2. You are free to sit **anywhere** you want.
3. You can go and visit Fred **any** time.

CONJUNCTIONS

a) Single conjunctions (and, but, so and or)

The conjunction "**and**" is used to add on or give more information as in the following examples:

1. I will call the head master **and** tell him about my son's sickness.
2. Dancing **and** swimming are Peter's favourite hobbies.

"**But**" is used to give information which is opposite of what is expected. See the following examples:

1. I'm sick **but** I'm not ready to see the doctor.
2. That policeman looks tough **but** he is a very kind person.

The conjunction "**so**" is used to give a result, outcome or reason for something. You may or may not use a comma after this conjunction. Below are examples:

1. I am sick **so** I am going to see the doctor.
2. That policeman looks tough, **so** people fear him.

The conjunction "**or**" is used to give an alternative or information that is an option to what has been stated. E.g.:

1. You are free to take your money now **or** keep it with us for two months to earn some interest.
2. She wants to be an engineer **or** a doctor.

b) Correlative conjunctions

Either...or

Used to connect alternatives in a positive sentence

1. He can stay with me. He can go to the village. (Use: ...**either**...)
He can **either** stay with me **or** go to the village

2. The senior lady can assist you. The head girl can also assist you. (Begin: **Either...**)

Either the senior lady **or** the head girl can assist you.

Neither + nor:

These two conjunctions are used to connect alternatives in a negative sentence. See the following examples:

1. He cannot stay with me. He cannot go to the village. (Rewrite using:... **neither...**)

He can **neither** stay with me **nor** go to the village.

2. The senior lady didn't assist her. The head girl didn't assist her. (begin: neither...)

Neither the senior lady **nor** the head girl assisted her.

NB: Since **neither** and **nor** are negative, the verbs should change into positive to avoid using double negative, thus 'cannot' in the above example becomes 'can' and 'didn't assist' becomes 'assisted'.

Not only + but also:

These conjunctions are used to give additional information in a way that sounds more emphatic. Below are examples:

1. The refugees need food. They need medicine. (Rewrite using: ...**not only...**)

The refugees need **not only** food **but also** medicine.

2. He is handsome. He is intelligent. (Begin: **Not only...**)

Not only is he handsome **but also** intelligent.

NB: When '**Not only**' is used at the beginning of the sentence, it must be followed by an auxiliary verb and then a noun or pronoun e.g.: Not only **can** he.... / Not only **will** they.... / Not only **had** Mukasa.... / Not only **did** the teacher... etc.

Both + and:

These conjunctions are also paired together to add emphasis to two connected elements. See the following examples:

1. The food was good. The wine was good. (Begin: **Both...**)

Both the food **and** the wine were good.

2. The actors were confident. They were skilled. (Use: ...**both...**)

The actors were **both** confident **and** skilled.

Note the following rules about correlative conjunctions

(i) The two items that are connected by the correlative conjunction must belong to the same grammatical category. If the first conjunction is followed by a **noun**, the second one must also be followed by a **noun**. If the first is followed by a **verb**, even the second one must be followed by a **verb**.

(ii) The noun or subject after the **second** conjunction must agree with the **verb** that follows it. Here are the examples:

1. *Every morning either my sisters or my **mother wakes** me up.* ('Mother' agrees with 'wakes'. You cannot say: Mother wake me up.)

2. *Every morning either my mother or my **sisters wake** me up.* ('Sisters' agrees with 'wake'. You cannot say: Sisters wakes me up.)

(iii) The noun or subject after the **second** conjunction must agree with the **pronoun** that follows it. Here are the examples:

1. *Neither Tom nor his **parents** expressed **their** shock at the incident.* (Parents agrees with their.)

2. *Neither his parents nor **Tom** expressed **his** shock at the incident.* (Tom agrees with his.)

Whether...or:

- I don't know when he will come. He may come today or tomorrow. (Use: whether...)
*I don't know **whether** he will come today **or** tomorrow.*

Rather...or:

- Would you like to go now? Would you like to go later? (Join into a single question using: ...**rather**...)
Would you **rather** go now **or** later?

As...as:

- Today is not hot. Yesterday was very hot. (Join using: ...**as...as**..)
Today it is not **as** hot **as** it was yesterday.

Just as...so:

- My brother is a good swimmer. I am also a good swimmer. (Join beginning: **Just**...)
Just as my brother is a good swimmer, **so** am I.

The more...the more:

- She looked at him. She liked him. (Join to begin: **The more**...)
The more she looked at him, **the more** she liked him.

The more...the less:

- He got much money but became less happy. (Begin: **The more**...)
The more money he got, **the less** happy he became.

No sooner had....than; hardly had....when; barely had....when; scarcely had....when....

The conjunction **No sooner** is the only one that is paired with **than** while all the rest are paired with **when**. All of them are followed by **had** but **no sooner** can also be followed by **did** although this is not very common. All of them can either be used at the beginning of the sentence or after the sentence has begun. Below are examples:

No sooner...than

1. **No sooner** had I arrived **than** it started raining. / I had **no sooner** arrived **than** it started raining.
2. **No sooner** had the teacher entered **than** the class kept quiet. / The teacher had **no sooner** entered **than** the class kept quiet.

Hardly...when

1. **Hardly** had I arrived **when** it started raining. / I had **hardly** arrived **when** it started raining.
2. **Hardly** had the teacher entered **when** the class kept quiet. / The teacher had **hardly** entered **when** the class kept quiet.

Barely...when

1. **Barely** had I arrived **when** it started raining. / I had **barely** arrived **when** it started raining.
2. **Barely** had the teacher entered **when** the class kept quiet. / The teacher had **barely** entered **when** the class kept quiet.

Scarcely...when

1. **Scarcely** had I arrived **when** it started raining. / I had **scarcely** arrived **when** it started raining.
2. **Scarcely** had the teacher entered **when** the class kept quiet. / The teacher had **scarcely** entered **when** the class kept quiet.

NB: The word **had** immediately follows the first conjunction when it is used at the beginning of the sentence.

So...that / such...that; Too...to

These conjunctions work together to combine two clauses whereby the first clause is 'an extremity' that causes or leads to an effect which is mentioned in the second clause. What is mentioned in the second clause is a result of what is stated in the first clause.

Extremity/Cause	Effect/Result	Combined clauses
It was extremely hot.	We could not play football.	It was so hot that we could not play football.
I was extremely excited.	I could not eat.	I was so excited that I could not eat.
Peter is very tired.	He can hardly walk.	Peter is so tired that he can hardly walk.
He is an extremely nice person.	Everyone likes him.	He is such a nice person that everyone likes him.
The weather is extremely cold.	The children cannot play outdoors.	It is such a cold weather that the children cannot play outdoors.

Notice that **so** is placed before either an **adjective** or an **adverb** (so + adjective/adverb), while **such** is placed before an **adjective and its noun** (such + [adjective + noun]). Below are the examples:

1. *That tree is **so** tall...* (tall is an adjective)/ *That is **such** a tall tree...*(adjective + noun)
2. *That man is **so** cruel...* (cruel is an adjective)/ *He is **such** a cruel man*(adjective + noun)
3. *She danced **so** skillfully...*(skillfully is an adverb)/ *It was such a skillful dance...*

Beginning a sentence with ‘So...’or ‘Such...’

There is also a style of beginning the sentence with ‘**So...**’or ‘**Such...**’ to emphasize the cause or extremity and it is rather not so common.

1. The day was very hot. We could not play football. (Begin: **So...**)
So hot was the day **that** we could not play football.
2. I was extremely excited. I could not eat. (Begin: **So...**)
So excited was I **that** I could not eat.
3. He is a very nice person. Everyone likes him. (Begin: **Such...**)
Such a nice person is he **that** everyone likes him.
4. The weather is extremely cold. The children cannot play outdoors. (Begin: **Such...**)
Such cold weather it is **that** the children cannot play outdoors.

NB: When you begin the sentence with **So/Such**, the noun/pronoun-verb order is inverted to the verb-noun/pronoun order i.e. **The day was** so hot...becomes: So hot **was the day** / **Peter is** so tired...becomes: So tired **is Peter...** Study carefully each of the above examples to prove this.

USING: ‘too...to’

The word **too** means ‘more than enough’. It also conveys some extremity.

E.g.:

1. *Jane is **too** quiet.*
2. *Our teacher is **too** strict.*

However there are some cases where **too** does not necessarily carry a negative meaning as in the following examples:

1. She is very clever and cannot fail the interview. (Use: **too...**)
*She is **too** clever **to** fail the interview.*
2. The bishop is very kind and cannot abandon the poor children. (Use: **...too...**)
*The bishop is **too** kind **to** abandon the poor children in the orphanage.*

The conjunctions **too...to** are used to connect two clauses whereby an extremity in one clause makes it impossible for something in another clause to happen.

Eg:

1. He was extremely scared. He could not walk home alone in the dark. (Use: **too...**)
*He was **too** scared **to** walk home alone in the dark.*
2. I am extremely annoyed. I don't want to talk to her. (Use: ...**too...**)
*I am **too** annoyed **to** talk to her.*

When the clauses have two different subjects, we use the word **for** to refer to the second subject in the combined sentence as in the following examples. The subjects are in italics.

E.g.:

3. The milk was very hot. The baby could not drink it. (Rewrite using: ...**too** ...)
*The milk was **too** hot for the baby to drink.*
4. She was very rude. The manger could not retain her. (join using:.. **too**..)
*She was **too** rude for the manager to retain.*

NB: In some cases '**too**' is used in combination with '**for**' without the **to-phrase**:

1. *The milk was **too** hot **for** the baby.*
2. *She was **too** rude **for** the manager.*

USING: "Enough"

The word **enough** is a general quantifier which means **adequate** or **desired amount**. There are several ways in which it is used as outlined below:

- **Adjective/adverb + enough:** When used with an adjective or adverb, **enough** comes after them as in the following examples:
 1. *He is **strong enough** to lift the box.* (strong is an adjective)
 2. *They couldn't walk **quickly enough** to reach in time.* (quickly is an adverb)
- **Enough + noun:** When used with a noun, the word **enough** comes before the noun as in the following examples:
 1. *We don't have **enough time** left.* (time is a noun)
 2. *She has **enough pocket money** to last her a term.* (pocket money is a noun)
- **Enough + Adjective + noun / Adjective + enough + noun:** When used with an adjective and a noun, the word **enough** can either come before them or be put in their middle as in the following sentences:
 1. *That tree has **enough ripe mangoes** on it.* (ripe mangoes is adjective + noun)
 2. *That tree doesn't have **ripe enough mangoes** on it.* (adjective + enough + noun)

NB: When **enough** is used before the adjective and noun, it is mainly qualifying the **noun** but when it is used in the middle, it is qualifying the **adjective**. Study the difference as illustrated below:

1. *There are **enough big nails** in our hardware shop.* (enough qualifies the noun nails)
2. *There are **big enough nails** in our hardware shop.* (enough qualifies the adjective big)

USING: few / a few/ little /a little

Few and **little** have a negative sense; **a few** and **a little** have a positive sense. Actually 'a few/a little' mean 'a small amount, but still enough'. E. g.:

1. *We have **a little** hope that our father will recover, so we are not so worried.*
2. *We have **little** hope that our father will recover, so we are very worried.*
3. *I still have **a few** books, so I can give you one.*
4. *I have **few** books left, so I cannot give you any.*

QUESTION TAGS

Question tags are short questions that we tie (tag) at the end of sentences during conversations to confirm whether something is true or not. In most cases we already

know that it is true or not true and we just want a reply from the person we are talking with so that the conversation can flow on smoothly. We must put a **comma** before writing the question tag.

A question tag is formed using the **helping** or **auxiliary verb** in the main clause. When the helping verb in the main clause is **positive**, then it becomes **negative** in the question tag and it is written in a **contracted form**. When on the other hand the helping verb is **negative** in the main verb, then it becomes **positive** in the question tag. Below are examples.

Positive main clause + negative question tag:

1. He **will** come, **won't** he?
2. They **have** arrived late, **haven't** they?
3. He **can** do that work, **can't** he?

Negative main clause + positive question tag:

1. He **won't** come, **will** he?
2. They **have not** arrived, **have** they?
3. He **cannot** do that work, **can** he?
4. She **mustn't** see the doctor, **must** she?
5. We **don't** need a holiday, **do** we?
6. She **does not** want to relax, **does** she?
7. The team **didn't** perform well, **did** it?
8. He never reached home, **did** he?
9. He **hardly** sees his mother, **does** he?

NB: The last two examples have negative main clauses without the word **not**, so they use the silent helping verb.

NB: When the main clause contains **I am** or **I'm**, in the question tag one must say, **aren't I?** It is wrong to say, **amn't I?***

1. **I am** sick and tired of this place, **aren't I?**
2. **I'm** likely to arrive late, **aren't I?**

NB: For the case of an **imperative (command or request)**, we do not use a negative question tag even though the main clause is positive. Instead, the question tag is also positive and it is in the future tense.

1. Pass me the salt, **will you?** (Not: **won't you?**)
2. Let's go to church, **shall we?** (Not: **shan't we?**)
3. Come here, **will you?** (Not: **won't you?**)

NB: When the word **need** is used in the main clause, it is the main verb and therefore its negative **needn't** cannot be used in the question tag. Instead the silent helping verb **do** must be used in the question tag. Many students make a mistake of using **needn't** in the question tag. Below are examples:

1. We **need** some rest, **don't** we? (Not: **needn't** we?)
2. She **needs** a new dress, **doesn't** she? (Not: **needn't** she?)
3. They **needed** a change, **didn't** they? (Not: **needn't** they?)

NB: However when the word **needn't** is used in the main clause, it is a helping verb and therefore its positive form **need** can be used in the question tag. Below are examples:

1. We **needn't** ask for rest, **need** we? (ask is the main verb / **needn't** is a helping verb)
2. She **needn't** buy a new dress, **need** she? (buy is the main verb / **needn't** is a helping verb)
3. They **needn't** fight for change, **need** they? (fight is the main verb / **needn't** is a helping verb)

Answering the question tag

Since the question tag is mainly concerned with confirming what the speaker already knows, the answer is expected to agree with what is in the main clause. Here are some examples:

1. You **will** come, won't you? *Yes I will.*
2. They **love** football, don't they? *Yes they do.* (Not: Yes they love.)
3. She **can't** make it, can she? *No she can't.*
4. She **has** had enough, hasn't she? *Yes she has.*
5. We **need** to work harder, don't we? *Yes we do.* (Not: Yes we need)
6. He **doesn't** feel well, does he? *No he doesn't.*

NB: However in very rare cases, the answer to the question tag can be different if what the speaker expects is not the case.

THOUGH-CLAUSES

(Using: **though / although / even though**)

These are conjunctions that are used to introduce a statement that makes the main statement look surprising, contradictory or unexpected. The three conjunctions are interchangeable. Below are examples:

4. **Though** she is beautiful, no man wants to marry her. / No man wants to marry her **though** she is beautiful.
2. **Although** he was not so rich, our late father educated all of us. / Our late father educated all of us **although** he was not so rich.
3. **Even though** he is rich and famous, he is not satisfied. / He is not satisfied **even though** he is rich and famous.

NB: When the **though-clause** comes at the **beginning** of the sentence, we use a **comma** before mentioning the main clause. However when the sentence begins with the main clause, no comma is used to separate the two.

Not also that in the case of **though**, we can also write the though-clause in a different style starting with the adjective. The examples above will now be as follows:

- Beautiful **though** she is, no man wants to marry her.
- Not so rich **though** he was, our late father educated all of us.
- Rich and famous **though** he is, he is not satisfied.

NB: The **though-clause** is **not** used with **but**. This is a common mistake.

GIVING REASONS

(Using: **as, since, because and for**)

The conjunctions **as, since, because** and **for** are used to give a reason or explanation for some action. The clauses in which they are used are called **clauses of reason**.

Below are examples of each:

'As' is usually used when the reason is already known:

1. **As** electricity had gone off last night, the night prep did not go on. / The night prep did not go on **as** electricity had gone off last night.
2. **Since** he didn't have the qualifications, he didn't bother to apply for the job. / He didn't bother to apply for the job **since** he didn't have the qualifications.

'Because' is used when the reason is very important.

1. The pupils were told to stay at home **because** their teacher was sick.
2. He cannot get a national identity card **because** he is not a citizen.

NB: There is still a common belief that it is not correct to start a sentence with **'Because'** unless you say: **Because of...** The above examples then become:

1. **Because of** their teacher's sickness, the pupils were told to stay at home. / **Because of** their teacher being sick, the pupils were told to stay at home. (Not: Because their teacher was sick.....)
2. **Because of** not being a citizen, he cannot get a national identity card. / **Because of** his not being a citizen, he cannot get a national identity card. (Not: Because he is not a citizen

You are advised to use the preposition **of** when you are instructed to begin the sentence with: **Because...**

When **'For'** is used, the reason is given at the end of the sentence. NB: We cannot begin the sentence with it.

1. We were advised to take warm clothing **for** the weather was cold.
2. He bought very few items **for** he didn't have enough money.

PASSIVE AND ACTIVE VOICE

When a sentence has a transitive verb, then it can be used either in the **active voice** or the **passive voice**. Below are examples of **active** and **passive** voices:

Active voice in various tenses	Passive voice in various tenses
1. James slashes the grass.	-The grass is slashed by James.
2. James is slashing the grass.	-The grass is being slashed by James.
3. James has slashed the grass.	-The grass has been slashed by James.
4. James slashed the grass.	-The grass was slashed by James.
5. James was slashing the grass.	-The grass was being slashed by James.
6. James had slashed the grass.	-The grass had been slashed by James.
7. James will slash the grass.	-The grass will be slashed by James.
8. James will have slashed the grass.	-The grass will have been slashed by James.
9. James would slash the grass.	-The grass would be slashed by James.
10. James would have slashed the grass.	-The grass would have been slashed by James.

NB: Sometimes the verb **'get'** is used to make the passive voice e.g.: Your car might get spoilt. / I'll get the work done later.

Note that in some cases it is not really necessary to indicate the doer when you change from active to passive form.

TOPIC: RELATIVE CLAUSES

A **relative clause** is a part of a sentence that describes a noun that comes before it in the main part of the sentence and introduced by a relative pronoun ie that, who, which, whose etc. It cannot stand by itself since it is **related** to the noun it defines.

Pronoun	Nature of use	Used on	Examples
Who	Subject & Object positions	Humans	-The girl who worked for me is beautiful.
Whom	Object position	Humans	-The boy whom James assisted is an orphan.
Whose	Possessive	Humans/Animals/Things	-The boy whose bike was stolen is here. (Human) -The dog whose puppies got lost has disappeared. (Animal) -The house whose roof was blown off has been repaired. (Thing)
Which	Subject &	Animals/Things	-The hut which caught fire

	Object positions		<i>belonged to my father.</i>
That	Subject & Object positions	Humans/Animals/Things	-The man that ate my food was tall. (Human) -The snake that bit him was killed. (Animal) -The garden that the cows destroyed was mine. (Thing)

NB: There are two types of relative clauses and these are:

- (i) **defining relative clauses**
- (ii) **non-defining relative clauses**

Compare the following examples carefully:

1. The students who came late were punished. (**defining relative clause**)
2. The students, who came late, were punished. (**non-defining relative clause**)

The first sentence which has **no commas** is a **defining** relative clause and it means that it is only those students who came late that were punished. The rest were punctual and were not punished. The relative clause used in this case is called a defining relative clause because it “defines” the particular students who were punished, that is, only those who came late.

The second sentence which has **two commas** is a **non-defining** relative clause and it means that all the students came late and they were all punished. The relative clause is not defining a particular group of students but simply providing information and emphasizing what they did. That is why it is between two commas. It is called non-defining because it “does not define” a particular group of students but covers all of them.

NB: The **defining** relative clause **does not have commas** but the **non-defining** relative clause **must have two commas**. If a candidate uses one comma he will get zero.

Examination tip: never use only one comma in your answer: either do not use a comma at all or use two commas when you are not sure whether your answer is a defining or non-defining relative clause. However there are some questions which clearly require a non-defining relative clause and the examiner will be expecting it. The following question is a good example:

- *My primary school trained me for seven years. It is a wonderful institution. (Join using: which)*

Since we have only one primary school, the relative clause we have to use in this case has to be non-defining. It will simply be informative and it will be:

- *My primary school, which trained me for seven years, is a wonderful institution.*

EXPRESSIONS OF PURPOSE

(Using: **in case, so that, so as, in order that, in order to**)

These expressions are the ones that are most commonly used when we are expressing the purpose or intention of doing something. Below are examples where they are used:

1. *He sleeps early **so that** he can wake up in time.*
2. *He will sleep **so that** he can wake up in time.*
3. *Tom reads hard **so as** to pass his exams.*
4. *Tom will read hard **so as** to pass his exams.*
5. *We train everyday **in order that** we can win the competitions.*
6. *We shall train everyday **in order that** we can win the competitions.*
7. *Betty does part-time work **in order to** pay for her tuition.*
8. *Betty did part-time work **in order to** pay for her tuition.*

The phrase **'in case'** is used in a slightly different way; it is applied in a situation when something is done as a way preparing for a possible situation. Below are examples:

1. "Take your sweater **in case** it gets cold," mother advised me.
2. He took packed lunch **in case** they did not serve lunch at the seminar.
3. We shall take our food **in case** we are not given food at the seminar.

NB: When the main clause is in the future or present tense, the expression of purpose using **in case** should be in the simple present tense. When the main clause is in the past tense, then the expression of purpose is also in the simple past tense. The examples below illustrate this:

1. We shall take our food (**future**) in case they don't serve lunch (**present simple**).
2. Take your sweater (**present**) in case it gets cold (**present simple**).
3. He took packed lunch (**past**) in case they did not serve lunch (**simple past**).

DIRECT AND INDIRECT SPEECH

There are several transformations or changes that take place when converting one speech into the other. The changes are usually in the following areas: *tense, adverbs of place and time, modal verbs and pronouns.*

Changes in the tense

Normally the tense in **indirect speech** is **one tense back** in time from the tense in **direct speech**. This is because the words being reported were said some time back. This process is called **tense shift**. Below are some examples:

DIRECT SPEECH	INDIRECT SPEECH
<u>Simple present</u> "I always walk home," she said.	Simple past <i>She said that she always walked home.</i>
<u>Present continuous</u> "I am watching a movie," he said.	Past continuous <i>He said that he was watching a movie.</i>
<u>Simple past</u> "I took the children to school," she said.	Past perfect or Remains simple past <i>She said (that) she had taken the children to school.</i>
<u>Present perfect</u> "We have been to Kigali twice," he said.	Past perfect <i>He said that they had been to Kigali twice.</i>
<u>Past perfect</u> "I had graduated by the time my mother died," she said.	Remains past perfect <i>She said that she had graduated by the time her mother died.</i>
<u>Present perfect continuous</u> "We have been standing in the sun for long," they complained.	Past perfect continuous <i>They complained that they had been standing in the sun for long.</i>
<u>Past continuous</u> They were staying in Tororo," he said.	Past perfect continuous or Remains past continuous <i>He said that they had been staying in Tororo. / He said that they were staying in Tororo.</i>
<u>Future</u> "I will go to Nigeria next year," she said.	Conditional (would) <i>She said that she would go to Nigeria the following year.</i>

NB: When a verb in **direct speech** expresses a **universal truth or principle of obligation**, we do not normally change it to the past tense. This is seen in the following examples:

1. "All people **have** a right to life," he said. / He said that all people **have** a right to life.

2. “Christians **must** obey the ten commandments,” she said. / She said that Christians **must** obey the Ten Commandments.

Changes in the demonstrative pronouns and the adverbs of place and time

DIRECT SPEECH	REPORTED SPEECH
“This is the boy I rescued,” he said.	He said that that was the boy he had rescued.
“Take these books to the staff room,” the teacher told me.	The teacher told me to take those books to the staff room.
“They had lived here for two years,” she said.	She said that they had lived there for two years.
“I want to see you now,” he told me on the phone.	He told me on the phone that he wanted to see me then .
“The results will be released today,” she declared.	She declared that the results would be released that day .
“The prisoner was released yesterday,” he said.	He said that the prisoner had been released the previous day .
“I saw you last night,” she told them.	She told them that she had seen them the night before .
“We shall meet tomorrow,” he said.	He said that they would meet the following day .
“I promise to pay you the day after tomorrow,” she said.	She promised to pay him in two days’ time . / She promised to pay him two days later .
“I must send my parents some money next week,” he said	He said that he had to send his parents some money the following week .
“They talked to the manager last month,” she confirmed.	She confirmed that they had talked to the manager the previous month .
“The plane took off thirty minutes ago,” she said.	She said that the plane had taken off thirty minutes before .

Changes in Modal verbs

Examples in direct speech	Examples in reported speech
“I can see him,” he said. (can)	He said that he could see him.
“I cannot see him,” he said.	He said that he could not see him.
“I could hear him,” he said. (could)	He said that he could hear him.
“I couldn’t hear him,” he said.	He said that he couldn’t hear him.
“I may come,” she said.	She said that she might come.
“I may not come,” she said.	She said that she might not come.
“I might go,” she said.	She said that she might go,
“I might not go,” she said.	She said that she might not go.
“I must accept,” he said.	He said that he had to accept.
“I must not accept,” he said.	He said that he didn’t have to accept.
“I ought to call my wife,” he said.	He said that he ought to call his wife.

Changes in the personal pronouns

The **first person** pronouns in direct speech generally change into **third person** pronouns. Below are the examples:

Direct speech	Reported speech
“I am late for work,” James said.	James said that he was late for work. (I becomes

	he)
“I was at the party,” Jane said.	Jane said that she was at the party. (I becomes she)
We are in trouble,” they said.	They said that they were in trouble. (We becomes they)
“This is my book,” he said.	He said that that was his book. (my becomes his)
“Who saw my pen?” she asked.	She asked who had seen her pen. (my becomes her)
“Bring our food,” they begged me.	They begged me to bring their food. (our becomes their)
“This book is mine,” he said	He said that that book was his . (mine becomes his)
“These pens are mine,” she said.	She said that those pens were hers . (mine becomes hers)
“The food is ours,” they said.	They said that the food was theirs . (ours becomes theirs)
“Peter helped me” he said.	He said that Peter had helped him . (me becomes him)
“Jane hates me,” she said.	She said that Jane hated her . (me becomes her)
“He cheated us,” they said.	They said that he had cheated them . (us becomes them)
“I did it myself,” he said.	He said that he had done it himself . (myself becomes himself)
“I’ll go myself,” she said.	She said that she would go herself . (myself becomes herself)
“We took it ourselves,” they said.	They said that they had taken it themselves . (ourselves becomes themselves)

NB: The pronouns do not change when the speaker or speakers are reporting their own words. See the following examples:

1. “**I** will go **myself** for **my** daughter’s report,” I said.
*I said that **I** would go **myself** for **my** daughter’s report.*
2. “**We** got a trainer to help **us** in **our** music festival preparations,” we said.
*We said that **we** had got a trainer to help **us** in **our** music festival preparations.*

The pronoun **you** can change to any first or third person pronoun depending on the context in which it is used, especially on the object that is in the speech tag. Below are the examples:

1. “**You** have to work hard,” he told *me*. - *He told me that **I** had to work hard.*
2. “**You** have to work hard,” he told *him*. - *He told him that **he** had to work hard.*
3. “**You** have to work hard,” he told *her*. - *He told her that **she** had to work hard.*
4. “**You** have to work hard,” he told *them*. - *He told them that **they** had to work*
5. “**You** have to work hard,” he told *us*. - *He told us that **we** had to work hard.*

The **third person** pronouns in direct speech do not undergo any change when transformed to reported speech as we see in the following examples:

- “**He** is the one who saw the thief,” he said. - *He said that **he** was the one who had seen the thief.*
- “Kenneth picked the baby and took **him** to **his** parents,” he said. - *He said that Kenneth had picked the baby and taken **him** to **his** parents.*
- “Jane was chosen because **she** was the best,” he said. - *He said that Jane had been chosen because **she** was the best.*
- “**She** was not around when **her** house was broken into,” he said. - *He said that **she** was not around when **her** house was broken into.*
- “We shall prosecute **them** if **they** don’t” - *He said that they would prosecute **them***

apologize,” he said.

if **they** didn’t apologize.

Special transformational cases

There are a number of cases that give students a challenging time during examination when they are asked to change some special sentences from one speech to the other. These are summarized in the following table:

SPECIAL CASES WITH EXAMPLES	COURSE OF ACTION WITH EXAMPLES
The imperative (request, order or command)? E.g. “Go back home,” he told me. “Take the table out,” he requested me.	Introduce the word ‘to’ before the verb. E.g. <i>He told me to go back home.</i> <i>He requested me to take the table out.</i>
More than one sentence? E.g. “Tomorrow is my mother’s birthday. I’ll buy her a nice gift,” he said.	Use two sentences but combine them with the conjunction ‘and’. E.g. <i>He said that the following day was his mother’s birthday and he would buy her a nice gift.</i>
If one of the sentences is a question? E.g. “Uganda has many natural resources,” he said. “Why is it still a poor country?” “Where had you gone? Your mum was worried,” he told me.	Again combine them with ‘and’ using ‘asked’ for the question part. E.g. - <i>He said that Uganda had many natural resources and asked why it was still a poor country.</i> - <i>He asked me where I had gone and told me that my mum was worried.</i>
When the direct speech has got a question and answer? E.g. “What time will you return?” he asked. “I’ll return at 2 pm,” I answered. “Did you pass?” he asked. “I did,” I replied.	Combine the two with ‘and’ using ‘answered/replied’ for the answer part. E.g. - <i>He asked what time I would return and I answered that I’d return at 2 pm.</i> <i>He asked if I passed and I replied that I did. / He asked me if I had passed and I replied that I had.</i>
When the answer has the word ‘yes’ or ‘no’? E.g. “Will you go out this evening?” she asked me. “Yes,” I replied “Will you go out this evening?” she asked me. “No,” I replied.	Simply make the answer segment positive or negative. - <i>She asked me if I would go out that evening and I replied that I would.</i> - <i>She asked me if I would go out that evening and I replied that I would not.</i>
When the speech has an exclamatory word or phrase? E.g. “Good gracious!” he exclaimed. “I have never seen such a thing.” “Lo and behold! I’ve got my US visa,” he shouted. “O My God! Thank you for my surprise,” he said.	Get an appropriate word or words to convey the exclamation. E.g. - <i>He was extremely surprised and said that he had never seen such a thing.</i> - <i>He exclaimed that he had never seen such a thing.</i> - <i>He excitedly shouted that he’d got his US visa.</i> - <i>He was extremely happy and thanked me for his surprise.</i>
When the direct speech has a swear-word or phrase? E.g. “Never! I cannot agree to such a thing,” he said. “God forbid,” he said. “I cannot agree to such a thing.” “No way! I will never agree to such a thing,” he said.	Get another word or words to convey the strong feeling. E.g. - <i>He said that he could absolutely not agree to such a thing.</i> - <i>He swore that he could not agree to such a thing.</i> - <i>He said that he would totally never agree to such a thing.</i>

Caution:

1. In reported speech we use the word **‘that’** on non-question statements: *He said **that** he was sick.* It is also acceptable to leave it out and say: *He said he was sick.*

However it sounds better when **‘that’** is used, so you are advised to use it in exams.

2. The word **‘that’** MUST NOT be used in the speech tag of a direct speech sentence. It is very wrong to say: *He said **that**, “I love my father very much.”* *
3. For questions or inquiries we either use the word **‘whether’** or **‘if’**: *He asked **whether** I was sick. / He asked **if** I was sick.* However most students fail to spell the word **‘whether’** correctly and end up losing the mark. So you are advised to use **‘if’** unless you are very sure of the spelling of **‘whether’**.

CONDITIONAL SENTENCES

If-clauses or conditional sentences are categorized into three types namely, **If-1**, **If-2** and **If-3**. Each of the types caters for a particular situation:

If clause type 1 (If + present) + future.

This talks about what will (or will not) happen in the future in case what is stated in the if-clause takes (or does not take) place. Below are some examples:

1. *If James **gets** money, he **will** buy a car. / James **will** buy a car **if** he **gets** money.*
2. *If it **does not** rain, the crops **will not** grow. / The crops **will not** grow **if** it **does not** rain.*

If clause type 2 (If past) + would

This talks about what is imaginary, unlikely or wishful. Below are some examples:

1. *If James **got** money, he **would** buy a car. / James **would** buy a car **if** he **got** money.*
2. *If it **did not** rain, the crops **would not** grow. / The crops **would not** grow **if** it **did not** rain.*

If clause type 3 (If + past perfect) + would have

This talks about something that did not happen or happened differently from what was desired or expected. The structure of If-3 is: Below are examples:

1. *If James **had** got money, he **would have** bought a car. / James **would have** bought a car **if** he **had** got money.*
2. *If it **had not** rained, the crops **would not have** grown. / The crops **would not have** grown **if** it **had not** rained.*

Caution

- From the stroked examples above, it is very clear that the If-clause can start in the middle of the sentence after beginning with the main clause.
- When the main clause is negative, the word: **not/never** is written before the word: **have**. If you start with **have** and then write **not/never**, you will be crossed. Below are more examples:
 1. *If you had not helped me, I would **never have** succeeded. (Not:would have never...*)*
 2. *If you had not waved hard, I would **not have** seen you. (Not:would have not...*)*
- The meaning of sentences in **If-3** can be expressed in a different way without using the word **If**. This is simply done by beginning with: **Had...** Below are examples:
 1. *Had James got money, he would have bought a car.*
 2. *Had it not rained, the crops would not have grown.*

Let us look at more examples of conditional sentences in the following conversion table:

If-1 construction	If-2 construction	If-3 construction	Had-construction(If-3)
If I <i>see</i> him, I <i>will</i> tell him.	If I <i>saw</i> him, I <i>would</i> tell him.	If I <i>had seen</i> him, I <i>would have</i> told him.	<i>Had</i> I <i>seen</i> him, I <i>would have</i> told him.
If she <i>marries</i> him, she <i>will</i> regret.	If she <i>married</i> him, she <i>would</i> regret.	If she <i>had married</i> him, she <i>would have</i> regretted.	<i>Had</i> she <i>married</i> him, she <i>would have</i> regretted.
If our team <i>wins</i> , it <i>will</i> represent the country.	If our team <i>won</i> , it <i>would</i> represent the country.	If our team <i>had won</i> , it <i>would have</i> represented the country.	<i>Had</i> our team <i>won</i> , it <i>would have</i> represented the country.
If I <i>don't</i> work hard, I <i>won't</i> succeed.	If I <i>didn't</i> work hard, I <i>wouldn't</i> succeed.	If I <i>hadn't worked</i> hard, I <i>wouldn't have</i> succeeded.	<i>Hadn't</i> I <i>worked</i> hard, I <i>wouldn't have</i> succeeded.

SHOWING PREFERENCE

There are several ways of expressing preference, the most obvious of which is to use the word *prefer*. However there are other ways and below we list the preference conjunctions that you should know:

- (i) **Prefer** (something) **to** (something else). This is preference between two nouns. Below are examples:
1. I **prefer** *lemon juice* **to** *tea*.
 2. She **prefers** *English* **to** *French*.
- (ii) **Prefer** (doing something) **to** (doing something else). This is preference between two verbs or actions both of which are in the -ing form. Below are examples:
1. I **prefer** *taking* lemon juice **to** *taking* tea.
 2. She **prefers** *speaking* English **to** *speaking* French.
- (iii) **Prefer** (to do something) **rather than** ([do something else] or [something else]). This is also a preference between two actions. It is unique in that this time the word **prefer** is not paired with the word **to** but with the phrase **rather than**. Below are examples:
1. I **prefer** *to watch* plays **rather than** *watch* football. / I prefer to watch plays rather than football. (Please don't say:...rather than to watch*)
 2. We **preferred** *to go* to the cinema **rather than** *go* to the beach. / We **preferred** *to go* to the cinema **rather than** *the beach*.
 3. He will **prefer** *to stay* in the village **rather than** *go* to the city.
 4. She **prefers** *to study* Medicine **rather than** *study* Pharmacy.
 5. They **prefer** *to fetch* water **rather than** *collect* firewood.
- (iv) **Would prefer** (to do something) **rather than** (do something else). This is yet another preference between two actions.
- I **would prefer** *to stay* at home **rather than** *go* to the party.
 - I'd **prefer** *to live* in poverty **rather than** *become* rich through corruption.
 - She **would prefer** *to study* Medicine **rather than** *study* Pharmacy.
- (v) **Would rather** (do something) **than** (do something else).
1. She **would rather** *stay* at home **than** *go* to a boring party.
 2. I'd **rather** *live* in poverty **than** *become* rich through corruption.
 3. We **would rather** *visit* Paris **than** *visit* Khartoum.
 4. He'd **rather** *take* cassava **than** *eat* posho.
 5. They **would rather** *try* and fail **than** *not try* at all.
- (vi) **Would sooner** (do something) **than** (do something else). This works exactly in the same way as **would rather...than...**
1. She **would sooner** *stay* at home **than** *go* to a boring party.

2. I'd sooner *live* in poverty **than** *become* rich through corruption.
3. We **would sooner** *visit* Paris **than** *visit* Khartoum.
4. I'd sooner *take* cassava **than** *eat* posho.
5. They **would sooner** *try* and fail **than** *not try* at all.

The above are the major ways of expressing preference and the student ought to be careful when using them. There is still one unique way of conveying indirect preference and it is illustrated below:

(vii) **Would rather + (past tense).** In this idiomatic form of stating preference, the thing that one prefers in the present or now is expressed in terms of an imaginary or unreal past.

- My mother **would rather** I **left** the habit of smoking.
- I'd **rather** you **came** with us to the picnic.
- She **would rather** you **didn't** bother her again.
- I **would rather** you had not **bought** that car.
- I'd **rather** we **started** the discussion now.

SHOWING COMPARISON AND CONTRAST

(Using: **more/less...than/comparative +than/as ...as**)

When we want to compare and contrast, we can use any of the following methods:

- You can use: **more/less + adjective + than**
- You can use: **comparative adjective + than**
- You can use: **as...as....**
- You can use expressions like: **similar to / different from / the same as**

Let us look at several examples of the first three methods which are the ones that are commonly set in examinations:

Using: more/less + adjective + than

- Mathematics is **more interesting than** Physics.
- Physics is **less exciting than** Mathematics.
- Tom is **more handsome than** John.
- John is **less attractive than** Tom.
- Your father was **more hard-working than** mine.
- My father was **less industrious than** yours.

Using: comparative adjective + than

- Honey is **sweeter than** sugar.
- Sugar is not **sweeter than** honey.
- Working is **better than** begging.

Using: as...as....

- Peter is not **as rich as** John.
- His house is **as big as** mine.
- The Sahara is not **as dry as** the Kalahari.

NB: We can use both the '**...than...**' and the '**as...as**' constructions to indicate how many times one thing is different from the other as in the examples below:

- Your stick is **two times** longer than mine.
- Your stick is **two times** as long as mine.
- Your stick is **twice** as long as mine.
- Sudan is **five times** bigger than Uganda.
- Sudan is **five times** as big as Uganda.
- He got **half** as many marks as I got.

- Food is **thrice** as expensive as it was a month ago.
- Food is **three times** more expensive than it was a month ago.
- Food is **three times** as expensive as it was a month ago.

NB: Once you use '**half**', '**twice**' or '**thrice**' you must use the '**as...as...**' and not the '**than**' construction.

CLAUSES OF REASON (Using: **for, since and ago**)

We use **for, since** and **ago** to relate something or an action to a length of time.

For is used to tell the length of time something has been happening or happened.

Below are some examples:

- We have been married **for** *two years*.
- Let me take a nap **for** *twenty minutes*.
- **For** *a whole month*, Jane has been in a comma.
- She has been staying in the States **for** *sixteen years*.

Since is used to tell the time when something began or started to happen. In other words it specifies the starting point of something. Below are some examples:

- I have been waiting **since** *2:00 pm*.
- **Since** *yesterday*, Jacob has not been in school.
- We have not eaten meat **since** *last Christmas*.
- Jacob has not appeared at school **since** *Monday*.

NB: **Since** can also be used to indirectly refer to time by mentioning some event that happened at that time, for example:

- Atuhairwe has been sick **since** *she lost her mother*.
- **Since** *the new government took over power*, many things have changed.
- Pamela has had good fortune **since** *the priest prayed for her*.
- **Since** *he got his wife*, he has not stepped in a bar.

Ago is used to tell a point of time in the past when something happened. It goes back from the present time towards the past. Below are some examples:

- There was an accident *two hours ago*.
- *Two days ago*, James left for Dubai.
- Our country attained independence over *fifty year ago*.
- The game ended *five minutes ago*.

ORDER OF ADJECTIVES

An adjective is a word that describes a noun. It adds more meaning by describing a particular quality about something and makes the listener have a clearer picture of that thing. The aspects that adjectives describe about nouns are different and they include: **number, opinion, size, height, shape, weight, age, colour, origin, material** and **purpose**. The examples below illustrate each type of these descriptions respectively:

1. Moses has **three** children. (Number)
2. What a **handsome** baby! (Opinion)
3. She has bought a **big** car. (Size)
4. He is quite a **tall** boy. (Height)
5. We have a **round** main hall. (Shape)
6. The boy is carrying a **heavy** bag. (Weight)
7. The function was mainly attended by **old** people. (Age)
8. She is fond of her **blue** dress. (Colour)
9. We are only admitting **Ugandan** students. (Origin)

10. He bought me some **cotton** shirts. (Material)

11. We have a beautiful **dining** table. (Purpose)

Each of the bold words in the examples above is an adjective that qualifies the noun that follows it. Those are simple examples where the noun is qualified by only one adjective. However, sometimes a noun may be described by more than one adjective. They may be two, three or even more. In such a case, the candidate should not arrange them randomly but follow a certain laid down order.

The following formula should guide you in arranging the adjectives according to the attributes they describe about the noun.

N	OP	SH	A	C	O	M	P
Number	Opinion	Size/height/ Shape/weight/	Age	Colour	Origin	Material	Purpose
Two	beautiful	large	old	brown	Chinese	sisal	travelling bags

When written horizontally, the formula makes the following acronym: **NOPSHACOMP**. This is easy to memorize and the student is advised to write it down and be guided by it when the question on multiple adjectives comes in the exam. Below are examples of sentences which have a number of adjectives describing one noun. Their correct order is put in the corresponding brackets.

- He bought **six beautiful gold** chains. (Number-Opinion-Material)
- The new road is constructed over **huge tall round concrete** pillars. (Size-Height-Shape-Material)
- He brought me **two lovely painting** brushes. (Number-Opinion-Purpose)
- He wants to sell off his **ugly old Japanese** car. (Opinion-Age-Origin)
- He is a **ten-year black American** boy. (Age-Colour-Origin)
- We need **six big new washing** machines. (Number-Size-Age-Purpose)
- There are **huge tinted glass** doors on this building. (Size-Colour-Material)

*NB: Under the formula NOPSHACOMP, SH represents four qualities: **Size, Height, Shape and Weight**. This is the order that they should follow if more than one of these is used in the same sentence. However one might find it difficult to remember which one comes first. So there is need to get a sub-formula to remember their correct order and this sub-formula is **SIHEISHAWE**.*

POSITION OF ADVERBS

There are three positions in the sentence where adverbs can come i.e.: At the beginning, in the middle or at the end.

- a) adverbs of frequency (which tell us how often we do things or how often things happen) usually come at the beginning of the sentence:

For example:

- He *always* wears a shirt and a neck tie.
- She *normally* eats three meals a day.
- I *usually* buy my vegetables at the market.

- b) Adverbs of manner(which tell us HOW) and usually come in the final position of the sentence e.g.:

- He swims so *well*.
- She ran *quickly*.

- She spoke *softly*.
 - He ate the chocolate cake *greedily*.
- c) Adverbs of time (tell us when something happens) can be placed either at the beginning or at the end of the sentence e.g.:
- I am going to hang out with my friends *tomorrow*.
 - She had already gone when we got *there*.
- d) Adverbs of place (off, abroad, afar, here, under, nearby etc.) tell us where something happens or where something or somebody is. They can be placed anywhere in the sentence e.g.:
- His children go *everywhere* with him.
 - He went *abroad* for work.
 - Let's open the box and see what is *inside* it.

MORE CLAUSES OF CONTRAST

(Using: **in spite of / despite/ much as/ for all**)

These two conjunctions are related to each other and are commonly used in expressing contradiction. A contradiction is a situation which manifests a different action, reaction, response or result from what is expected. For example if you are sick, you are expected to go to the hospital but if you refuse to go to the hospital and instead go to work, it will be seen as a contradiction because we do not expect you to have enough energy for work.

Contradiction is basically expressed by using the conjunction '**but**' as in the following example: **He was sick but he went to work**. This sentence can be reworded using **in spite of** and **despite**.

1. **In spite of** being sick, he went to work. / He went to work **in spite of** being sick.
2. **Despite** being sick, he went to work. / He went to work **despite** being sick.

Note that you can use these conjunctions either at the beginning of the sentence or in the middle depending on what the question asks you to do.

These conjunctions can be used in mainly three ways: followed by the **continuous** (as in the above examples), followed by the phrase '**the fact**' or followed by **a noun** which is usually transformed from the adjective in the question. Below are examples to illustrate this:

1. He is weak but he walks three kilometers to church every Sunday. (*Begin: **In spite of***)
 - *In spite of **being** weak, he walks three kilometers to church every Sunday.*
 - *In spite of **the fact** that he is weak, he walks three kilometers to church every Sunday.*
 - *In spite of his **weakness**, he walks three kilometers to church every Sunday.*
2. Although she is beautiful, no man wants to marry her. (*Use:.....**despite**.....*)
 - *No man wants to marry her despite her **being** beautiful.*
 - *No man wants to marry her despite **the fact** that she is beautiful.*
 - *No man wants to marry her despite her **beauty**.*

NB: Students make two common mistakes in relation to these sister conjunctions. The first mistake is that instead of writing '**in spite of**' as three different words, they write it as two words and say '**inspite of**'. This is wrong and you automatically get zero

when you do it. The second mistake is that they use ‘**of**’ with ‘**despite**’ and say ‘**despite of**’. This is also wrong and you will automatically get zero when you do it.

For all

The expression **for all** is also used to show contradiction in the same way we use *despite, in spite of, though* and *as* that we have seen in the topics above. Many students fail when they are asked to use this expression because they are not familiar with it since it is not very common. Below are examples:

1. I pleaded but I was not forgiven. (Begin: **For all...**)
For all my pleading, I was not forgiven.
2. He is handsome but the girls avoid him. (Use: **for all...**)
For all his being handsome, the girls avoid him.
3. Poor as he is, he has managed to educate all his children. (Begin: **For all...**)
For all his poverty, he has managed to educate all his children.
4. Despite being awake, I did not hear the burglar break into the house.(Use: **For all...**)
For all my being awake, I did not hear the burglar break into the house.
5. In spite of the fact that he is generous, people do not want him to be their leader.
For all his generosity, people do not want him to be their leader.

NB: **For all** can be followed by the **continuous** and the abstract **noun** but it cannot be followed by ‘**the fact**’.

You can say:

1. *For all her working hard, she was not appreciated.*
2. *For all her hard work, she was not appreciated.*

Let us have a comparative table to summarize the ways of expressing contradiction seen in Topics 25 – 27

In spite of	Despite	Though	As	For all
<i>In spite of working hard, we are paid peanuts.</i>	<i>Despite working hard, we are paid peanuts.</i>	<i>Hard though we work, we are paid peanuts</i>	<i>Hard as we work, we are paid peanuts.</i>	<i>For all our hard work, we are paid peanuts.</i>
<i>In spite of his cleverness, he fails some simple questions.</i>	<i>Despite his cleverness, he fails some simple questions.</i>	<i>Clever though he is, he fails some simple questions.</i>	<i>Clever as he is, he fails some simple questions.</i>	<i>For all his cleverness, he fails some simple questions.</i>
<i>In spite of the fact that our teacher is tough, we like him so much.</i>	<i>Despite the fact that our teacher is tough, we like him so much.</i>	<i>Tough though our teacher is, we like him so much.</i>	<i>Tough as our teacher is, we like him so much.</i>	<i>For all his being tough, we like our teacher so much.</i>
<i>In spite of her being annoyed, she did not punish us.</i>	<i>Despite her being annoyed, she did not punish us.</i>	<i>Annoyed though she was, she did not punish us.</i>	<i>Annoyed as she was, she did not punish us.</i>	<i>For all her annoyance, she did not punish us.</i>
<i>In spite of my tiredness, I couldn't sleep.</i>	<i>Despite my tiredness, I couldn't sleep.</i>	<i>Tired though I was, I couldn't sleep.</i>	<i>Tired as I was, I couldn't sleep.</i>	<i>For all my tiredness, I couldn't sleep.</i>

NB: We can also use the phrase ‘**Much as**’ to convey contradiction and say: **Much as** I was tired, I could not sleep. | **Much as** he is clever, he failed the exams. | He is unhappy **much as** he is rich.

BUT FOR

The expression ‘**But for**’ means: ‘**If it had not been for**’ or: ‘**Had it not been for**’. It falls under ‘**If-3**’ and is always followed by the conditional perfect ‘**would have**’ / ‘**would not have**’. It is used to mean that something would have happened differently or not happened at all if something else had not happened. Below are examples:

1. **But for** our watchman being around, the thief **would have** broken into our house. (This means that if our watchman had not been around, the thief would have broken into our house. Luckily he was around and the house was not broken into.)
2. **But for** the support my uncle gave me after my parents died, I **would not have** continued with my studies. (This means that I would not have continued with my studies after the death of my parents if my uncle had not stepped in to support me.)

NB: It is also possible to start the sentence with the main clause and use **but for** in the middle of the sentence. In this case the comma is not necessary. The above examples will then be;

1. The thief **would have** broken into our house **but for** our watchman being around.
2. I **would not have** continued with my studies **but for** the support my uncle gave me after my parents died.

Let us look at more examples using the question and answer format:

Question 1. : If he had not woken up early, the bus would have left him. (Begin: **But for...**)

Answer: **But for** having woken up early, the bus **would have** left him.
 But for his waking up in time, the bus **would have** left him.

Question 2: Had the fire fighters not arrived quickly, the lorry would have completely burned down. (Begin: **But for...**)

Answer: **But for** the fire fighters arriving in time, the lorry **would have** completely burned down.
 But for the fire fighters having arrived quickly, the lorry **would have** completely burned down.
 But for the quick arrival of the fire fighters, the lorry **would have** completely burned down.

NB: From the examples seen above, it is clear that ‘**But for**’ can be followed by three structures and these are: the present participle (**continuous**), the perfect participle (**having**) and the **noun** as illustrated in the table below. (You are however advised to mainly use the present participle and the noun in the exams.)

But for + present participle	But for + perfect participle	But for + noun
But for my mother educating me, I would have been a failure in life.	But for my mother having educated me, I would have been a failure in life.	But for the education from my mother, I would have been a failure in life.
But for the spectators supporting our team, we would have been defeated.	But for the spectators having supported our team, we would have been defeated.	But for the support from the spectators, our team would have been defeated.
But for her teacher guiding her, she would have got spoilt.	But for her teacher having guided her, she would have got spoilt.	But for the guidance of her teacher, she would have got spoilt.

EVER CLAUSES

(Whoever/ whichever/whatever/however/etc)

The words that form the **-ever clauses** are outlined below:

- **Whoever** – This means any person, or it doesn't matter who.
- **Whichever** – This means any one, or it doesn't matter which.
- **Whatever** – This means anything, or it doesn't matter what.
- **However** – This means any way, or it doesn't matter how.
- **Wherever** – This means any place, or it doesn't matter where.
- **Whenever** – This means any time, or it doesn't matter when.

NB: These are written as one word. The moment you separate them, you will get zero in the exam.

Below are examples of sentences with **-ever clauses**:

1. **Whoever** is chosen to be our team leader will get our support. / We shall give our support to **whoever** is chosen to be our team leader.
2. **Whichever** route you take will take you there.
3. **Whatever** you say, I'll not believe you. / I will not believe you, **whatever** you say.
4. **However** much you plead, he will not forgive you.
5. **Wherever** you go, I will follow you. / I will follow you **wherever** you go.
6. **Whenever** I got a chance, I would dance. / I would dance **whenever** I got a chance.

NO MATTER CLAUSES

The phrase **No matter** is used to serve the same purpose as **-ever** as seen in the previous topic. Below is how it works:

- **No matter who** - This means regardless of any person.
- **No matter which** - This means regardless of any one.
- **No matter what** - This means regardless of anything
- **No matter how** - This means regardless of any way.
- **No matter where** - This means regardless of any place.
- **No matter when** - This means regardless of any time.

NB: No matter is written as two separate words and if you write it as one word you will be marked wrong in the exam.

Below are examples of sentences using no matter:

1. **No matter** who is chosen to be our leader, we shall give him our support.
2. **No matter** which route you take, it will lead you there.
3. **No matter** what you say, I will not believe you.
4. **No matter** how much you plead, he will not forgive you.
5. **No matter** where you go, I'll follow you.
6. **No matter** when I got a chance, I would dance.

The table below presents the comparison between **-ever** and **no matter** clauses.

Sample question	-ever construction	No matter construction
You will meet someone at home. Give that money to him.	Whoever you meet at home, give that money to him.	No matter who you meet at home, give that money to him.
Any size you bring will fit her.	Whatever size you bring will fit her.	No matter what size you bring, it will fit her.
Regardless of what you do for her, she will not appreciate.	Whatever you do for her, she will not appreciate.	No matter what you do for her, she will not appreciate.

You may be very clever but you still need to read hard.	However <i>clever you are, you still need to read hard.</i>	No matter <i>how clever you are, you still need to read hard.</i>
The murderer hid somewhere. The police will eventually get him.	Wherever <i>the murderer hid, the police will eventually get him.</i>	No matter <i>where the murderer hid, the police will eventually get him.</i>
Every time I look in a book, tears come from my eyes.	Whenever <i>I look in a book, tears come from my eyes.</i>	No matter <i>when I look in a book, tears come from my eyes.</i>

NB: The **future (will / shall)** and the **conditional (would)** are not used with **-ever** and **no matter** clauses. It is wrong to say:

PRESENT PARTICIPLE PHRASES

The **present participle** is the **-ing** form of the verb. When used together with another word or words, it forms the **present participle phrase**. The present participle is often used at the beginning of the sentence and plays the role of an adjective to the subject in the main clause that follows. Study the following example:

- o **Feeling tired**, *Moses went back home early.*

In this example, **'Feeling tired'** is the present participle phrase and *'Moses went back home early'* is the main clause. The present participle phrase is a combination of the **-ing** word **feeling** and the adjective **tired**. Together they are describing Moses and therefore play the role of an adjective, since an adjective describes a noun.

Other examples of sentences beginning with present participle phrases:

1. **Being the last born**, *Henry is pampered by everybody in the family.*
2. **Walking through the forest**, *they came across a dead tiger.*
3. **Becoming suspicious that some students had escaped**, *the warden made an impromptu roll call.*
4. **Doubting the news that mother was sick**, *I called my father to confirm it.*
5. **Thinking that we had been attacked by robbers**, *we raised an alarm.*
6. **Not wanting to wake up the baby**, *I lowered the volume of the radio.*
7. **Never having swum before**, *he was afraid of stepping in the pool.*
8. **Not being hungry**, *I did not take lunch.*

NB: When the **present participle phrase** is negative, the words **not** or **never** are written first and the **-ing word** follows. It is wrong to reverse the order.

- **Not** feeling well, she left work early. (**Feeling** not well, she left early,' is not correct.)
- **Never** intending to pay, he left before the term ended. (**Intending** never to pay he left before the end of the term,' is not correct.)

NB: When the present participle phrase opens the sentence, it must be marked off with a comma.

Let us look at more examples in the format of Question-Answer in the following table:

1. The policeman thought I was lost and he called me. (Begin: **Thinking...**)
Thinking that I was lost, the policeman called me.
2. I got a desire to see my grandmother. I asked my father to take me to her. (Begin: **Getting...**)
Getting a desire to see my grandmother, I asked my father to take me to her.
3. My father would sit in his armchair and read the paper with a smile on his face. (Begin: **Sitting...**)
Sitting in his armchair, my father would read the paper with a smile on his face.

NB: The present participle phrase should refer to the subject in the main clause and should be as near the noun it refers to. The following sentences are faulty because they are ambiguous as to what the present participle phrases refer to:

- *Going to school in the morning, the dogs attacked us.**
This sentence is faulty because it is as if the participle phrase is referring to the dogs, which cannot be. The correct one should be: *Going to school in the morning, we were attacked by the dogs.*
- *Not feeling well, the manager advised Henry to go back home.**
This sentence is not clear because we are not sure who was not feeling well. However we suspect it was Henry. To make it clearer the sentence should be: *Not feeling well, Henry was advised by the manager to go back home.*
- *Sitting comfortably in the sofa, the television can be watched by the children.**
This sentence is wrong because it gives the impression that it is the television that is sitting in the sofa. The correct construction should be: *Sitting comfortably in the sofa, the children can watch the television.*

The main clause can be put in the active or passive voice, whichever brings out the meaning clearly.

PAST PARTICIPLE PHRASES

E.g.: The elephants are hunted for ivory, their numbers have greatly reduced. (Begin: **Hunted...**)

Hunted for their ivory, the elephants have greatly reduced in their numbers.

1. As she was chosen for being the best performer, Agnes couldn't control her happiness. (Begin: **Chosen...**)
2. My car was stolen from the garage and abandoned on the street. (Begin: **Stolen...**)
3. The baby was scared by the noise from the radio and it cried loudly. (Begin: **Scared...**)
4. The head teacher was so disappointed by the students that he cancelled the trip. (Begin: **Disappointed...**)
5. The tired soldier was taken by surprise. He ran and forgot his gun. (Join to begin: **Taken...**)

PERFECT PARTICIPLE PHRASES

The **perfect participle** is formed by combining the word **having** and the **past participle** of a verb. Below are examples of perfect participle phrases:

- Having seen...
- Having finished...
- Having done...
- Having written...
- Having heard...

The **perfect participle** is used to indicate that the first action was completed before the second action began. Let us look at the following examples:

1. **Having reached** the Promised Land, they started complaining to God.
2. **Having finished** supper, I went to sleep.
3. **Having done** his homework, he went to play with his friends.
4. **Having completed** his new house, my father wants to buy a car.
5. **Having been** pick-pocketed in town, she is now more careful.
6. **Having read** the terms and conditions, he joined the competition.
7. **Having been** warned about conmen, we did not trust anyone.
8. **Having come** first in the district, our school was given a trophy of merit.
9. **Having reached** safely in London, I gave my wife a call.
10. **Having been** found innocent, he was released immediately.

The best position for the perfect participle is at the beginning of the sentence because it is more emphatic there than when it comes later in the sentence. The perfect participle clause must be marked off with a comma.

NB: If the perfect participle clause is negative, the word **not** or **never** is mentioned first.

- **Not** *having eaten supper, she woke up feeling hungry.* (Don't say: Having not....)
- **Never** *having travelled in a plane, she was anxious and excited when she used it the first time.* (Don't say: Having never.....)

THE GERUND (-ing words acting as a subject)

Consider the two sentences below:

- **A phone** *is a good thing.*
- **Singing** *is a good thing.*

Clearly in the first sentence the word **phone** is a **noun** and it is the **subject** followed by the verb **is** and the adjective phrase **good thing**. Similarly in the second sentence, the word **Singing** is a noun though it looks a verb, and it is the **subject** followed by the verb **is** and the adjective phrase **good thing**. (In fact the word 'thing' brings it out clearly.)

When the continuous form of the verb operates like this, we say that it has undergone a **functional shift** and refer to it as a **gerund**. Let us use the table below to illustrate the difference between the present participle verb and the gerund.

Present progressive(Verb)	Gerund (Noun)
He is walking to school since there is no money for the taxi fare.	Walking <i>to school has made him very tired since he is not used to it.</i>
They are swimming in the pool right now.	Swimming <i>in the pool excites them a lot.</i>
Jane is dancing very well.	<i>What makes Jane happy is</i> dancing .
The plane was flying over the Sahara desert when I woke up.	Flying <i>over the Sahara was the most memorable experience I have ever had.</i>
I woke up after dreaming about my dead brother.	Dreaming <i>about my dead brother awoke me up.</i>
He is drinking in the bar.	Drinking <i>turns him into a nuisance.</i>

The **gerund** can be used at the end or inside the sentence as in the third example in the above table. However it is most effective when used at the beginning as in the rest of the examples.

THE INFINITIVE AS A SUBJECT

Instead of beginning the sentence with a gerund as we have seen in the previous topic, one can decide to start with an **infinitive phrase**. What is an infinitive phrase? This is a verb phrase that is formed by starting with the word '**to**' followed by the **simple verb**, for example: **to sleep, to eat, to talk, to jump, etc.**

The **infinitive phrase** can have additional modifiers, for example: **to sleep soundly, to eat a lot of salt, to talk in a deep voice, to jump high, etc.**

Just as we saw that the gerund acts as a noun and subject in a sentence, so does the infinitive phrase. Let us illustrate this with some of the very examples that we used for the gerund.

- Singing is a good thing. (Begin: To...)
To sing is a good thing.
- Walking to school has made her tired. (Begin: To....)
To walk to school has made her tired.

- Swimming in the pool excites them. (Begin: To...)
To swim in the pool excites them.
- Flying over the Sahara was very memorable for me. (Begin: To...)
To fly over the Sahara was very memorable for me.

The **infinitive phrases** are the ones that are written in bold letters and they are the subjects of the respective sentences. What confirms that they are the subjects is the fact that they are followed by the verbs: **is, has made, excites** and **was** respectively.

Let us look at more examples in the table below which presents comparisons between the infinitive phrase and the gerund.

Infinitive phrase as subject	Gerund as subject
<i>To take photographs of the dam</i> is not allowed.	<i>Taking photographs of the dam</i> is not allowed.
<i>To drive at night</i> needs extra care.	<i>Driving at night</i> needs extra care.
<i>To leave school without permission</i> is not allowed anywhere.	<i>Leaving school without permission</i> is not allowed anywhere.
<i>To write a novel</i> takes quite some time.	<i>Writing a novel</i> takes quite some time.
<i>To reach the border</i> took us two days.	<i>Reaching the border</i> took us two days.
<i>To skip breakfast</i> is not advisable.	<i>Skipping breakfast</i> is not advisable.
<i>To get that piece of land</i> cost me a fortune.	<i>Getting that piece of land</i> cost me a fortune.
<i>To learn how to drive</i> can take you about two months.	<i>Learning how to drive</i> can take you about two months.

NB: The use of the infinitive phrase as a subject should be differentiated from its use to mean ‘in order to’. When it is used to mean ‘in order to’, it is followed by either a noun or a pronoun, not by a verb as we have seen when it is used as a subject. Below are a few examples to illustrate this. The noun and pronoun are in bold letters.

- To buy this plot, **Jimmy** got a bank loan.* - In order to buy this plot, Jimmy got a bank loan.
- To qualify for the university **you** have to pass highly.* - In order to qualify for the university you have to pass highly.

The expressions ‘**it is**’ and ‘**it was**’ are often used in sentences. They add no significant meaning to the sentence apart from putting **emphasis** on a particular aspect in a sentence. Consider the following examples:

- Tim made the game exciting.
It was *Tim who made the game exciting.*

There is no fundamental difference in meaning between these two sentences apart from the fact that **Tim** is emphasized in the second as the player who contributed most in making the game exciting.

In fact the pronoun **it** in the expression ‘it is /it was’ is referred to as a **dummy subject** because it is not the actual subject though it acts as one. For example in the above example the actual subject is Tim.

Other comparative examples are given below:

- We won the match by chance.
It was by chance that we won the match.
- Henry is in charge of the farm.
It is Henry who is in charge of the farm.
- Her teacher rescued her from the dogs.
It was her teacher that rescued her from the dogs.

Notice from the last two examples that when used in questions the order is inverted, i.e. 'It was' becomes 'Was it'. This change in the word order is called inversion.

This dummy subject is mainly used at the beginning of the sentence for that is where emphasis is most effective. But it is also used inside the sentence when there is another clause as in the following examples:

- Whenever a president visits another country, **it is** the host president himself who receives him.
- You have to read hard because **it is** the only way through which you can succeed.

WHAT CLAUSES

The word **what** is mainly used to ask questions but it can also be used for other purposes as the following examples demonstrate:

- **What** did Herbert do?

In this example it is used as an ordinary interrogative pronoun to ask a question.

- **What** Herbert did was not good.
In this example it is used as a pronoun to refer to the thing that Herbert did.
- **What** stressed Herbert most was **the bad dream**.
In this example it is used as a kind of relative pronoun to mean 'the thing which' and it emphasizes **the bad dream** as the thing which stressed Herbert most. (In fact it is the same as saying: *It is the bad dream which stressed Herbert most.* This is what we have seen in the previous topic.)

The purpose for which it is used in the last example is **emphasis** and it is our focus in this topic. In order to bring out emphasis, **what** must be used at the beginning of the sentence and then what you want to be emphasized is put at the end of the sentence after the verb *to be*. Below are examples; the emphasized aspect is in **bold letters** and the verb *to be* is in *italics*.

1. *What determines success is **the amount of effort one puts in.***
2. *What disgusted him was **her snoring.***
3. *What mesmerized us were **the dancing fountains of Dubai.***
4. *What excited my mother was **my surprise gift.***
5. *What one should do in a crisis is **to be calm.***
6. *What annoys the matron is **our noise making.***
7. *What helped her succeed was **not intelligence but determination.***

THAT- CLAUSES

The '**that-clause**' is often used at the beginning of the sentence and it acts as a noun and subject of the sentence. Look at the following examples and compare them to understand what we mean.

- **Our daughter** pleased *us*.
- **That our daughter passed** pleased *us*.

The first sentence is quite clear and common and easily shows the basic sentence structure of **Subject** (Our daughter) + **verb** (pleased) + **object** (us). In the second sentence, the '**That-clause**' in bold letters has replaced '**Our daughter**'. It is therefore now the subject of the sentence and operates as a noun, making the sentence as perfectly meaningful as the first one: **Subject** (That our daughter passed) + **verb** (pleased) + **object** (us).

If you find this construction a bit strange, just silently put the phrase 'The fact' at the beginning and see how normal it will sound. For example the above sentence will be:

- **The fact that** our daughter passed pleased *us*.

Let us illustrate and familiarize ourselves with the use of the **‘That-clause’** as a subject at the beginning of sentences with the comparative examples in the table below:

That.....	The fact that.....	...that....
That he slapped his father shocked everyone.	The fact that he slapped his father shocked everyone.	Everyone was shocked that he slapped his father.
That he is no longer the chairman is hard to believe.	The fact that he is no longer the chairman is hard to believe.	It is hard to believe that he is no longer the chairman.
That she is excited to go to university is clear.	The fact that she is excited to go to university is clear.	It is clear that she is excited to go to university.
That I will be successful in life is my father’s dream.	The fact that I will be successful in life is my father’s dream.	My father’s dream is that I will be successful in life.
That Ugandans are clever is seen from the things they do.	The fact that Ugandans are clever is seen from the things they do.	The things that Ugandans do show that they are clever.

NB:

1. Do not use the word **it** or **this** between the **‘that-clause’** and the main clause
2. Do not put a comma after the **‘that-clause’**.

INVERSION

Inversion is the practice of reversing (inverting) the normal order of words in a statement. For example we normally write *‘Dear Henry’* in a letter but one can decide to write *‘Henry dear’* to create a special effect. Normally you say, *‘I will never accept.’* But you can say, *‘Never will I accept.’* Do you notice the words that have been inverted in the second sentence?

The most common type of inversion is the *subject-verb* order. The normal arrangement is to write the subject first and then the auxiliary and/or main verb next. For example in the sentence **Peter is crying.**, **‘Peter’** is the subject, **‘is’** is the auxiliary verb and **‘walking’** is the main verb.

When we want to change the above sentence into a question we have to invert the auxiliary verb with the subject and say, **Is Peter crying?** The subject and auxiliary verb have exchanged positions. That is inversion and it is used to form questions that require the Yes/No answers. These include question tags. Below are more examples. The inverted words are in italics:

- *He was sick.* | *Was he sick?* | *He was sick, wasn’t he?*
- *They saw the thief.* | *Did they see the thief?* | *They saw the thief, didn’t they?*
- *He does love me.* | *Does he love me?* | *He does love me, doesn’t he?*
- *She will come tomorrow.* | *Will she come tomorrow?* | *She will come tomorrow, won’t she?*

Subject-verb inversion also happens in other situations which we want to see below.

Negative Adverbs: When we begin sentences with negative adverbs the subject-verb order is inverted. The negative adverbs are: *Never, Seldom, Rarely, Scarcely, Hardly, Barely, No sooner, On no account, Nowhere, In no way, etc.* Below are examples with the inverted words in italics:

- *Never does he go to church.*

- Seldom *will you* see snow in the tropics.
- Rarely *did we* eat meat at school.
- Scarcely *had I* left when she arrived.
- Hardly *had she* arrived when I left.
- Barely *did he* visit me when I was in prison.
- On no account *shall I* allow such behaviour in school.
- Nowhere else *can you* find such beautiful streams.
- In no way *am I* to blame for your failure.
- Under no circumstances *can you* be allowed to marry your sister.
- Little *did she* know that I had a desire to marry her.

Inversion with expressions beginning with: Not...

When the expression begins with **Not**, the subject and verb have to be inverted. Below are examples:

- Not until you pay me *will I* return your key.
- Not for once *did I* see my mother cry.
- Not for a moment *did the baby* sleep during the journey.
- Not for any price *will I* sell my sports car.
- Not for any reason *can I* resort to stealing.
- Not only *is she* beautiful but also kind.

Inversion with Adverb phrases:

When we open sentences with some adverb phrases, inversion takes place between the subject and the verb as in the following examples:

- No sooner *had I* entered than the lights went out.
- Only after a week *did we* manage to see the doctor.
- No longer interested in the business *is Tom*.

Inversion with Adverbial expression of place

When such an expression is used at the beginning of the sentence, inversion takes place. Below are examples:

- Round the bend *disappeared the car*.
- On the next bench *sat the chairman*.
- In church *entered the children*.
- Into the swimming pool *dived the boys*.
- To the assembly ground *ran the pupils* when the bell went.

Here / There constructions:

Inversion of the subject with the verb takes place when the sentence uses these constructions. Below are examples:

- Here *comes the bride*.
- There *goes the child*.
- I checked in the bag and there *was the money*.
- I opened the door and there *stood a policeman*.
- Here *is the money*.

'Had' instead of 'If':

When we decide to use 'Had' instead of 'If' in a conditional sentence, inversion takes place. Below are examples:

- *Had I* woken up earlier, I would not have missed the taxi.
- *Had she* known, she wouldn't have married him.
- *Had we* left in time, we would have found her at home.

- We would have found her at home *had we* left in time.

Beginning sentences with ‘So....that:

When the sentence begins with ‘**So...**’ in the ‘so + that’ construction, subject-verb inversion has to take place. Below are examples:

- So sick *was he* that he could not walk.
- So cold *was the weather* that we could not take a walk.
- So delicious *was the food* that I asked for more.
- So clever *is she* that she is sometimes asked to teach her classmates.
- So late *did we* leave that we missed the ferry.

USING: it is high time .../it is time...

When we use **It’s high time** or **It’s time**, the verb that follows must be in the past. This is so even though the expression refers to what should be done now or at the present. Examples:

- *It’s high time we left.* / *It’s time we left.* (Not: It’s time we leave.)
- *It’s high time you went to bed.* / *It’s time you went to bed.* (Not: It’s time you go to bed.)

The first sentence means that we should leave now and the second sentence means you should go to bed now.

The phrase: “Used to...”

The phrase **used to** can be used in two ways:

- As a helping verb to refer to things that happened regularly in the past but no longer happen now.
- As a way to mean “familiar with” or “accustomed to”.

When it is used to refer to past actions, the phrase **used to** must be followed by the infinitive form of the verb, i.e. the bare form. The negative is **didn’t use to** and the question is **did...use to?** Below are examples:

Positive	Negative	Question
-They used to eat meat every day.	-They didn’t use to eat meat every day.	- Did they use to eat meat every day?
-She used to walk seven miles to and from church on Sunday.	-She didn’t use to walk seven miles to and from church on Sunday.	- Did she use to walk seven miles to and from church on Sunday?
-You used to cry a lot when you were a baby.	-You didn’t use to cry a lot when you were a baby.	- Did you use to cry a lot when you were a baby?

When it is used to mean “accustomed to”, the phrase **used to** is followed by either a gerund (-ing) or by a noun/ pronoun. Below are examples:

Followed by -ing	Followed by a noun/pronoun
-They are not used to waking up so early.	-They are not used to the weather in the US.
-She will get used to having her supper early.	-She will get used to his strange ways,
-With time they soon became used to speaking in Spanish.	-With time they will get used to the language spoken in this place.
-I don’t think I can get used to eating crocodile meat.	-You don’t like crocodile meat but with time you will get used to it.

EXCLAMATIONS

An exclamation is an expression that conveys a strong feeling of surprise, shock, admiration or any other strong emotion about something. The exclamation is characterized by the placement of an exclamation mark at the end. If a candidate does

not use the exclamation mark he will automatically get zero. Exclamations usually begin with **'What'** or **'How'** at the beginning as in the examples below:

- *What a lovely car he bought!*
- *What a stupid boy!*
- *What a silly thing he did!*
- *What a blessing for them to get a baby!*
- *How I hate waking up on a cold morning!*
- *How clever it was of you to bring an extra sweater!*
- *How melodiously the choir sang!*
- *How stale the sauce tasted without salt!*

What can be used in three ways in an exclamation and they are:

- **What + noun phrase** e.g.: *What good luck!* In this example 'good luck' is a noun phrase.
- **What + noun phrase + verb** e.g.: *What good luck he had!* In this example 'had' is the verb with 'he' as its subject.
- **What + noun phrase + verb + question tag** e.g.: *What good luck he had, didn't he?!* In this case 'didn't he' is the question tag and it ends with both the question and exclamation marks. However this construction is not common and you are advised to use the other two in examinations.

Below are three sets of examples to give further illustrations of using the above constructions:

Set 1

- What a wonderful goal!
- What a wonderful goal Messi has scored!
- What a wonderful goal Messi has scored, hasn't he?!

Set 2

- What delicious food!
- What delicious food they served!
- What delicious food they served, didn't they?!

Set 3

- What a pretty wife!
- What a pretty wife he has!
- What a pretty wife he has, doesn't he?!

NB: How is often used with an adjective only, for example:

- How sweet!
- How stupid!
- How shocking!
- How lovely!
- How strange!
- How ugly!

However we also use: **How + adjective** or **adverb + verb** as in the following examples:

- How shocking it was to learn that he died in an accident!
- How wonderful to meet again!
- How wonderfully he spoke!
- How lovely she looked in her bridal dress!
- How hurriedly we left the classroom when the bell went!

NB: You should not forget that exclamations can be conveyed without necessarily using ‘**What**’ and ‘**How**’. A normal statement can be exclamatory as long as it is said with strong passion, for example:

- I miss my dad so much!
- My mother looks gorgeous!
- It is unbelievable!
- Is he the world champion!

Alternatively there are some known exclamation statements that can be used, for example:

- Good gracious!
- Oh my God!
- Lo and behold!

CONFUSING WORDS

There are many words that users confuse with each other. These words pose a challenge when it comes to usage. Let us look at some of them.

Advice and **advise**:

Advice is a noun meaning the good suggestion(s) given, while **advise** is a verb meaning the action of giving advice. The latter takes on different tenses. We use a **piece of advice** as the singular for **advice**.

- The *advice* my father gave me helped me a lot. | The *piece of advice* he gave me helped me.
- Fathers always *advise* their children on various issues. | I was *advised* to stop smoking.

Lend and **borrow**:

To **lend** is to give temporarily expecting to get back or to be paid back. To **borrow** is to get temporarily expecting to give back or pay back. Both take different tenses.

- Peter can *lend* you some money. (Do not say: lend to) | Peter *lent* you some money.
- You can *borrow* some money from Peter. | You *borrowed* some money from Peter.

Lose and **loose**:

Lose is a verb meaning the opposite of *find* while **loose** is an adjective meaning the opposite of *tight*. **Lose** takes on various tenses.

- Make sure that you don’t *lose* your card. | Paul has *lost* his pencil.
- Your shoe laces are *loose*, can you tighten them?

NB: **Loose** is an adjective but it can be verbalized into **loosen**, which means to make less tight or less strict e.g. *Let me loosen my belt a bit.* | *The conditions for getting a work permit should be loosened.*

Steal and **rob**:

Steal is used on the things or items that are taken by a thief while **rob** is used on the people or places whose things are stolen and it is usually used with the preposition **of**. They take different tenses.

- He *stole* my shirt. | They *stole* fifty million shillings from the bank. | His car was *stolen*.
- He *robbed* me *of* my shirt. | They *robbed* the bank *of* fifty million shillings. | He was *robbed of* his car. | Thieves *robbed* my neighbour’s house. | We have been *robbed*.

Win, beat and **defeat**:

These are used to refer to who came on top in a competition or contest. Competitions are won while competitors are beaten or defeated.

- We *won* the match that we played with them. --- We *defeated* them.
- We *won* the match by three goals to nil. --- We *defeated* them by three goals to nil.
- Our school *won* the debating competition. --- We *beat* all the other schools in the debating competition.
- Uganda *won* the war with Kenya. --- Uganda *defeated* Kenya in the war.
- We shall *win* the basketball game with Umoja next week. --- We shall *beat* Umoja in the basketball game next week.

NB: In addition, trophies, medals, belts and other accolades are won, e.g. He won a gold medal in the Olympics. | K.C.C.A F.C won the Uganda Cup.

‘I owe you’ and ‘You owe me’

To owe is to have an obligation to pay or repay someone in return for something received. It is usually in terms of money. When I have to pay you it means I owe you. When you have to pay me it means you owe me. Someone can owe someone else money.

- I *owe* you ten thousand shillings. I promise to pay you tomorrow.
- You *owe* me ten thousand shillings. When are you likely to pay me?
- He *owed* many people a lot of money and when he failed to pay, he decided to run away.
- The money *owed* to them was paid by his father and he returned.

Former and latter:

These words are used to distinguish between two things; **former** refers to the first of these two things, while **latter** refers to the second.

- Kenneth and Timothy are both clever boys, but the *former* is more focused. (This refers to Kenneth.)
- Kenneth and Timothy are both clever boys, but the *latter* is less focused. (This refers to Timothy.)

NB: These words are not used with lists of more than two. It is also not good to overuse them when communicating.

It’s and its:

It’s is a contraction or short form of the statement **It is**, while **its** is a possessive pronoun of a non human thing.

- *It’s* too late for you to go. | We can’t leave now because *it’s* raining. | *It’s* Jude who took the book.
- Give the dog *its* food. | The tree has shed *its* leaves. | A chameleon changes *its* colour according to the surroundings.

Lie and lay:

These have several meanings as seen below:

Lie (deceive)

- Please don’t *lie* to me.
- She is *lying*.
- He *lied* that he was sick. (Past)

Lie (stretch down horizontally)

- Tell her to *lie* on the mat.
- She is *lying* on the mat.
- She *lay* on the mat for two hours. (Past)
- She has *lain* on the mat for two hours. (Past participle)

Lie (be situated)

- My house *lies* on top of the hill.
- Kenya *lies* east of Uganda.

NB: This one does not use the continuous tense since it would sound clumsy if you said: My house is lying on top of the hill or Kenya is lying east of Uganda. It would be as is if you mean stretching down horizontally. In addition, it is more appropriate to use ‘used to’ for the past tense: My house **used to lie** on top of the hill.

Lay (produce eggs)

- His hen *lays* a lot of eggs.
- His hen is *laying* an egg.
- His hen *laid* a lot of eggs. (Past)
- A lot of eggs were *laid* by his hen. (Past participle)

Lay (put down something carefully)

- Please *lay* this flower on the table.
- She is *laying* the flower on the table.
- She *laid* the flower on the table. (Past)
- The flower was *laid* on the table. (Past participle)

Lay (arrange a place for use e.g. a table)

- Please *lay* the table for dinner.
- They are *laying* the table for dinner.
- They *laid* the table for dinner. (Past)
- The dinner table has been *laid*. (Past participle)

Putting on and wearing:

Putting on is the brief process of physically getting a piece of clothing on your body. It takes a few minutes, usually in the privacy of a bedroom or dressing room. Actually you can call it the action of dressing up. After you have finished putting on, say a red shirt, you will go out and the people who see you dressed in that shirt all day will say that you are **wearing** a red shirt.

Hang, hung and hanged:

The word ‘**hang**’ has two major meanings; the first meaning is to suspend something and it dangles in the air and the second meaning is to kill someone with a rope tied around the neck. Then both **hung** and **hanged** are the *past* and *past participle* of *hang*; **hung** is used for the former meaning while **hanged** is used for the latter meaning.

- Whenever they **hang** a rapist, they **hang** his clothes on a tree. (Present)
- They **hanged** the rapist and **hung** his clothes on a tree. (Past)
- The rapist was **hanged** and his clothes were **hung** on a tree. (Past participle)

Below are the other words that are commonly confused. Look them up in the dictionary and have fun as you differentiate their meanings.

<i>vain/vein/vane</i>	<i>brake/break</i>	<i>desert/dessert</i>	<i>compliment/complement</i>	<i>presence/presents</i>
<i>delusion/illusion</i>	<i>bath/bathe</i>	<i>devise/device</i>	<i>principal/principle</i>	<i>affect/effect</i>
<i>precede/proceed</i>	<i>raise/rise</i>	<i>modal/model</i>	<i>later/letter/latter</i>	<i>lead/led</i>
<i>allusion/illusion</i>	<i>altar/alter</i>	<i>your/you are</i>	<i>father/farther/further</i>	<i>coarse/course</i>
<i>all ready/already</i>	<i>pore/pour</i>	<i>peace/piece</i>	<i>council/consul/counsel</i>	<i>to/too/two</i>
<i>literary/literally</i>	<i>sit/seat</i>	<i>had/hard/heard</i>	<i>decent/descent/dissent</i>	<i>accept/except</i>
<i>stationary/stationery</i>	<i>passed/past</i>	<i>breathe/breath</i>	<i>formerly/formally</i>	<i>weather/whether</i>
<i>mad/mud/marred</i>	<i>whose/who's</i>	<i>their/they are</i>	<i>all together/altogether</i>	<i>beside/besides</i>
<i>quite/quiet/quit</i>	<i>cite/site/sight</i>	<i>threw/through</i>	<i>notable/noticeable</i>	<i>forth/fourth</i>
<i>wear/were/where</i>	<i>adapt/adopt</i>	<i>cue/queue</i>	<i>censure/censor/sensor</i>	<i>aisle/fisle</i>
<i>militate/mitigate</i>	<i>born/borne</i>	<i>bazaar/bizarre</i>	<i>discreet/desecrate/discrete</i>	<i>assent/ascent</i>
<i>amoral/immoral</i>	<i>cereal/serial</i>	<i>chord/cord</i>	<i>disinterested/uninterested</i>	<i>defuse/diffuse</i>
<i>exercise/exorcise</i>	<i>dual/duel</i>	<i>ensure/insure</i>	<i>envelop/envelope</i>	<i>hoard/horde</i>
<i>emigrate/immigrate</i>	<i>bear/bare</i>	<i>flaunt/flout</i>	<i>empathy/sympathy</i>	<i>legible/legal</i>
<i>grisly/grizzly</i>	<i>elicit/illicit</i>	<i>palate/pellet</i>	<i>forebear/forebear</i>	<i>meter/metre</i>
<i>pedal/peddle</i>	<i>pole/poll</i>	<i>wreath/wreathe</i>	<i>practise/practice</i>	<i>storey/story</i>

TOPIC: Prepositions and –ing words

There are some prepositions and preposition groups that are usually followed by the continuous form of the verb and by no other verb form. Below are some examples:

- He persuaded me *against drinking* alcohol. (You cannot say: He persuaded me against to drink alcohol.)
- He coughed *without waking* up. (You cannot say: He coughed without woke up.)
- He prevented the baby *from falling* down. (You cannot say: He prevented the baby from fell down.)
- He succeeded *in getting* a first grade. (You cannot say: He succeeded in get a first grade.)
- He insists *on seeing* the visitor's pass. (You cannot say: He insists on seen the visitor's pass.)

The following preposition groups are the ones which are mostly followed by the continuous form of the verb: **instead of, as well as, apart from, in spite of, in addition to.**

Examples are given below:

Instead of:

- *Instead of* my father *taking* me to Lubiri Secondary School, he took me to St. Balikuddembe Secondary School Mitala Maria.
- *Instead of helping* her mother with the home chores, Harriet decided to go and chat with her friends at the community hall.
- He spends most of his time at the bar *instead of spending* it with his family.
- They chose to invest their money in an active business *instead of keeping* it on a bank account.

In addition to:

- *In addition to acquiring* HIV, she became pregnant.
- *In addition to* our team *winning* the district football championship, it took the national accolade.
- She lost her car to thieves *in addition to having* her shop burnt down by rioters.
- She bought a new car *in addition to restoring* her shop which was burnt down by rioters.

As well as:

- *As well as becoming* pregnant, she acquired HIV.
- *As well as winning* the district championship, our team took the national accolade.
- She lost her car *as well as having* her shop burnt down.
- She got a new car *as well as restoring* her shop.

Apart from:

- *Apart from* Mary *getting* a slight fever for two days, we had no problem during the tour.
- *Apart from paying* the children's school fees, he doesn't give any other support to his family.
- She doesn't want to take any drink *apart from drinking* lemonade.
- They didn't do anything the whole day *apart from conversing*.

In spite of:

- *In spite of* the bus *breaking* down twice, we reached Gulu in time.
- *In spite of being* fairly rich, he doesn't support his old parents in the village.
- Our team lost the game *in spite of playing* very well.
- She doesn't want to study *in spite of* her father *paying* the school fees in time.

The following expressions with prepositions are also commonly followed by the **-ing** form of the verb:

- **Object to:** The farmers *objected to paying* taxes for their produce.
- **Look forward to:** I look *forward to hosting* you in my home when you visit our country.
- **Be used to:** She is now *used to taking* sauce without salt.
- **Confess to:** He *confessed to stealing* the school mowing machine.
- **With a view to:** I woke up early *with the view to setting off* before sunrise.
- **Accustomed to:** When still young, we were *accustomed to walking* with our bare feet.
- **Bent on:** They were *bent on frustrating* our efforts.
- **Aimed at:** The frequent exercises are *aimed at preparing* the pupils adequately for the final examinations.
- **Geared at:** His speech was mainly *geared at changing* the negative attitude of the citizens.
- **Skilled at/in:** He is very *skilled at solving* complicated puzzles. / The old woman is *skilled in weaving* mats.
- **Experienced in:** She is *experienced in treating* child diseases.
- **Etc.**

Grammar 2020

3A. Rewrite each item in 3.1 to 3.10 according to the instructions. Do not change the original meaning of the sentence. (10 marks)

3.1. The president of Japan came to Uganda last year. (Use **Japanese** in place of **Japan**)

.....

3.2. He is rich but he never assists anyone. (Begin: **Rich**.....)

.....

3.3. He never criticized anyone. He did not want to offend them. (Join the two sentences using '**for fear of**')

.....

3.4. Bridget is a very good cook. Her mother is also a very good cook. (Rewrite as one sentence using **as**.....)

.....

3.5. Ogwal said he would have gone for the cricket tournament that week. (Rewrite in direct speech.)

.....

3.6. The woman is twenty five years old. She is dark. She is tall. She teaches at Maliri High School. (Rewrite as one sentence)

.....

3.7. Malawi has nearly 6000 miles of roads, but only about 500 miles are paved. (Rewrite beginning: **Although**.....)

.....

3.8. The office of the commissioner was accused of misusing public funds. (Re write using '**blamed**' in place of '**accused**'.....)

.....

3.9. 'Most candidates fail to read instructions and many don't use their time well.' (Rewrite beginning: '**Not only**.....')

.....

3.10. It is easy to write letters. It doesn't require much intelligence. (Rewrite as one sentence beginning: *Writing*.....)

.....

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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. (10 marks)

- 3.11. Although the manager has transformed the company, none of the employees have benefited.....this action.
A. through B. by
C. with D. in
- 3.12. Having worked hard, the.....worker was promoted.
A. young ambitious social B. ambitious social young
C. social ambitious young D. ambitious young social.
- 3.13. The magician caught the python with hishands.
A. Naked B. both
C. bare D. bear
- 3.14. The guardhelmet you knocked off is here.
A. that B. whose
C. which D. of which
- 3.15. Jane is theof the two girls.
A. tallest B. more taller
C. most tallest D. taller
- 3.16. "What a clever boy! Your performance is excellent." John's father said. This can be reported as: **John's Father**.....
A. was very pleased with his son's performance and said it was excellent.
B. said, what a clever boy and added that your performance is excellent.
C. said is a clever boy and his performance is excellent.
D. exclaimed that what a clever boy! Your performance is excellent.
- 3.17. You watched the film last night, didn't you?
A. Yes, I didn't. B. No.
C. Yes, I did. D. No. I did.
- 3.18. A guest should not makeremarks about the food he is offered.
A. derogatory B. distracting
C. deficient D. defective
- 3.19. The bank manager sold off most of his property but he.....his car.
A. held onto B. held off
C. held back D. held on
- 3.20. James is advised to cut his coat according to his cloth. This means James.....
A. is fond of wearing coats that do not fit him.
B. should live within his means.
C. is an inefficient tailor.
D. should learn to be reasonable.

Grammar 2017

3A. **Re-write items 3.1 to 3.10 according to the instructions. Do not change the 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 alone?” She said. (*Rewrite in 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. (*Rewrite beginning: No matter...*)

.....
.....

3.5. The school master was leaving the village and everybody seemed sorry. (*Rewrite using....when....*)

.....
.....

3.6. Come early or you will not be able to get a ticket. (*Rewrite using: Unless...*)

.....
.....

3.7. The song may sound funny to the people who understand the language but not to local gathering. (*Rewrite using:... bound...*)

.....
.....

3.8. The crowded ferry sank too quickly for anybody who could not swim to be rescued. (*Rewrite 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?” (*Rewrite ending:for.*)

.....
.....

3B. **Complete the sentences 3.11 to 3.20 with the most suitable answer from the alternatives given. Put a ring round your best choice.**

3.11. By June next year, we.....in this school for four years.

- A. Will be
- B. Shall have been
- C. would have been
- D. should be

3.12. The plane touchedat 4:30 am.

- A. Down
- B. On
- C. off
- D. in

3.13. It is almost unbelievableshe should fail to recognize her own daughter.

- A. When
- B. That
- C. why
- D. as

- 3.14.** Much as the mathematics paper was difficultpupils got high marks.
 A. Few C. a few
 B. Very few D. so few
- 3.15.** Margaret always.....her best clothes at parties.
 A. Dresses C. wears
 B. Puts on D. dons
- 3.16.** The teacher spoke to us.....
 A. in class, very rudely this morning
 B. very rudely, in class this morning
 C. this morning, in class very rudely
 D. very rudely in class this morning
- 3.17.** The headmaster toldto clean the classroom.
 A. me and Peter C. Peter and I
 B. I and Peter D. Peter and me
- 3.18.** Among the applicants, john is the most.....
 A. Eligible C. illegible
 B. Legible 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?

Grammar 2016

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. (*Rewrite using: ...too...*)

- 3.2. Mt. Kilimanjaro is not as high as Mt. Everest. (*Rewrite 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. (*Rewrite using: ...approve...*)

- 3.7. Is it really necessary for you to bring all that 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 3.20 with the most suitable answer among the given alternatives. Put a ring around your best choice.**
- 3.11. The naughty student persisteddefying the school regulations.
A. With **B.** By
C. On **D.** In
- 3.12. During the strikeproperty was destroyed.
A. Many **B.** a lot of
 C. Several **D.** a number
- 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 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, westudents in time.
A. would release **B.** would have released
C. will be releasing **D.** will release
- 3.17. The decision to stop corporal punishment broughtchange in discipline.
 A. Down B. Out
 C. About D. Up
- 3.18. President Nkurumah was a famous African leader whohad 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"?

Grammar 2015

- A. 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. (*Rewrite using:...hardly...*)

- 3.5. Opio was forced to wash all the clothes by the prefect. (*Rewrite beginning: The prefect...*)

- 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 thegirl 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. break through
 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 unclein Africa for the last ten years.
A. Works B. has been working
C. worked D. is working
- 3.17. Mikathe crowd because of his grey hair.
A. stood up to B. stood out in
C. stood up for D. stood by
- 3.18. Those two boys are always at war with.....
A. the other B. themselves
C. one another D. each other
- 3.19. Choose the correctly written sentence
A. Suddenly, they were yesterday ambushed.
B. They suddenly were yesterday ambushed.
C. Yesterday they suddenly were ambushed.
D. They were suddenly ambushed yesterday.
- 3.20. Which of the following sentences is correctly punctuated correctly?
A. The teacher asked, "Where have you been?"
B. "The teacher asked, where have you been?"
C. The teacher asked, "Where have you been?"
D. "The teacher asked," "where have you been?"

Grammar 2014

A. 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 alternatives. Put a ring around your best choice.**

- 3.11. Before I started teaching, Ito 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 amazedthe way they are entirely satisfied with the mode of life.

- A. At
B. In
C. for
D. with

- 3.15. The party has beendue to insufficient funds.

- A. crossed off
B. called off
C. turned out
D. called for

- 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 bananasher classmates.

- A. Within
B. Between
C. among
D. amidst

- 3.18. See, you have justa mistake.

- A. Done
B. Made
C. formed
D. created

- 3.19. If it had rained, wethe 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.

Grammar 2013

- 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. He was weak. He could not walk. (*Rewrite using: ...too...*)
-
-

- 3.2. I should have learnt French at school. (*Begin: I wish...*)
-
-

- 3.3. The new lodge was being built. They had booked rooms on it for a month. *(Join using... which...)*

- 3.4. Mary said she could no longer bear her husband’s drunken behaviour. *(Rewrite 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. *(Rewrite as one sentence in reported speech)*

- 3.7. The man was desperate to secure the job. The result was that he resorted to bribery. *(Rewrite as one sentence using:...such...)*

- 3.8. He walked so many kilometers. 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. *(Rewrite Using: ...best...)*

- 3.10. **Rewrite 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.

B. Complete the sentences 3.11 to 3.20 with the most suitable answer among the alternatives. Put a ring around your best choice.

- 3.11. Mr. Musoke’s invitation was turnedbecause he never related well with people
 A. over C. down
 B. off D. out
- 3.12. He thought she was wrong but waspolite to say it.
 A. very C. not
 B. so D. too
- 3.13.I like food, I don’t eat much.
 A. Just as C. such that
 B. Much as D. such as
- 3.14. Kato was suspended from school for.....the headmaster.
 A. laying C. laying to
 B. lying D. lying to
- 3.15. My grandmother lost her glasses and she had to get new ones from the ...
 A. optician C. physician
 B. pharmacist D. pathologist

- 3.16. He isAfrican novelist.
 A. greatest than C. a great
 B. greatest of D. the greatest of all
- 3.17. Nancy issecretary we have had.
 A. by far the best C. by far the better
 B. very much the better D. very much
- 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.so 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 encyclopedia. This sentence means the speaker.....
 A. thinks the encyclopedia will help you but is not sure you will try it
 B. does not thing the encyclopedia will help you but encourages you to try it
 C. is sure that the encyclopedia will be of help to you and encourages you to try it.
 D. is not sure that the encyclopedia will be of help to you but encourages you to try it.

Grammar 2012

3A. **Rewrite the following sentences 3.1 to 3.10 according to the instructions given in the brackets without changing the meaning.**

- 3.1. They asked everyone to make a statement. (*Begin: **Everyone...***)

- 3.2. I couldn’t work anymore because I was very tired. (*Rewrite ending:...**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 typing course in three months’ time. (*Join into one beginning: **By the time Mary returns...***)

- 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
 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 atdisadvantage when he wants to become a trader.
 A. The.....an..... B. Un.....a.....
 C. An.....a..... D. A.....an.....
- 3.17. Lead is theof 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 Dare 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

Grammar 2010

3A. Rewrite the following sentences 3.1 to 3.10 according to the instructions given in the brackets without changing the meaning.

- 3.1. The government won't pay my school fees. (*Rewrite beginning: I wish...*)

- 3.2. You can use my car but you must drive carefully. (*Rewrite using: "as long as..."*)

- 3.3. Don't go against the club's resolution. (*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 early bus. (*Use ...possibility...*)

- 3.6. "Mary, can you lend me your pen?" Asked john. (*Begin: John...*)

3B. Complete sentences 3.11 to 3.20 with the most suitable answer among the alternatives given. Put a ring around your best choice.

- 3.11. It is raining now, so we would get wetout.
 A. go C. had gone
 B. went d. have gone
- 3.12. She came here _____the aim _____ seeing him.
 A. with, of C. about, of
 B. on, of D. for, of
- 3.13. The rules of the game are _____complicated than you can imagine.
 A. very far C. the more
 B. far more D. much far
- 3.14. Good players are required _____ secondary school students.
 A. actually C. preferably
 B. reasonably D. really
- 3.15. _____I have known her, we have been great friends.
 A. Until C. now
 B. When D. since
- 3.16. Stop that noise, _____?
 A. are you C. aren't you
 B. will you D. wont you
- 3.17. Ojambo's second wife was even _____ extravagant than his first.
 A. very C. more
 B. least D. most
- 3.18. If I _____strong enough, I would fight a lion.
 A. had been C. am
 B. have been D. were
- 3.19. He spent _____unhappy childhood in the care of his step mother.
 A. rather C. rather a
 B. a rather D. such
- 3.20. **Mabel was not invited to the party but she got wind of it.** This expression means she____
 A. got something from it B. got to know about it
 C. smelled the food cooking and she came D. was afraid she would not be invited

Grammar 2008

3A. Rewrite the following sentences 3.1 to 3.10 according to the instructions given in the brackets without changing the meaning.

- 3.1.** I am fascinated by the way she speaks. (*Rewrite 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:...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 for...*)

- 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 earth quake. (*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 sentences 3.11 to 3.20 with the most suitable answer among the alternatives given. Put a ring around your best choice.**
- 3.11. Tamale was a.....goal keeper that the rival team could not score a goal.
 A. so good C. such a good
 B. very good D. a so good
- 3.12. His voice isthan that of any other boy in the class.
 A. more loud C. more louder
 B. louder D. loudest
- 3.13. Joe said that henot say when Alice would come back.
 A. will C. could
 B. shall D. can
- 3.14. He would rather look for another job than move to another town,?
 A. doesn’t he C. wouldn’t he
 B. couldn’t he D. isn’t it
- 3.15. The crowd shoutedthe speaker.
 A. up C. down
 B. back D. off
- 3.16. A person who makes people furious is described asperson.
 A. an infuriated C. an infuriating
 B. a furious D. a fury-filled
- 3.17. Peter is a Ugandan national. He is born.....Ugandan parents.
 A. by C. from
 B. of D. for

- 3.18.** Do you mindthe windows?
 A. close C. closing
 B. to close D. having closing
- 3.19.** John you are so slow! This project.....weeks ago.
 A. must have been B. should have been
 C. should have completed D. might have completed
- 3.20.** The woman who was killed was carrying abag.
A. brown big leather **B.** big leather brown
C. leather big brown **D.** big brown leather

Grammar 2007

3A. Rewrite the following sentences 3.1 to 3.10 according to the instructions given in the brackets without changing the meaning.

- 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 time 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 home 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 was a wonderful day for us all. (*Begin: what...*)

- 3.10. Simon is handsome. John is not so handsome. (*Rewrite as one sentence beginning: John...*)

3B. Complete sentences 3.11 to 3.20 with the most suitable answer among the alternatives given. Put a ring around your best choice.

- 3.11. The biology teacher tried to dissuade john.....offering biology.
 A. From C. in
 B. At D. for

- 3.12. He leaves home in the morning andschool after break.
 A. Arrives to C. reaches to
 B. Reaches at D. arrives at
- 3.13. When the minster visited our church, he wasa blue suit.
 A. Dressing C. putting
 B. Wearing D. dressed
- 3.14. The politician gave such speech that the audience wasn't impressed.
 A. A good C. an ignorant
 B. A tolerant D. a boring
- 3.15. We never go there at all
 A. Neither she does C. neither does she
 B. She neither does D. she can't either
- 3.16. Jane always takes an extra pen with her.....she runs out of ink.
 A. In case if C. if in case
 B. In case D. in case not
- 3.17. Ithe play if only I had known about it at the time.
 A. Liked to have seen B. Should like ton 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 was he supporting
 C. whose party he was supporting D. the party of which he was supporting
- 3.19. Pewter showed no objection.....us to the disco hall.
 A. of accompanying B. to accompanying
 C. to accompany D. for accompanying
- 3.20. Change the following sentence in **indirect speech**. "Do you have a driving license?" the police man asked. "No," I replied.
 A. The policeman asked me if I had a driving license and I answered, no.
 B. The policeman asked me if I have a driving license and I answered, no.
 C. The policeman asked me if I had a driving license and I said I didn't.
 D. The policeman asked me if I had a driving license I said I hadn't.

Grammar 2006

3A. Rewrite the following sentences 3.1 to 3.10 according to the instructions given in the brackets without changing the meaning.

- 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.
 (Begin: **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 sentences 3.11 to 3.20 with the most suitable answer among the alternatives given. Put a ring around your best choice.

- 3.11. Her husband promised to pick heron his way home.
 A. up C. over
 B. along D. away
- 3.12. The sign post wassmall to be noticed.
 A. so C. too
 B. very D. as
- 3.13.the politician said, the daily mirror would report.
 A. whatever C. whoever
 B. whichever D. whenever
- 3.14. All medicines should be kept out of.....of children.
 A. hand C. contact
 B. touch D. reach
- 3.15. His knowledge of several languagesremarkable.
 A. is C. were
 B. are D. is being
- 3.16. The young sister was theof the two.
 A. most likeable C. unlikeable
 B. fully likeable D. more likeable
- 3.17. The examiners will have finished their work by
 A. a weeks time C. this time next week
 B. next week time. D. the space of a week.

- 3.18. Allan is much taller than when I saw him at Entebbe last year. He musta lot since.
 - A. have been growing
 - B. had grown
 - C. have grown
 - D. had been growing
- 3.19. Last evening Mr. Mulindwa boughtfor his new house.
 - A. furniture
 - B. furnitures
 - C. a lot of furniture
 - D. some furniture
- 3.20. That sounds like atrain,?
 - A. isn't it
 - B. doesn't it
 - C. is it
 - D. didn't it

Grammar 2005

3A. Rewrite the following sentences 3.1 to 3.10 according to the instructions given in the brackets without changing the meaning.

- 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 the university." The judge told the court. (Rewrite in indirect speech beginning: **The judge...**)

.....

.....
- 3.7. The police can torture the prisoner as much as it likes, but he will never confess his crimes. (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 plate. (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)

.....

.....

Grammar 2004

3A: Rewrite the sentences below as instructed. Do not change meaning unless you are told to do so.

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: **...bus.**)

.....
.....

3.3. The clock stopped because bob didn't wind it. (Change to 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 license. Otherwise you will be fined. (Begin: **The police 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 using **and** but end with: **...ten already.**)

.....
.....

3.7. He is heavier than I. (Begin: I...)

.....
.....

3.8. Alice is quite fit now. She can begin training with the rest of the netball team. (Rewrite as one sentence using: **enough...**)

.....
.....

3.9. The girl desisted from being unruly because she didn't want to be branded a stubborn student. (Rewrite using **for fear of** instead of **because**)

.....
.....

3.10. He is too big. He cannot run that fast. (Make one sentence from the two given sentences)

.....
.....

3B. Complete sentences 3.11 to 3.20 with the most suitable answer among the alternatives given. Put a ring around your best choice.

3.1. No citizen is above the law.....they rich or poor.

- A. be
- B. even if
- C. whether
- D. though

3.2. They are in form four,?

- A. is it
- B. isn't it
- C. aren't they
- D. do they

- 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 tolerated 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 theater so early that we could not buy our tickets because the booking office was still 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. Complete sentences 3.11 to 3.20 with the most suitable answer among the alternatives given. Put a ring around your best choice.**
- 3.11. Theof the epidemic was marked by rampant diarrhea.
 A. onset C. out break
 B. outset 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 Theater, it is a marvelous production.
 A. will see B. would see
 C. see D. have seen
- 3.14. His house mateto have arrived before six o'clock.
 A. Ought B. Must
 C. Was D. tried
- 3.15. If the backbenchersso loudly, we would have heard what the speaker actually said.
 A. have not been talking B. had not been talking
 C. were not talking D. did not talk
- 3.16. After a hard day's work, the meal was a welcomefor the hungry peasants.
 A. Spectacle B. sight
 C. scene D. view
- 3.17. Okello sitsOuma and Musoke.
 A. Besides B. adrift
 C. between D. next by
- 3.18. Baguma, you are so slow! This projectweeks ago.
 A. should complete B. might be completing
 C. must have completed D. ought to have completed

- 3.12. I'm sure he stole. Hebecause 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. Youcome 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 certainlybe 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. The boat capsized and several of us narrowly escaped
 A. Drowning B. to drown
 C. to be drowned D. being drowned
- 3.19. 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
- 3.20. "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?

Grammar 2001

3A: Rewrite the sentences below as instructed. Do not change meaning unless you are told to do so.

- 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 hope.(*Begin: **No matter...***)
.....
.....
- 3.6. My brother gave us 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 very many relatives to look after. (*Begin: **The brother in law complained...***)
.....
.....
- 3.9. It is surprising that the man beat 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 sentences 3.11 to 3.20 with the most suitable answer among the alternatives given. Put a ring around your best choice.**
- 3.11. She stood by the door hoping he would notice her, but he intentionally.....her.
A. Dismissed
B. abandoned
C. forgot
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 treasurer had beencorporation funds for some weeks before he was found out.
A. Cheating
B. defrauding
C. partaking
D. embezzling
- 3.14. The speaker was accused ofthe crowd to violence.
A. Luring
B. enticing
C. inciting
D. tantalizing
- 3.15. “They wrote their answersthat 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 intoeyes, whispering words of love.
 A. each other B. their
 C. each of the other's D. the other's

Grammar 2000

3A: Rewrite the sentences 3.1 to 3.10 as instructed. Do not change meaning unless you are told to do so.

- 3.1. It would even be sillier to dodge exams. (Replace: **sillier** with **foolish**)

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

- 3.3. "Have 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 hum 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.

3B. Complete sentences 3.11 to 3.20 with the most suitable answer among the alternatives given. Put a ring around your best choice.

- 3.11. Peter told her.....he had said.
A. Why B. That
C. When D. all that
- 3.12. I wish Imore interesting books to read.
A. have found B. would find
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 moist.....
A. Proud B. embarrassed
C. dignified D. excited
- 3.16. There isas not passing exams in that school.
A. not 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 hard.
A. If B. when
C. unless D. because
- 3.18. Uganda is
A. a beautiful, exciting, beautiful, 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

SOLUTIONS TO GRAMMAR QUESTIONS

Solutions to Grammar 2020

3A.

- 3.1. *the Japanese president came to Uganda last year.*
Last year, the Japanese president came to Uganda.
- 3.2. *Rich as he is, he never assists anyone.*
- 3.3. *He never criticised anyone for fear of offending them.*
- 3.4. *Bridget is as good a cook as her mother.*
Bridget is as good at cooking as her mother.
Bridget is such a good cook as her mother.
Bridget is as good as her mother at cooking.
- 3.5. *Ogwal said, "I will have to go for the cricket tournament this week."*
"I will have to go for a cricket tournament this week," Ogwal said.
"I," said Ogwal, "will have to go for the cricket tournament this week."
- 3.6. *The tall twenty five year old dark woman teaches at Maliri High School.*
- 3.7. *Although Malawi has nearly 6000 miles of roads, only about 500 miles are paved.*
- 3.8. *The office of the commissioner was blamed for misusing public funds.*
- 3.9. *Not only do most candidates fail to read instructions but many also don't use their time well.*
Not only do most candidates fail to read instructions but many don't use their time too/ as well.
- 3.10. *Writing letters is easy since/because/for/as it does not require much intelligence.*
Writing letters does is so easy that it does not require much intelligence.
Writing letters is very easy and does not require much intelligence.
Writing letters is easy; it does not require much intelligence.
Writing letters letters is too easy to require much intelligence.

3B:

- | | | | | |
|----------------|----------------|----------------|----------------|----------------|
| 3.11. B | 3.12. D | 3.13. C | 3.14. B | 3.15. D |
| 3.16. A | 3.17. C | 3.18. A | 3.19. A | 3.20. B |

Solutions to Grammar 2019

3A.

- 3.21. *He dared not enter the cave.*
He could not dare enter the cave.
He could not dare to enter the cave.
- 3.22. *In spite of their similarity in appearance, everyone could tell one twin from the other.*
In spite of the fact that they were very similar in appearance, everyone could tell one twin from the other.
In spite of their being very similar in appearance, everyone could tell one twin from the other.
In spite the twins' similarity in appearance, everyone could tell one twin from the other.
In spite of their similarity in appearance, everyone could tell one twin from the other.
In spite of them being very similar in appearance, everyone could tell one twin from the other.
In spite of their resemblance, everyone could tell one twin from the other.
- 3.23. *Mukisa has not paid me, and neither has Okoth.*
I have not been paid by either Mukisa or Okoth.
I have neither been paid by Mukisa nor by Okoth.
Mukisa has not paid me, nor has Okoth.

- 3.24. *The teacher apologised to the student for his inability to meet him/ her the previous day as he/she had promised.*
The teacher apologised to the student for his/ her failure to meet him/ her the previous day/ the day before as he/she had promised.
The teacher apologised to the student for having failed to meet him/her the previous day as he/she had promised.
The teacher apologised to the student for not having met him/her the previous day as he/she had promised.
- 3.25. *A football team comprises eleven players.*
- 3.26. *No sooner had he entered the hall than the students gave him a thunderous applause.*
No sooner had he entered the hall that he was given a thunderous applause by the students.
- 3.27. *I wish you revised for the test rather than just sitting and doing nothing.*
I wish you would revise for the test rather than just sitting and doing nothing.
How I wish you would revise for the test rather than just sitting and doing nothing.
I wish you revised for the test instead of sitting and doing nothing.
I wish you revised for the test rather than just sit and do nothing.
- 3.28. *The weather was unfavourable but Kyate did not mind helping his father (to) wash the car.*
Although the weather was unfavourable, Kyate did not mind helping his father to wash the car.
Despite the unfavourable weather, Kyate did not mind helping his father to wash the car.
The candidate can also use other connectors like even though; though; regardless; nevertheless; in spite of the (fact); notwithstanding etc.
- 3.29. *Only when Mutyaba is seriously sick does he rise late.*
Only if Mutayba is seriously sick does he fail to rise early.
Only when seriously sick does Mutyaba fail to rise early.
- 3.30. *As this year's maize harvest is poor, the maize farmers are getting a lot of money because the price of maize is high.*
Due to/owing to this year's poor maize harvest, the price of maize is high so/thus/therefore/hence the maize farmers are getting a lot of money.
This year's maize harvest being poor, the price of maize is high, so the maize farmers are getting a lot of money.

3B.

- | | | | | |
|----------------|----------------|----------------|----------------|----------------|
| 3.31. B | 3.32. C | 3.33. A | 3.34. A | 3.35. A |
| 3.36. D | 3.37. C | 3.38. B | 3.39. C | 3.40. D |

Solutions to Grammar 2018

3A.

- 3.1. *My aunt is too ill to be allowed to go home.*
- 3.2. *John said that that fruit was his and he would be glad if i/we/he/they returned it at once.*
- 3.3. *They would neither let us sing nor play the tape recorder.*
- 3.4. *Moving along the main road, they came across the signpost near the hospital that showed that there was a bridge ahead./ ...showing that there was a bridge ahead.*
- 3.5. *He gave his son an allowance in order to teach him how to handle money sensibly.*
- 3.6. *Not being wise, the thief failed to know that it was all a trick.*
- 3.7. *He was strong enough to easily lift the weight.*
- 3.8. *It was not until it broke down that the foreman appreciated how often he had used his tractor.*
- 3.9. *No sooner had the clock struck midnight than all lights went off.*
- 3.10. *If only he had not insulted the jury, he would not have been given a heavier sentence.*
Or: *If only he did not insult the jury, he would not be given a heavier sentence.*

3B

- | | | | | |
|----------------|----------------|----------------|----------------|----------------|
| 3.11. C | 3.12. B | 3.13. A | 3.14. C | 3.15. D |
| 3.16. A | 3.17. A | 3.18. C | 3.19. A | 3.20. B |

Solutions to Grammar 2017

3A

- 3.1. *Jeremiah loves Prisca just as much as she does.*
- 3.2. *She shockingly asked whether I was going to leave her alone.*
- 3.3. *Scarcely had Buyi entered the mosque, when the lights went off.*
- 3.4. *No matter how hard the master on duty tried to stop them, the students 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.*
Or: So quickly did the crowded ferry sink that anybody who could not swim could not be rescued.
- 3.9. *The angrier he grew the louder his friends laughed.*
- 3.10. *What did you go there for?*

3B.

- | | | | | |
|----------------|----------------|----------------|----------------|----------------|
| 3.11. B | 3.12. A | 3.13. B | 3.14. C | 3.15. C |
| 3.16. D | 3.17. D | 3.18. A | 3.19. B | 3.20. D |

Solutions to Grammar 2016

3A

- 3.1. *The food was too hot for us to eat.*
The food was too hot to be eaten.
- 3.2. *Mt Kilimanjaro is not higher than Mt. Everest.*
Mt. Everest is higher than Mt. Kilimanjaro.
- 3.3. *He asked me where I lived.*
He wanted to know where I lived
- 3.4. *We do not know the man to whom we gave their letters.*
We do not know the man whom we gave their letters to.
- 3.5. *They would prefer joining any other school to repeating the class.*
They would prefer to join any other school than repeat the class.
- 3.6. *Mary's mother does not approve of young girls wearing make-up.*
- 3.7. *Do you really find it necessary to bring all that luggage?*
Do you really have to bring all that luggage?
- 3.8. *Serious as the situation was, we did not give up hope.*
Serious though 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 achieve the stated goals if it were not for the director's guidance.*

3B

- | | | | | |
|----------------|----------------|----------------|----------------|----------------|
| 3.11. D | 3.12. B | 3.13. B | 3.14. B | 3.15. C |
| 3.16. B | 3.17. C | 3.18. D | 3.19. C | 3.20. A |

Solutions to Grammar 2015

3A

- 3.1. *That car is very expensive, so it needs to be driven carefully.*
- 3.2. *The second child she delivered was not as heavy as the first.*
- 3.3. *John prefers trading to studying.*
John does prefer 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 his clothes.*
 3.6. *His friends object to the way he gives so much time to his pets.*
 3.7. *Although he knew that he couldn't win the race, he still ran as fast as he could.*
 3.8. *He can neither come to me nor do 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 next lesson.*

3B.

- 3.11. **C** 3.12. **A** 3.13. **D** 3.14. **A** 3.15. **B**
 3.16. **B** 3.17. **B** 3.18. **D** 3.19. **D** 3.20. **C**

Solutions to Grammar 2014

3A

- 3.1. *It was only after her father's death that she became aware of his importance.*
It was not until her father had died that she became aware of his importance.
It was only after his death that she became aware of the importance of her father.
 3.2. *That you have made a mistake is certain.*
 3.3. *The boy was beaten by Mr. Kigozi until he fainted.*
 3.4. *Not until they have removed their shoes do Muslims enter the mosque.*
 3.5. *My mother goes to the village fortnightly.*
My mother goes to the village after every fortnight.
 3.6. *Going by the bridge would be faster but less fun than going by the ferry.*
 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.*
He said he would prefer to starve that to steal.
 3.10. *Hardly had the passengers entered the train when it caught fire.*

3B

- 3.11. **D** 3.12. **A** 3.13. **A** 3.14. **A** 3.15. **B**
 3.16. **D** 3.17. **C** 3.18. **B** 3.19. **B** 3.41. **D**

Solutions to Grammar 2013

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.*
They had booked rooms for a month in the new lodge which 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 stopped Jean from studying hard.*
Or: *neither the pressure from her friends nor the discouragement from her brother could stop Jean from reading hard.*
Or: *Neither did the pressure from her friends nor the discouragement from her brother stopped Jean from studying hard.*
 3.6. *Kabi told Yakobo that he was late and asked him what he had been doing.*
Or: *Kabi asked Yakobo what he had been doing since/as/because/for he was late.*
 3.7. *He was such a desperate man to secure the job that he resorted to bribery.*
Or: *The man was in such despair to secure the job that he resorted to bribery.*
Or: *the man was desperate to secure the job such that he resorted to bribery.*
Or: *he was such a desperate man that he resorted to bribery to secure the job.*
 3.8. *No matter how many kilometers he walked, he did not reach the end of the world.*
 3.9. *Owit was the best player in this year's Rugby competitions.*
Or: *Owit was the best of all the players in this year's Rugby competitions.*
 3.10. *My father said that if I had returned home in time, he might have forgiven me.*

Or: *My father said that if I had returned home promptly he could probably have forgiven me.*

3B.

- | | | | | |
|----------------|----------------|----------------|----------------|----------------|
| 3.11. C | 3.12. D | 3.13. B | 3.14. D | 3.15. A |
| 3.16. C | 3.17. A | 3.18. D | 3.19. C | 3.20. D |

Solutions to Grammar 2012

3A

- 3.1. *Everyone was asked to make a statement.*
3.2. *Being very tired, I couldn't work anymore.*
Because I was very tired, I couldn't work anymore.
Since I was very tired, I couldn't work anymore.
3.3. *Mary's mother prevented her from going to town.*
Mary was prevented from going to town by her mother.
3.4. *He wanted to know where they would go for their holiday the next month.*
3.5. *We are going to Pakwach where my father was born.*
3.6. *Despite the fact that Sam encountered many problems, he made a good job of it.*
3.7. *By the time Mary returns after six months from Zambia, John will have finished his typing course three months earlier.*
3.8. *If they had followed the directions on the map, they would not have got lost.*
3.9. *Whatever the trouble, it can never be solved by fighting.*
3.10. *With a broken string, Samuel mended the broken chair.*

3B

- | | | | | |
|----------------|----------------|----------------|----------------|----------------|
| 3.11. C | 3.12. C | 3.13. D | 3.14. A | 3.15. D |
| 3.16. D | 3.17. A | 3.18. A | 3.19. A | 3.20. D |

Solutions to Grammar 2011

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 can prove 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. *Differentiate between a mixture and a compound.*
3.6. *James said that he would tell Jane as soon as she arrived.*
3.7. *Socrates, whose ideas were the foundation of the subject of modern philosophy, was a great thinker.*
3.8. *He has not only taken to drinking but also forgotten his friends and deserted his family as well.*
He has not only taken to drinking and forgotten his friends but also deserted his family as well.
3.9. *I bought some cloth enough to make two shirts.*
The cloth I bought was enough to make two shirts.
3.10. *The examination is just as difficult as it was last year.*

3B

- | | | | | |
|----------------|----------------|----------------|----------------|----------------|
| 3.11. C | 3.12. B | 3.13. D | 3.14. A | 3.15. B |
| 3.16. C | 3.17. C | 3.18. D | 3.19. C | 3.20. B |

Solutions to Grammar 2010

3A

- 3.1. *I wish the government would pay my school fees.*
I wish the government paid my school fees.
- 3.2. *You can use my car as long as you drive carefully.*
- 3.3. *You are warned against about going against the group's resolutions.*
- 3.4. *Since maize plants grow close together, it is better to weed them early.*
Because maize plants grow close together, it is better to weed them early.
It is better to weed maize plants early for they grow close together.
- 3.5. *There is a possibility of me catching an earlier train.*
- 3.6. *John asked Mary if/whether she could lend him her pen.*
John asked Mary to lend him her pen.
- 3.7. *But for his aunt's tutoring, Peter would have failed the examination.*
But for his aunt's tutorship, peter would have failed the examination.
- 3.8. *That is the best she can do.*
- 3.9. *That Mugisha cheated his friend was rather shameful.*
- 3.10. *Catherine went for a dance that night little expecting to find her father in the dancing hall.*
Catherine went for the dance that night but little did she expect to find her father in the dancing hall.

3B

- 3.11. **B** 3.12. **A** 3.13. **A** 3.14. **C** 3.15. **D**
3.16. **C** 3.17. **B** 3.18. **C** 3.19. **D** 3.20. **A**

Solutions to Grammar 2009

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 examination, he would not have failed miserably.*
If Muto was well prepared for the examination, he would not fail miserably.
- 3.4. *He did not see the bride although he attended the wedding.*
Although he attended the wedding, he did not see the bride.
- 3.5. *Despite her wisdom, she failed to solve even one problem.*
Despite the fact that she was wise, she failed to solve even one problem.
- 3.6. *Never before had there been so many people assemble at the shrine of a saint.*
- 3.7. *To everybody's relief the accident that had first been reported to be serious turned out to be less serious.*
- 3.8. *So stupid was he that he opened the door when the thieves knocked.*
- 3.9. *Neither I nor my friends did attend the party.*
- 3.10. *The guard confessed that he had broken into the Manager's office.*
The guard confessed to having broken into the manager's office.

3B

- 3.11. **B** 3.12. **A** 3.13. **B** 3.14. **B** 3.15. **D**
3.16. **B** 3.17. **C** 3.18. **D** 3.19. **B** 3.20. **B**

Solutions to Grammar 2008

3A.

- 3.1. *What fascinates me is the way she speaks.*
Or: *What I am fascinated with is the way she speaks.*
Or: *The way she speaks is what fascinates me.*
Or: *Her way of speaking is what fascinates me.*
- 3.2. *Regardless of the consequences, I am determined to win.*
Regardless of the consequences, I will win.
- 3.3. *All the people whose property he had stolen came to give evidence.*

Or: All the people whose property had been stolen came to give evidence against him.

- 3.4. Pulling the plug out of the socket did not seem wise.
To pull the plug pout 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 police's timely arrival, the thieves would have escaped.
But for the timely arrival of the police, the thieves would have arrived.
But for the police arriving in time, the thieves would have escaped.
- 3.7. The behaviour of the chairman surprised everybody.
The chairman's behaviour surprised everybody.
The chairman's behaviour is what surprised everybody.
- 3.8. My grandmother is skilled in poultry keeping.
- 3.9. Never before had Japan experienced such a powerful earthquake.
Never had japan experienced such a powerful earthquake.
- 3.10. The Passion of Christ, directed by Mel Gibson, is being screened at Cineplex cinema for the fourth time.
The passion of Christ, showing at Cineplex for the fourth time was directed by Mel Gibson.
Being screened for the fourth time at the Cineplex Cinema is The Passion of Christ directed by Mel Gibson.

3B.

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|---------|---------|---------|---------|---------|
| 3.11. C | 3.12. B | 3.13. C | 3.14. C | 3.15. C |
| 3.16. C | 3.17. B | 3.18. C | 3.19. B | 3.20. D |

Solutions to Grammar 2007

3A.

- 3.11. Anne enjoyed the film more than David.
David did not enjoy the film more than Anne.
- 3.12. I seldom go out.
- 3.13. The boy whom you see across the road is three years younger than me.
- 3.14. If only you had kept quiet, he would not have found you out.
- 3.15. I am not responsible for our failure.
- 3.16. I hardly believed my brother's story.
I could hardly believe my brother's story.
- 3.17. If it was not for his mother he would leave home.
If it had not been for his mother, he would have left home.
- 3.18. She told me of her father's illness.
- 3.19. What a wonderful day for us all!
- 3.10. John is not as handsome as Simon.

3B.

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|---------|---------|---------|---------|---------|
| 3.11. A | 3.12. D | 3.13. B | 3.14. D | 3.15. C |
| 3.16. B | 3.17. D | 3.18. C | 3.19. C | 3.20. C |

Solutions to Grammar 2006

3A.

- 3.1. Unless you hurry, you will miss the train.
- 3.2. The school wasn't big enough to host the annual athletics competitions.
- 3.3. Rather than meeting his uncle, he went out with his friends.
- 3.4. Okurut regrets not working hard while at the university.
- 3.5. No sooner had they entered the train than it steamed away.
- 3.6. The teacher asked whether we/they/she/he/ I had ever been told that scorpions are poisonous.
- 3.7. The examination was very simple though very tricky.
Though the examination was very simple, it was very tricky.

- 3.8. *With his attention divided between the window and the teacher, Mukasa did not really understand the lesson.*
With Mukasa's attention divided between the window and the teacher, he did not really understand the lesson.
- 3.9. *The teachers look forward to having a good time at their party.*
The teachers are looking forward to having a good time at their party.
- 3.10. *It is possible that they are children of good character.*

3B.

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|----------------|----------------|----------------|----------------|----------------|
| 3.11. A | 3.12. C | 3.13. A | 3.14. D | 3.15. A |
| 3.16. D | 3.17. C | 3.18. C | 3.19. A | 3.20. A |

Solutions to Grammar 2005

3A.

- 3.1. *That pool is not clean enough for swimming.*
- 3.2. *The pain she suffered was beyond description.*
- 3.3. *The Nairobi bound bus was too crowded to go up the hill.*
- 3.4. *I'd prefer staying home to going out in this weather.*
I'd prefer to stay at home rather than go out in this weather.
- 3.5. *If my sister had trained hard, she would have won the competition.*
If my sister trained hard she would win the competition.
- 3.6. *The judge told the court that Kapere had to be over eighteen years since he was at the university.*
- 3.7. *However much the police can torture the prisoner, 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.*
Much as his parents could not give him all he needed for his studies, Oculi passed his examinations all the same.
- 3.9. *Owing to her short temper, my mother beat up my little sister for breaking a plate.*
- 3.10. *"Why did you go to town yesterday?" Maria asked Juma.*

3B.

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|----------------|----------------|----------------|----------------|----------------|
| 3.11. C | 3.12. A | 3.13. A | 3.14. C | 3.15. D |
| 3.16. C | 3.17. A | 3.18. C | 3.19. D | 3.20. B |

Solutions to Grammar 2004

3A

- 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 was not 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 license 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 ten more packets of butter, when we have ten already.*
- 3.7. *I am not as heavy as he is.*
I am, lighter than him.
- 3.8. *Alice is now fit enough 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.*
He is so big that he cannot run that fast.
He is very big and so he cannot run that fast.

3B

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|----------------|----------------|----------------|----------------|----------------|
| 3.11. A | 3.12. C | 3.13. D | 3.14. A | 3.15. B |
| 3.16. C | 3.17. B | 3.18. A | 3.19. B | 3.20. D |

Solutions to Grammar 2003

3A.

- 3.1. *You ought to vote liberal.*
 3.2. *Never did he see his wife again.
 Never again did he see his wife.*
 3.3. *Mukasa never wants to see a mango again since he was very ill after eating a dozen mangoes.
 Because he was very ill after eating a dozen mangoes, Mukasa never wants to see a mango again.*
 3.4. *No sooner had they entered the railway coach than the train steamed away.*
 3.5. *He will need looking after. / He needs looking after.*
 3.6. *If I am to judge from appearances, I should say he is a wealthy man.
 If I were to go by 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 Theater too early to buy our tickets because the booking office was still closed.*
 3.10. *The policeman said that they were of the opinion that I /he/she was there the previous week.
 The policeman said that they were of the opinion that we/they were there the previous week.*

3B.

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|----------------|----------------|----------------|----------------|----------------|
| 3.11. C | 3.12. B | 3.13. B | 3.14. A | 3.15. B |
| 3.16. A | 3.17. C | 3.18. D | 3.19. A | 3.20. B |

Solutions to Grammar 2002

3A

- 3.1. *Umeme F.C beat Maji F.C by three goals to two.*
 3.2. *I am more confident that I will pass English more than Maths.
 I have more confidence in passing English than Maths.*
 3.3. *Jerry did apologise for breaking the window.*
 3.4. *It's time we stopped talking and started doing something about the problem.*
 3.5. *Keep out of the Chemistry laboratory until you are told to enter.*
 3.6. *No matter who the headmaster will choose to represent the school, we just accept his decision.*
 3.7. *Lonely as I was, I was never unhappy.
 Lonely though I was, I was never unhappy.*
 3.8. *There being no lift, I had to climb six flights of stairs.*
 3.9. *Is there need for you to bring up that topic again?*
 3.10. *Do not be taken in by his polite behaviour.*

3B

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|----------------|----------------|----------------|----------------|----------------|
| 3.11. C | 3.12. B | 3.13. B | 3.14. A | 3.15. D |
| 3.16. A | 3.17. C | 3.18. A | 3.19. D | 3.20. B |

Solutions to Grammar 2001

3A

- 3.1. *At no time in history had women had greater opportunities for following careers.
 Or: At no time in history had women ever had greater opportunities for following careers.*
 3.2. *He wondered whether he had closed the gate.
 He wondered if he had closed the gate.*
 3.3. *Nowhere would such foolishness be tolerated.
 Not anywhere would such foolishness be tolerated.*
 3.4. *Sick as he was, he went to the meeting to protest against the chairman's cruelty.
 Sick though 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 us detailed instructions to help us avoid contracting the AIDS disease that could kill us.*
My brother gave us detailed instructions purposely to help us avoid contracting the AIDS disease that could kill us.
- 3.7. *Simon last visited Gulu six months ago.*
It was six months ago that Simon visited Gulu.
- 3.8. *The brother-in-law complained of having very many relatives to look after.*
- 3.9. *That the man beat his dog and it died is surprising.*
- 3.10. *The young boy ran to the stranger thinking he was his father.*
Thinking he was his father, the young boy ran to the stranger.

3B.

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|----------------|----------------|----------------|----------------|----------------|
| 3.11. D | 3.12. A | 3.13. D | 3.14. C | 3.15. B |
| 3.16. C | 3.17. D | 3.18. B | 3.19. B | 3.20. D |

Solutions to Grammar 2000

3A

- 3.1. *It would be even more foolish to dodge examinations.*
- 3.2. *She prefers being punished to being suspended.*
She would prefer being punished to being suspended.
- 3.3. *She asked John whether/if 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 teach that we realised what a good teacher he was.*
- 3.6. *Beatrice is a slender nineteen year old Ugandan student.*
- 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 who/that gave me the keys or someone else?*
- 3.10. *The truck is too slow to get to Fort portal before dusk.*

3B

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|----------------|----------------|----------------|----------------|----------------|
| 3.11. D | 3.12. D | 3.13. A | 3.14. B | 3.15. B |
| 3.16. B | 3.17. C | 3.18. B | 3.19. B | 3.20. C |