

LIRA TOWN COLLEGE

S.4 EXAMINATION PRACTICE

ENGLISH LANGUAGE

PAPER 2

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

These days we hear much criticism of advertising. The critics are the kill-joys who hate to see people enjoying the good things of life which modern methods of mass production (helped by advertising) have put within reach of everyone. They should save their breath. Advertising is here to stay, and they might as well accept that fact.

The people who sneer at advertising fail to realize that they are benefiting from it all the time. The sales made possible by advertising are so large that manufacturers can afford to cut prices to a minimum.

Infact everyone benefits from advertising – the consumer, the trader and the community at large. Let us consider the consumer first. Not only does advertising save him money; it has the means of giving him innumerable new pleasures. The consumer also enjoys the use of modern inventions like vacuum cleaners and washing machines for easy domestic work.

The trader benefits from advertising because it increases his turnover. People buy more from him. Furthermore the quality of the goods he sells is assured by advertising, for an advertised brand name has a reputation to lose if the contents of the package are below standard.

The community at large benefits because advertising is a powerful factor in keeping employment up and the cost of living down. Hardly less important, advertising stabilizes prices.

Our society believes that competition is right and advertising illustrates this belief by helping manufacturers to sell more than their competitors. Advertising helps by giving everyone freedom of choice.

It faces the consumer continually with choice – between one soap-powder and another between one car and another and he is free to make his own decision. The critics often talk as though an advertisement forced people to buy. Of course it does not. It forms and persuades but it forces no one to buy anything.

In our present-day society, where loneliness is a problem, it can give a cosy sense of belonging. The knowledge that /geisha soap lasts like a mother's love, makes a tablet of Geisha soap a passport into one big happy family.

Advertising has been of great service to increase the appreciation of art in all walks of life. How dull our country would be without beautifully coloured back streets or the catchy television commercials which have become almost a part of our common culture!

But for all these the advertiser gets no thanks. He has to put with abuse from the sort of people who imagine they have a God-given right to criticize everything, even if it does not concern them.

(Adapted from: “The Written Word” by W.E.K Anderson)

Question: *In not more than 110 words, summarize why advertisement is useful to various people.*

SUMMARY
ROUGH COPY

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

SUMMARY
FAIR COPY

.....

.....

.....

.....

.....

.....

.....

.....

.....

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

I soon learned, however, that life for a growing boy was not all play; at least, not for boys with parents like mine. Although my mother had never had the benefit of formal education herself, she was determined that I should be sent to school at the earliest opportunity. My father, probably due to my mother's persuasive power, was strongly in favour of this also. Even though I could often get round my father, I knew that once my mother's mind had been made up, there was nothing I could do about it.

I found my first day at school so disappointing that I ran away, determined never to return. But my mother turned a deaf ear to my raging protests and quietly and determinedly dragged me by the arm every morning and deposited me in the classroom. Eventually I realized that I had lost the battle and decided that as I was going to be forced to stay there, I might as well get to like it and do what I could to learn something. To my surprise I soon found that I enjoyed my lessons and looked forward to going to school, even though we lived in fear and trembling of the teacher because of his firm and active belief in the Old age "spare the rod and spoil the child". I disliked being forced to do things against my will; for I had not been accustomed to it, and I used to think what a paradise school would be if we were let in peace to do our studies without the presence of a master.

All the various grades were housed in one room and the master used to teach a class at a time. It must have been a hard job for him, and we did not do anything to ease his lot. Luckily I was keen on learning so keen, in fact, that my only dread was that my father one day might be unable to afford the school fees, which at that time amounted to three thousand shillings a month. Because of this, I began rearing chickens which I sold for four thousand each. By this means I could not only help to meet my school fees, but I had money to buy books as well

One thing in particular stands out in my mind during my early school days, probably because it was my first lesson in discipline. We were not fond of the teacher because of his frequent use of the stick, often, we thought, without just cause. One day we learned that an inspector was coming to the school and I immediately saw our chance of getting revenge on the master. We got together and decided to play truant for the whole day during the inspector's visit

I must certainly have caused him much embarrassment, but the following morning he got the last laugh, for as soon as we showed our faces, he was waiting for us with his stick. We were each stripped naked and given twenty four lashes on our bare bottoms. This hurt so much that for the next three days; I was quite unable to sit down at my school desk. But whatever injury this caused to my body, and pride, I knew well enough that I had deserved it. And from that day I have always learnt to accept punishment that I feel I have justly earned, however humiliating this may be.

(Adapted from Ghana by Kwame Nkrumah)

2. A: Answer questions 2.1 to 2.5 on the question paper.

2.1 Of the writer's parents, who was more determined to see him attend school? Support your answer with evidence from the passage.

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

2.2 "Eventually, I realized I had lost the battle....." Which battle is the writer referring to?

.....
.....

2.3 What two things did the writer hate about school?

(i)

(ii)

2.4 What one important lesson in discipline did the writer learn at this school?

.....
.....

2.5 Explain the meaning of the following expressions as used in the passage:

(i) Spare the rod and spoil the child

.....
.....

(ii) But my mother turned a deaf ear.

.....
.....

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

The ultimate purpose of education is to enable persons to acquire intellectual and moral autonomy. In looking for autonomy, the youth and adults must themselves submit to genuine authority if their objective is to be realized. This could be summed up as: To gain freedom we must start by giving it up.

Throughout the history of a child rearing, it appears that parents love their children and sometimes may find themselves loving them too much and as a result each successive generation tries to make things easier and better for the next one. This is true when you look around and inspite of the pressures that bog us down, we at least try to show affection to the children more openly as opposed to the last generation of parents.

As you may go back the ladder of generations, affection for children for children as witnessed today diminishes. May be this was because of large families which made it impossible to zero the affection on each and every child. Our modern day parental affection and determination to create a better for our children spoils discipline.

This sometimes a cause for worry and anxiety. Are children being given too much freedom? With all this freedom, can they be expected to become fully responsible members of 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 important task has been left to the teacher. Whenever parents visit their children in schools over the weekends, there is evidence of too much affection exhibited in the form of unnecessary items and excessive pocket money being dished out to the children.

The parents believe that in boarding schools teachers would be able to enforce strict control and administer sterner discipline. So, in the absence of a family to assert discipline in the upbringing of the children, parents call upon teachers to exert moral authority they themselves are reluctant to impose! So again, this principle where teachers take the place of socially unhealthy children which in essence might disrupt their education.

on the other hand, school has a significant role to play in the moral and intellectual education of children who need freedom to grow, have latitude in order to discover their interests and talents; but they need genuine guidance to help them scheme out better avenues to ideas and interests. The question is: How much of freedom should the children have?

It is against this background that we must not allow the spirit of permissiveness to let us surrender the legitimate functions of guidance. If children reject scholastic discipline and authority as it appears to be the case now in many school, the likely result is educational confusion which will in consequence mean the teacher's authority to perform duty is eroded.

Without authority, guiding students to gain experience and autonomy to define their objectives and motives would have failed. To avoid chaos therefore, the much-talked about guidance and counseling departments must be strengthened to help our students attain the set objectives of education.

(Adapted from the daily Nation)

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

- 2.6 The parents of earlier generations
- A. loved their children more than those of today
 - B. hated their children more than those of today
 - C. showed less love for their children than those of today
 - D. showed as much love for their children as those of today
- 2.7 “This is sometimes a cause for worry and anxiety” What should cause worry and anxiety?
- A. the strict discipline administered by teachers
 - B. Dishing out unnecessary items and pocket money to students
 - C. Parent’s belief that boarding schools can handle discipline on their behalf
 - D. Modern day parental affection and determination to create a better future for their children.
- 2.8 When the work of guiding the growth of children are left entirely on the teachers by the parents.
- A. Children grow into responsible adults
 - B. Children become socially unfit and their education is put at risk.
 - C. The moral and intellectual development of the child becomes complete.
 - D. Guidance and counseling is emphasized
- 2.9 The writer’s argument in this passage is that
- A. Love and freedom for children should be balanced with proper guidance and discipline
 - B. Love and freedom for children are a right which parents should not restrict.
 - C. Love and freedom for children are very dangerous for the growth and upbringing.
 - D. Love and freedom for children should only be given by teachers but not parents.
- 2.10 According to the passage, who has the responsibility of guiding and ensuring the proper growth and development of children into responsible people?
- A. Only parents
 - B. only the school
 - C. Both the school and parents
 - D. Children themselves

3. **A. Rewrite the following sentences 3.1 – 3.10 according to the instructions given in brackets without changing the meaning of the original sentence.**

3.1 Inzikuru worked hard. She won a gold medal.
(Rewrite as one sentence using: “must have”)

.....
.....

3.2 This music was very popular when it first appeared on the market.
(Begin: At)

.....
.....

3.3 Timothy can’t stand on his head. He often tries.
(Rewrite using: “However”)

.....
.....

3.4 For all his wisdom, he failed to answer that simple question.
(Begin: Despite the fact)

.....
.....

3.5 Unless you work extremely hard, you will not become a doctor.
Rewrite using: If)

.....
.....

3.6 The boy was disobedient, and so the teacher punished him.
(Rewrite to end: disobedience).

.....
.....

3.7 Although the road was rough, our car reached safely home.
(Rewrite using: but)

.....
.....

3.8 I would prefer basketball to volleyball.
(Begin: I would rather)

.....
.....

- 3.9 The major said, "It gives me pleasure to be here this evening"
(Rewrite in reported speech).

.....
.....

- 3.10 It was hot; I didn't need a coat with me
(Begin: As)

.....
.....

3. B Complete the sentences 3.11 to 3.20 with the most suitable answer among the given alternatives. Put a ring around your choice.

- 3.11 It wasa big snake that everybody feared to kill.
A. so B. too such very

- 3.12 By this time tomorrow,my homework.
A. I shall finish B. I shall have finished
C. I shall finished D. I have finished

- 3.13 After reading about the facts of smoking, my father decided to.....
A. leave it B. give it up C. give it off D. leave it off

- 3.14 He partedhis friends in high spirits.
A. with B. from C. by D. for

- 3.15 That is the man againstyou will be competing.
A. who B. whom C. which D. whose

- 2.16 John and Peter to school every morning.
A. walks B. walking C. walk D. is walking

- 3.17 If Bettykiswahili, she would do business in Malaba.
A. knew B. knows C. known D. had known

- 3.18 He may be willing to help you, but I would noton it if I were you.
A. shop B. slope C. add D. bank

- 3.19 Students who steal their friends' property in the dormitory should know that their days are
A. recorded B. known C. counted D. numbered

- 3.20 Uganda will Common-wealth Heads of Government Meeting.
A. hold B. hoste C. host D. control