

Name of candidate:..... Signature:.....

Random/Index number:.....

School:.....

112/2
English language
Paper 2
July/August 2019
2hours

BUGANDA EXAMINATIONS COUNCIL MOCKS

Uganda Certificate of Education

ENGLISH LANGUAGE

PAPER 2

TIME 2 HOURS

INSTRUCTIONS TO CANDIDATES

Attempt all the questions

All questions must be written on the question paper

Question	1	2A	2B	3A	3B	Total
Marks						

1. Read the following passage and answer the questions below it;

MODERN TECHNOLOGY: CAUTION!

A United Nations Environmental Program (UNEP) expert group report on technology reviews the impact of technology on environment and development.

Modern technology, the report points out, makes exorbitant demands on capital and energy resources. In developing countries, the locking up of scarce resources in the capital intensive automated plants may prevent employment growing as fast as the population, the result is that employment situations and its offspring, poverty, become worse. At the same time, with the days of cheap oil; the cost of keeping the wheels of the modern energy-intensive industry turning is always increasing.

Most industries may also have destructive social effect. “Literature entrepreneurs” replace village elders and their age old wisdom. Alien lifestyles which creep in vast numbers of rural folks are thrown out of work because their traditional occupations are underlined. They flock the cities where modern industries are usually located, hence the creation and growth of slums. All these tendencies may be part of the technology transfer package which, in developing countries sustains a dual society with urban Island of obvious affluence amidst vast sea of rural poverty.

There may also be grave environmental effects, concentrating in cities; modern industries may produce pollution levels as high as in developed countries particularly because of hobbies being weaker or non-existent. Above all, the poor of developing countries have poorer health, and therefore suffer much more environmental change.

But it would be a disaster to conclude that all modern technologies are unsuitable for the developing countries. In fact some technologies may actually quicken the process of development and hasten the establishment of the new international economic order. The technology does, and should have an impact on the environment, but we must consider what kinds of impact says Mr.Philip Ndegwa, an eminent Kenyan economist, who is director of UNEP which is primarily concerned with the subject of environmentally sound and appropriate technology.

Giving examples of technologies which have positive effects on the environment, he cities those curbing soil erosion or improving the quality of water. On the other hand, many production technologies that are imported from the industrialized countries have adverse effects on the environment. In addition, there may be labour saving, extremely costly and drain the foreign exchange of countries that import them.

Mr. Ndegwa believes that the world community should divert its resources towards production of technologies that bring about sustainable progress. These technologies must be less wasteful and polluting, perhaps more labour intensive, and certainly appropriate for the countries concerned with no excessive demand on natural resources and energy. They must also especially orient to products and services that satisfy the basic needs of the population.

Technology is man's principle instrument for achieving economic and social aims. He says the achievement of the new international economic order depends on the certain of such technologies in both industrialized and developing countries. Mr. Ndegwa warns "We do not in any way intend to hamper progress but it would be unwise to adopt technologies in blind fashion. They must be environmentally sound and appropriate for the country concerned". Therefore, the selection and development of such technologies are of paramount importance; this is what UNEP is concerned about.

Question 1

Summaries the advantages and disadvantages of modern technology for developing countries in not more than 105 words.

Rough copy

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[illegible][illegible]

2A: Read the following passage and answer the question that follows;

The world is swamped with talk about terrorism. The media is full of it, and it is the one topic that dominates discussions of world affairs today. Yet there are other possibly more important issues for us, which only the good newspapers write about. For example, our schools lack teachers. Thousands of secondary school students are drug users. Money set aside for fighting HIV/AIDS has been stolen. “Powerful” politicians squander the taxpayer’s money with impunity! Many young people are unemployed.

Yet these matters are almost never discussed seriously on television or radio channels, so, if you rely on this media for your information, you will never get proper information.

This may perhaps explain why Ugandans show neither concern nor indignation about these issues, although these issues seriously affect their lives.

The point is, reading strengthens the habits of analysis, questioning and comprehension. Television, on the other hand, does not contribute to these key skills, because it depends on emotion, image and speed. Tanis Macbeth, a development psychologist and authors of *The Impact of Television* published way back in 1986, carried out research which proved that people who read a lot are better to relate with those who are fervent watchers of television. This is regardless of whether such people are intellectual workers, like teachers, professors and journalists, or physical workers such as sports people, dancers and brick - matters.

It is no wonder that the American department of education recommends that children watch less and less television, children should play, read, do homework and talk with other children and adults for development.

Tim Kaiser, in his book called The High Price of materialism, argues that television makes people pathetic, obsessively materialistic envious and dissatisfied with their lot. It also gives them a longing for imaginary and unrealistic happiness, which can only be obtained through reckless adventurism.

This too, may explain why many Ugandans are living the great television lie: that in order to be happy you must live the characters seen on television, using the products advertised thereon, but, what you see is not real and can never be, so you keep wondering, “Why can’t I be like other people on the television – better house, car, clothes, body, family and better workmates?” such desires make you a permanently miserable person.

Being addicted to television can only turn you to couch potatoes! Ultimately if you need television for news, it is a sign that you do not read enough newspapers.

Believe me, you lose nothing by being ‘deprived’ of television. It is not for nothing that television is also called ‘the idiot box’. Ugandan parents should encourage their children to read good books which give a true and serious picture of the realities of their country.

(Source: Head Start: Secondary English Form 4pg. 103)

Answer questions 2.1 – 2.5 briefly and precisely.

1.1 According to the passage, what two issues are only reported by good newspapers?

.....
.....

1.2 Why do you think people who read a lot are better to relate with than those who are fervent watchers of television?

.....
.....

1.3 How does a television make a person miserable?

.....
.....

1.4 Give the meaning of the following words as used in the passage

(i) Swamped

.....

(ii) fervent watchers of television

.....

(iii) reckless adventurism

.....

(iv) addicted to

.....

the great television lie

.....

1.5 What does Tim Kaiser, say are the effects of watching television?

.....
.....

2B Read the following passage and answer the question that follows:

LEARNING TO LOVE ONESELF

Ask an American school child what he or she is learning in school these days, and you might even get a reply, provided you ask it in Spanish. But don't bother, here's the answer: Americans nowadays are not learning any of the things that we learned in our day, like reading and writing. Apparently these are considered rusty old subjects, invented by white males to oppress women and minorities.

What are they learning? I found the answer sitting in a toy store book rack in a teacher's guide called 'Happy to be Me', subtitled 'Building Self Esteem'.

Self-esteem, as it turns out, is a high subject in American classrooms. Many American schools see building as important as teaching reading and writing. They call it "whole language" teaching. No one ever spent a moment building my self-esteem when I was in school. In fact, from the day I first stepped inside a classroom my self-esteem was one big demolition site. All that mattered was 'the subject', be it geography, history or mathematics. It was praised when I remembered that "nearer", "fit", "friendly", "pleasing", "like" and their opposites took the dative case in Latin. I was reviled when I forgot what a cosine was good for. Generally I lived my school years beneath a torrent of castigation so consistent I eventually ceased to hear it, as people who lived near the sea eventually stop hearing the waves.

Schools have changed. Reviling is out, for one thing. More important, subjects have changed. Whereas I learned English, modern kids learn something called "language skills" Whereas I learned writing, modern kids learned something called "communication". Communication, the book tells us, is seven per cent words, 23 per cent facial expression, 20 per cent tone of voice, and 50 per cent body language. So this column, with its carefully chosen words, would earn me at most a grade of seven per cent. That is, if the school even gave out something as oppressive and demanding as grades.

The results is that, in place of English classes, American children are getting a course in How to Win Friends and Influence People. Consider the new attitude towards journal writing. I remember one high school English class when we were required to keep a journal. The idea was to emulate those great writers who confided in diaries, searching their souls and honing their critical thinking on paper.

Happy To Be Me' states that journals are a great way for students to get in touch with their feelings. Tell students they can write one sentence or a whole page. Reassure them that no one, not even you, will read what they write. After the unit, hopefully all students will be feeling good about themselves and will want to share some of their entries with the class".

There was a time when no self-respecting book for English teachers would use “great” or “hopefully” that way. Moreover, back then the purpose of English courses was not to help students “feel good about themselves”. This is good, because all that reviling didn’t make me feel particularly good about anything.

(Source: Adapted from the South China morning post, 13.08.95)

- 1.1 In paragraph 3 “whole language”teaching is in inverted commas because:
- A. The write is using direct speech
 - B. The writer is questioning the concept
 - C. The words quoted are a translation
 - D. The writer is quoting from another source
- 1.2 Which of the following is the writer implying in paragraph 4?
- A. Self- criticism has gone too far
 - B. Evaluating criteria are inappropriate nowadays
 - C. Communication is a more comprehensive category than language skills
 - D. This column does not meet the demanding evaluating criteria of today
- 1.3 Which of the following does the writer **NOT** suggest:
- A. Subjects are no longer taught seriously
 - B. Academic standards in schools nowadays are no longer high enough
 - C. Kids nowadays are encouraged to be self-critical
 - D. The use of language has changed for the worse
- 1.4 The writer’s intention is to get us to:
- A. Confirm current trends
 - B. Rethink educational strategies
 - C. Think about what constitutes communication
 - D. Reassure parents
- 1.10 Which of the following could best replace ‘emulate’ in paragraph 5?
- A. Improve upon
 - B. Imagine
 - C. Imitate
 - D. Impersonate

3A. **Re-write each of the following sentences 4.1-4.10 according to the instructions given in brackets. DO NOT change the meaning unless you are instructed to do so.**

3.1 Some students said that he was orphaned at ten years. (Re-write beginning: It was said.....)

.....
.....

3.2 . Whatever the consequences may be, I am ready to intervene. (Begin: Regardless.....)

.....
.....

3.3 His sister likes him. (Re-write using: “good terms”)

.....
.....

3.4 It requires a lot of commitment to escape the dangers of the youth. (Begin Escaping.....)

.....
.....

3.5 We mopped the kitchen and washed the utensils before lunch time. (Re-write in the passive)

.....
.....

3.6 “I am delighted”, said Karlyn, “my mother has bought me a Christmas dress”. (Change to reported speech)

.....
.....

3.7. A ball which John had used that morning all of a sudden caught the maid’s attention. (Re-write to end with..... that morning)

.....
.....

- © Buganda Examinations Council Mocks 2019

- 3.16 The madman.....was quite harmless.
 A. who all the children were afraid of him
 B. who all the children were afraid of
 C. whom all the children were afraid
 D. whom all the children were afraid of
- 3.17 It is high time we.....food.
 A. should eat B. ate
 C. scrub D. most scrub
- 3.18 Richard is in hospital because of a recurring illness. The underlined word means.....
 A. periodically returning B. irritating
 C. still continuing D. crippling
- 3.19 At the border, he hid the mobile phones in his pocket in order tocustoms duty.
 A. repel B. evade
 C. defer D. incur
- 3.10 The mob.....the village thief by the neck, and.....his dirty clothes on a tree branch.
 A. hang, hung B. hang, hang
 C. hang, hanged D. hanged, hung

END.