

LIRA TOWN COLLEGE

END OF TERM ONE EXAMINATIONS

S.2 ENGLISH LANGUAGE

TIME: 2 HOURS

ANSWER ALL THE QUESTIONS

SECTION ONE

1. TITLE GOT YOU THIS TIME!

The satisfied clucking of chickens dancing round the kitchen as they picked up the remains of a great feast reminded me of the groundnuts. Yes, every nut was gone. How stupid I had been to leave them there uncovered with the kitchen door wide open. But it did not occur to me at the time to find fault with myself. For I was seized by a blinding rage and an itching desire to punish the greedy, beastly offenders. Now the most annoying thing about a chicken is that you can never hit it if you intend to. You are always bound to miss it, especially if you are really cross. At your failure it will make a noise half of open disobedience and half of disapproval, and then march away majestically, leaving you more annoyed than ever. I added all these things up to make a sum of charges against them as I stood in the doorway, thinking how best to launch my next attack while they were still busy scratching here and there in search of a stray nut.

I seized the pestle and raised it high up above my head. By this time they had seen me and were flying in disorder all over the kitchen. They tumbled over each other through the doorway. I let down my dearest enemy. "Got you this time!" I gasped in triumph as it croaked painfully. But my victory song did not last, for in a minute the poor thing was staggering frantically about the kitchen. Its strength failed after a while and it fell lifeless just near the fire. I leapt to rescue it from the eager flames. I shook it, examined it, shook it again and then tried to open its closed eyes with my finger. It would not move.

I raced with it to the house, got hold of the baby's Vaseline and rubbed a lump on the wound. No response, I put it down to try and make it walk but it gave a feeble "Coo" and fell over. I applied another lump of Vaseline, not that the idea of Vaseline as a healing agent ever entered my head, but because it was the first thing that came my way. I carried it to a quiet part of the garden, rocking it like a baby. Seeing this had no effect I put it down and fanned it with a banana leaf.

All this time I was dreading what my father would do to me. Of course the hen was naughty and deserved punishment, I told myself. Mother would be angry with me because of the groundnuts which were to make up the sauce for supper. But then punishing the hen, let alone killing it, would not make her less angry with me. In short I was going to bring both, my mother's and worst of all, my father's anger against me by my foolish action. After five minutes' vigorous fanning without any change a thought struck me. Back to the kitchen I raced and returned with a basin of water into which I dipped the poor thing. Whether it was this unexpected happening after a long period of pretence or whether the hen had really fainted I cannot tell. But I was rewarded. Having drunk some water the hen became normal again although it showed great disgust at my conduct and especially at being wetted so mercilessly.

(Very slightly adapted from "The Hen and the Groundnuts" by Elvania N. Zirimu)

1. When the writer discovered that the chicken had eaten all the nuts, she
 - A. was very angry with herself.
 - B. was very angry with the chickens.
 - C. blamed herself for leaving the kitchen door wide open.
 - D. felt that she had been very stupid in leaving the nuts uncovered.
2. The writer suggests that an important reason for being unable to hit a chicken when one wants to is
 - A. that they are used to being chased and know how to avoid an attacker.
 - B. that they are openly disobedient also show disapproval
 - C. that anger does not help accuracy.
 - D. that it is impossible to see when seized by a blinding rage.
3. The writer's triumph after she had succeeded in hitting the hen disappeared because
 - A. she had not really intended to hit it, only to scare it
 - B. she felt sorry for hunting it.
 - C. she was afraid of what her father would do to her if the hen died.
 - D. she had intended to punish it severely but she realized that killing it was too hard.
4. The writer rubbed Vaseline on the wound because
 - A. it was the only medicine in the home
 - B. she must have been told at some time that this would help.
 - C. she had probably seen her mother using it on the baby.
 - D. she was worried enough to try anything.
5. The writer's actions in paragraphs 2 and 3, after she had knocked out the hen, show that

- A. she had not really intended to hit it, only to scare it.
- B. she felt sorry for hunting it.
- C. she was afraid of what her father would do to her if the hen died.
- D. she had intended to punished it severely but she realized that killing it was too hard.

Q.2. Reading the passage below carefully and answer the questions that follow choosing the most correct alternative.

AT HOME IN THE VILLAGE

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

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

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

The girls who go to school, of course, have to leave their homes at seven in the morning, and return as late as half – past seven in the evening. From Primary Three, if the school is several miles away, they can not come home for lunch, so they have little time to practice cooking and other household duties. But some Acholi parents still keep certain tasks for their primary school girls to do.

Since most of the secondary school are boarding schools, the older girls who attend them are away from their homes for nine months of the year, and so are out of reach of further traditional training by their mothers. For this reason, schools are often considered by Acholi parents to be making their daughters lazy. There is sometimes trouble between the girls and their mothers when they return home. At school, the girls are given many heavy school assignments, but little if any manual work to do. When they come home, they do not like having to spend the whole day in the hot sun, weeding in the fields with their hands. They dislike having to grind large

amounts of millet on the grinding stone. How can they keep clean and smart, they ask, with all these dirty jobs to do?

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

Questions.

1. When do Acholi girls begin to be given training in household duties?

2. If a girl has younger brothers and sisters, what is the first job she will probably have to do?

3. Whose nurse was the writer before she went to school?

4. Who looked after the baby when the writer went to school?

5. If a mother is cooking, what may she tell her daughter to do?

6. What jobs have to be done when millet and peas are spread out to dry? (The have to be and the food)

7. What may happen if a girl's father is away at meal time? (The girl may be expected.....?)

8. When do many Acholi girls stop doing household jobs?

9. Do girls who are in Primary three ever come home for lunch?

10. Why are most secondary – school girls out of reach of their mothers' training?

SECTION THREE

Choose the correct word or phrase to complete each sentence.

3.1. We'll give him the message as soon as he -----

- | | |
|---------------------|---------------|
| A. will phone | C. is phoning |
| B. will have phoned | D. phones |

3.2. If I ----- you, I'd apply for that job.

- | | |
|-------------|------------|
| A. had been | C. were |
| B. am | D. weren't |

3.3. We have lived in this town ----- fifteen years

- | | |
|----------|-----------|
| A. since | C. last |
| B. for | D. before |

3.4. We can't ski unless ----- snow

- | | |
|-------------|------------------|
| A. there is | C. there will be |
| B. it is | D. it |

3.5. I'm not sure where he is. He ----- be in Austria

- | | |
|----------|---------|
| A. can't | C. must |
| B. might | D. will |

3.6. The Headmaster disapproved ----- his behavior

- | | |
|---------|-------|
| A. with | C. on |
| B. by | D. of |

3.7. Hikaru asked the question ----- he knew the answer

- | | |
|------------|-------------|
| A. despite | C. although |
| B. however | D. in spite |

3.8. She warned the child ----- the busy road

- | | |
|-----------------|-----------------|
| A. not crossing | C. to not cross |
| B. to cross | D. not to cross |

- 3.9. My sister is very good ----- history
 A. in C. for
 B. at D. to
- 3.10. Mavia walks ----- than her sister
 A. slowly C. slower
 B. more slow D. more slowly.

SECTION 4

Re-write the following sentences as instructed. Do not change the meaning of the original

- 4.1. The girls always washed their hands before preparing the food so that the risk of spreading germs could be minimized (Re-write using so as to)

- 4.2. They were very different in age. They were very good friends. (Begin : Although.....)

- 4.3. The boy married the king's daughter. He is lazy like his uncle. (Use : who)

- 4.4. Janet is too young. She cannot marry that man. (Use – enough -----)

- 4.5. Lira Town College has a total population of 800 girls. It is located in the heart of Lira Town. (Join into one sentence using an appropriate relative pronoun)

- 4.6. You will not succeed in life unless you respect your parents. (Begin: If -----)

- 4.7. Okiror is very tall. No one else is taller than him in senior two. (Use tallest)

4.8. I come from Ojwina. (Write an appropriate question for this)

4.9. “I will buy for you a bicycle if you pass well” the man told his daughter. (Re-write in indirect speech)

4.10. The examination was very difficult but, I succeeded in passing it. (Use: manage)

SECTION FIVE

Fill in the blanks with the correct form of the verbs given in the brackets to make complete sentences.

5.1. Both Masai men and women ----- beads (wear)

5.2. We are ----- to visit a craft shop (go)

5.3. When Grace ----- at the party, Kibera had already left. (arrive)

5.4. My home work ----- done before Amine arrived (is)

5.5. Rachel ----- come to the party (do not)

5.6. The runner had crossed the ----- line when he fell and hurt his ankle (finish).

5.7. Because I ----- too much, I failed to concentrate in class (have eat)

5.8. Jonny ----- to the market before he met me (go)

5.9. In my country, many languages ----- spoken (is)

5.10. When I ----- at home, I had many friend (am)

GOOD LUCK.