

NAME OF SCHOOL:

NAME OF CANDIDATE:

INDEX NO: **SIGNATURE:**

112/2
ENGLISH
PAPER 2
JULY/AUGUST
2 HOURS



ELITE EXAMINATION BUREAU MOCK 2019

Uganda Certificate of Education

ENGLISH LANGUAGE

PAPER 2

2 HOURS

INSTRUCTIONS TO CANDIDATES:

- Attempt all questions.
- Write all answers in the spaces provided.

For Examiners' Use Only

QUESTION	QN. 1	QN. 2A & B	QN. 3A & B	TOTAL
MARKS				

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

Much as the ice cream is enjoyable, has anyone ever wondered how long it has been kept in that freezer or how long that motorcyclist has carried it? Do we even care to look at who supplies it or is it just a matter of satisfying our appetite?

At the ice cream factory or supermarkets, ice cream costs anything from 600 to 30,000 shillings depending on the size and flavour. So the person buying from the vendors saves just 100 shillings for the small tins. Diana Kenyangi, a nutritionist of Bank of Uganda clinic, says there is a difference between ice cream kept in the freezer and the one in the cooler. "The one in the freezer can stay for six months without going bad, but the one in the cooler can only last for six to eight hours. Most vendors have coolers and perhaps by the time they sell the ice cream, it would have gone bad," she says.

Mark Akampa, a nutritionist at Mbarara University Teaching Hospital says one should be careful with edibles that are sold on the streets.

"The hygiene of the vendors is questionable. Some of them use old tins. This puts people's health at risk," he adds, "it is important for people to mind what they eat."

The ice cream from the supermarket might be okay because it is supplied by manufacturers, but no one knows whether that sold on the streets is from genuine manufacturers.

"Ugandans are funny. One can even collect used empty ice tins and re-use them. Once the consumer sees the label on the tin, they rush to buy the ice cream yet it could be a fake," Akampa says.

"It is possible for people to get typhoid, brucellosis and cholera if they eat ice cream prepared from unhygienic places," Kenyangi says.

She says ice cream, if consumed a lot, can result in obesity, heart disease and digestive problems. The constant ingestion of herbicides, pesticides and anything else the cow eats is not good for human beings. These end up getting stored in human fat, which is not healthy," she says.

Other problems associated with ice cream consumption include allergies and high fat and sugar intake.

"Protein-based foods like milk can cause allergies leading to running stomachs and vomiting. If one gets an allergy after eating ice cream, the only solution is to stop taking it," Kenyangi advises.

FAIR COPY

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

The assembly hall was packed to capacity. Everybody was wearing a **grave expression** on his or her face. The teachers were dressed in dark suits, white shirts and black ties and sat at the front row. The English headmaster was at the back of the hall as was his habit on such occasions, smoking a pipe and apparently absorbed in deep reflection. The occasion was an especially important meeting of the debating club to debate the motion that 'the present self-governance arrangement should be extended for a period of five years to allow Ugandans to get adequately prepared for independence'. The deputy headmaster was the chairman. The proposition side was led by the history teacher, Mr. Roman, seconded by Katera, the head prefect; while the opposition was led by Mr. Bangirana, the Mathematics teacher, a Ugandan who was a Member of Parliament, assisted by the president of the debating club, Kasikura. There was an undercurrent of tension, but everybody was conscious of the need for tolerance and responsibility.

The future of the country was at stake and everybody rose to the occasion, at least judging by expressions on their faces by the usual level of restraint in interrupting speakers, and by the impressive effort which every speaker made to find lofty phrases to express his patriotism and readiness to serve the country. Occasionally, **inflammatory phrases** slipped through the otherwise responsible tone of the speeches, but the chairman quickly re-established decorum through deep grunting sounds in his throat and well-timed side-glances at the speaker who strayed outside the latitude of responsible criticism.

When words like "Imperialism" and "exploitation" were used, the chairman wrinkled his face into the agony of being betrayed and that switched the attention of the audience away from the speaker. The speaker would instinctively follow the eyes of the audience, turn and encounter the agony on the face of the deputy headmaster. One glance was enough to force the speaker to moderate his language. There was a continuous low murmur as teacher after teacher, most of them British, took turns to plead passionately for patience and common sense. Nobody was saying that independence was bad, but Africans needed time to acquire the necessary skills to run a modern state. Time was needed for old tribal hostilities to subside, for religious animosities to be brought under control, and for the general populace to be educated about democracy. The audience listened patiently, saw the logic behind the arguments and duly clapped for the effort in erudition made by each speaker; but there were no loud cheers, no enthusiasm in the clapping except for the two Ugandan teachers who **denounced imperialism** without any reservations, and called for the immediate departure of colonial administrators.

When the leader of the opposition rose to speak, he was cheered wildly, mainly on account of the reputation which he had established in Parliament as a man who had lost patience with the pretensions of colonial goodwill.

"If they are so kind-hearted as to care for our education in democracy, why don't they stay here after our independence and give us that education without being our rulers?" Loud cheers from the students forced him to take a break.

"How can we learn about democracy when they have never allowed us to practise it? Why did they wait until we asked them to go away before they could remember their self-assigned duty?" Again loud cheers erupted from the listeners.

The chairman shook his head in disappointment so that the cheerers restrained themselves. Several white teachers **got red** in the face and around the ears. One of them stormed out of the hall. Some of the students cast shy glances at the headmaster but he maintained a calm remoteness, like a sage. Some of the students refrained from further cheering. They became uncomfortable because they were torn between their emotions and their respect for school authorities.

Questions:

2.1 Suggest a suitable title for the passage.

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2.2 Which side of the debate did the headmaster support? Give reasons.

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2.3 Why was Mr. Bangirana's speech treated with great excitement?

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2.4 Outline at least two reasons why there was need to delay independence.

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2.5 Explain the meaning of the following words or expressions as used in the passage;

i. **grave expression**

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ii. **inflammatory phrases**

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iii. **denounced imperialism**

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iv. **got red**

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

The children grew up. It was difficult to tell which one was the first and last born among the children of the second wife. Nonetheless, Oweka was very proud of them. They were sent to school, but only the three boys. Oweka refused to send his girls to school. It was not their privilege to learn. Their work was to learn how to dig, cook and later get married. Maria's mother, unlike the second wife, would not listen to Oweka. She wanted her daughter to go to school. She knew her position very well. Maria was her only child to look to as a source of comfort. She was very poor but she scratched everywhere to get money to send her daughter to school. She made a contract with a shopkeeper in the nearby trading centre. She sold him firewood at a meagre price and thus had to carry firewood for six months in order to pay the school fees for one term. In a year, she was able to pay fees for only two terms. The shopkeeper however, realized her good intentions and agreed to lend her money. Every morning she got up, went to her garden and after digging she would come back, make breakfast, eat and carry firewood to the shopkeeper. In the afternoons, she went to the bush to collect firewood for the next day. In the evening she would go to her garden. She always slept exhausted. Oweka did not like this at all. Maria was failing the ways of the kitchen and in future she might fail to get married. He tried to stop his wife from earning money but she protested bitterly. Each night, Oweka beat her to stop her but each morning, she carried firewood to the shopkeeper. Oweka gave up.

At school, Maria did well. She showed a very keen interest in learning and she was among the top five. She was a very good example to other girls. She endeared herself so much to her teachers that they secretly encouraged Maria's mother not to give up educating her daughter. Her half brothers on the other hand were very poor at class work. They never cared about school and were always late. They studied primary one until they had almost developed beards. Oweka got tired of paying their school fees without seeing any development. When he saw that Maria was doing very well, better than her brothers, he decided to take over responsibility from his wife. He started paying for Maria's school fees.

One day, his children came back from school very amused. Oweka was milking at the time they came back, but was near enough to hear their conversation.

'Mother,' one of them started, 'the Inspector came into our classroom at school today. He was startled to see male teachers making noise with the young children and surprised and cross when he discovered that we were pupils! Mother,

do you know that the inspector thought we were teachers!’ their mother laughed in merriment but Oweka, who had stopped milking and was listening attentively, felt embarrassed. After milking, he decided to call his sons together and inform them that they were to stop school and look after cattle.

(From Sour Honey by Marry Mbago)

QUESTIONS:

- 2.6 As his children grew up, Oweka wanted to educate
- A. all his children.
 - B. all the children of his first wife.
 - C. the boys of his first and second wives.
 - D. three of the children of his second wife
- 2.7 Maria’s mother
- A. was Oweka’s second wife.
 - B. made her learn to dig and cook.
 - C. wanted to educate her only child.
 - D. did what her husband told her to do.
- 2.8 How did Maria’s mother raise fees for her daughter?
- A. by digging every morning.
 - B. by working at the nearby trading centre.
 - C. by carrying firewood for six months.
 - D. by selling firewood and borrowing money.
- 2.9 Why did Oweka always beat his wife?
- A. he thought educating a girl was a waste of time.
 - B. it was not right for his wife to work a lot.
 - C. he wanted to educate Maria himself.
 - D. Maria was better than the boys.
- 2.10 What was the teachers’ feeling about Maria?
- A. she would not make it in class.
 - B. her mother had financial problems but never stopped paying fees.
 - C. she was the best in class.
 - D. wanted her to give up school.

3A. Rewrite the following as instructed. Do not change the meaning.

- 3.1. She so much desired to succeed that she spent every spare minute practicing.
(Rewrite using:.....was so great.....)

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- 3.2. I went to live with my aunt in Kazwaama after the thieves had killed my mother.

(Rewrite as one sentence without using "because", "since", "so", "therefore", "and", "as" and begin: The thieves.....)

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- 3.3. The boy was carelessly crossing the road. He was run down by a speeding car.
(Begin:if.....)

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- 3.4. The headmaster blamed Ritah for behaving so badly.

(Rewrite using "disapproved")

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- 3.5. I hope you don't mind when I play music late into the night.

(Use "playing" instead of "play")

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- 3.6. The scramble for the parliamentary seat brought about a physical fight between the two contestants. **(Rewrite using "resulted")**

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- 3.7. She hated her husband. She also hated his relatives.

(Begin: Not only.....)

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3.8. "Did you read yesterday's newspaper?" the teacher asked me. "No," I replied.
(Use **REPORTED SPEECH**)

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3.9. The president is heavily guarded. No enemy can attack him.
(Begin: **Being.....**)

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3.10. The villagers have many economic handicaps. They are rather light-hearted individuals. They are always ready for dancing and singing.
(Join using **"despite"**)

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3B. Complete the following by circling the best alternative.

3.11. They can't understand the French teacher, but if they knew French, they.....her.

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|---------------------|--------------------------|
| A. would understand | C. would have understood |
| B. will understand | D. might have understood |

3.12. All the places and characters in his novel are not real; this means they are;

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|-------------|---------------|-------------|------------|
| A. improper | B. fictitious | C. imagined | D. assumed |
|-------------|---------------|-------------|------------|

3.13. Mary's father loves her so much; when she does anything wrong, he simply turns.....to it.

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|----------------|--------------------|
| A. a deaf ear | C. his back |
| B. a blind eye | D. the other cheek |

3.14. Would you mind.....my seat?

- | | |
|-------------|-------------------|
| A. clean | C. cleaning |
| B. to clean | D. about cleaning |

3.15 I wish Ito your advice when I was still at school.

- | | |
|-----------------|-----------------------|
| A. listened | C. had been listening |
| B. had listened | D. would listen |

- 3.16. He has no regular source of income and his family lives from
A. pillar to post C. hand to mouth
B. frying pan into fire D. cradle to the grave
- 3.17. The Head teacher addressed the students while.....a blue suit.
A. dressing in B. wearing C. putting on D. cladding
- 3.18. Supply a relevant question to the following answer; "No, take the green one."
A. Shall I take the red one next?
B. Why can't I take the blue one?
C. Do I have to take the blue one?
D. Which one did you want me to take?
- 3.19. He said it was.....a Canadian.
A. his first time to see C. the first time he had seen
B. his first time to have seen D. the first time for him to see
- 3.10. "You must obey the traffic laws," the police officer said. The traffic officer;
A. told us that we would have to obey the traffic laws.
B. told us that we would have obeyed the traffic laws.
C. told us that we had to obey the traffic laws.
D. told us that we must obey the traffic laws.

END