

**P112/2**

**English language**

**Paper 2**

**2 hours**

**DEPARTMENT OF ENGLISH**  
**UGANDA CERTIFICATE OF EDUCATION**  
**ENGLISH LANGUAGE PAPER 2**  
**TIME: 2 HOURS**

**INSTRUCTIONS TO CANDIDATES**

- All questions are to be attempted
- All your answers must be written on this question paper

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

**THE ICE CREAM AND THE WOES AFTER**

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 flavor. So the person buying from the vendors saves just 100 shillings for the small tines. 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 manufactures, 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," Kenyange advises.

"In hospitals around town, treating diseases like brucellosis and typhoid may cost between 30,000 and 50,000 shillings. Hanifa Baucu, a nutritionist at Mulago Hospital, warns that people should be careful about where they buy ice cream from.

"Leave alone the ice cream being Okay, the person selling it might not be healthy. The vendor's health status is important because he or she can easily infect the consumers," he says.



2. Read the following passage and answer the question 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, 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 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 Uganda 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 practice 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 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

1. Suggest a suitable title for the passage.

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2. Suggest a possible time setting of the events in the passage. Give reasons.

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

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

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

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6. Who chaired the debate?

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7. Explain the meaning of the following words as used in the passage

(i) Grave expression

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(ii) English headmaster

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(iii) Inflammatory phrase

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(iv) Decorum

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(v) No enthusiasm in the clapping

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(vi) Denounced imperialism

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(vii) Got red

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(viii) Students refrained

**3. Re-write each item in 3.2 – 3 10 according to the instructions given.**

3.1 The navigator took a map with him. We did not want to get lost during the race. (Combine into one sentence using **in order not to**)

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3.2 Mariam ran ahead of us. (Begin: Ahead.....)

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3.3 Every good citizen obeys the laws,.....? (Add a suitable question tag.)

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3.4 They are painting the house at the moment. (Rewrite using the passive voice)

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3.5 The man was exceedingly relieved to divorce her. He had married a troublesome woman. (Combine the two using a suitable relative pronoun)

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3.6 The day came when all the school children rebelled against the orders from their teacher. They demanded their human rights and freedoms. (Join into one, beginning: Demanding.....)

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3.7 We reach the age of eighteen. Upon this we are regarded independent adults and allowed to marry. (Join the two, beginning: Upon reaching.....)

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3.8 Everyone would like to know how the monkey got into the room. (Begin: What.....)

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3.9 When one is a teacher, one is entrusted with the education of learners. (Begin: To.....)

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3.10 "Can you tell me the way to Makerere University?" A stranger asked me. "I have been trying to find it for over half an hour." (Re-write: In reported speech?)

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**3.B For items 3. 11 - 3.20 encircle the correct answer**

- 3.11 If the back benchers.....so loudly, we would have heard what the speaker actually said.
- A. have been talking
  - B. had not been talking
  - C. were not talking
  - D. did not talk
- 3.12 Capital punishment may be a discouraging influence against repeated crimes. The underlined above means.
- A. deterrent
  - B. barrier
  - C. deterrent
  - D. discussion
- 3.13 I'm sure he stole it. He .....because he was the only one there
- A. must
  - B. must have
  - C. must do
  - D. must be
- 3.14 You.....come to my house for the book. My sister will bring it to school.
- A. Need not
  - B. had to
  - C. wouldn't
  - D. didn't need to
- 3.15 The treasurer had been .....corporation funds for some weeks before he was found out.
- A. cheating
  - B. defrauding
  - C. partaking
  - D. embezzling
- 3.16 The club decided to make a.....to the Salvation Army.
- A. present
  - B. settlement
  - C. subsidy
  - D. donation
- 3.17 .....There is an approaching car on the road
- A. Watch out.

- B. Watch out?
  - C. Watch out
  - D. Watch out!
- 3.18 There was.....water in the bottle. One could hardly quench their thirst.
- A. a little
  - B. some
  - C. no
  - D. little
- 3.19 The injured.....on the road for some minutes before the police arrived
- A. layed
  - B. laid
  - C. lain
  - D. lay
- 3.20 My classmate was.....with his pocket money.
- A. economist
  - B. economic
  - C. economical
  - D. economized

**END**