

TRINITY SENIOR ACADEMY
END OF TERM 3 EXAMS 2018
S.3 ENGLISH LANGUAGE
PAPER 2
TIME: 2HOURS

INSTRUCTIONS

- *Answer all questions*
- *All answers should pass through the passage and answer the questions that follow*

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

As the number of large scale oil spills from tankers has increased over the last fifteen years, the techniques for cleaning up have improved. A major problem is that tankers carry a great variety of oils. Even the basic crude oil carried varies from one source to another. Therefore chemicals, or other techniques that work with one form of oil, may not be suitable for others.

An additional problem is the conditions around the spillage. They may be rough or calm, warm or cold, salty or nearly fresh, shallow or deep. Therefore the techniques used will have different effects in each case.

The earliest methods were to use straw to soak up oil, and detergents to disperse it at sea. The detergents caused all kinds of problems for marine life, and in some cases did as much damage as the oil. Later, booms were used to contain oil spills in calm waters. A string of floating booms can be placed around oil spills, or ships leaking oil, but if the water is not calm then the boom is not likely to be effective. Sometimes chemicals are used in a similar way to contain the oil in one place. Pumps are then used to remove the mass of oil to a tank. There are mechanical devices called skimmers, which pick up oil from the top of the sea, but again they are useless in rough water. Some skimmers use blocks of absorbent material, which can pick up oil and then separate it from sea water.

The method, which was at first thought to be the best, was the use of chemicals. These break up the spills into small particles by lowering the surface tension of the oil. The oil spills are dispersed throughout the sea. However, the chemicals used have often been toxic and have killed fish, birds and plants in the sea. Concentrated in small area, the combined effects of oil and the toxic chemicals can be disastrous.

Another recent method developed is the use of micro-organisms, such as those which eat oil in the normal marine environment. They have been used in large quantities to get rid of spills. However, although they cause no dangers themselves, there are limits to the quantity and types of oil they can destroy.

During the Torrey canyon panic, attempts were made to burn the oil. However, oil in water is normally too cold to burn properly, and is cooled down further by splashing waves.

Research is continuing on methods of combating oil spills. Governments acting on behalf of their populations are backing some research. A lot of it is being undertaken by oil companies who see that they have a responsibility to the environment, and who do not want to damage their business prospects by bad public relations.

Questions

- (a) In not more than 100 words, write a description of the methods used to remove oil from beaches and seas after an oil spill.

Rough Copy

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Fair Copy

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(b) In less than 35 words, summarise the limitations of the methods used to control oil spills.

Rough Copy

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

The pigs had set aside the harness-room as a headquarters for themselves. Here in the evenings they studied black-smithing, carpentry, and other necessary arts from books which they had brought out of the farm-house. Snowball also busied himself with organizing the other animals into what he called Animal committees. It was found that the stupider animals, such as the sheep, hens and ducks were unable to learn the seven commandments of Animalism by heart. After much thought, Snowball declared that the seven commandments could in effect be reduced to a single maxim; namely; 'Four legs good, two legs bad' this, he said, contained the essential principle of Animalism. Whoever had thoroughly grasped it would be safe from human influences. The birds at first objected since it seemed to them that they also had two legs.

‘A bird's wing, comrades’, said. Snowball, ‘is an organ of propulsion and not of manipulation.’ It should also be regarded as a leg. The distinguishing mark of a man is the hand, the instrument with which he does all his mischief. The birds did not understand Snowball's long words but they accepted his explanation and all the humbler animals set to work to learn the new maxim by heart.’ FOUR LEGS GOOD, TWO LEGS BAD was inscribed on the end of the wall of the barn, above the seven commandments and in bigger letters.

The mystery of where the milk went to was soon cleared up. It was mixed every day into the pigs' mash. The early apples were now ripening and the grass of the orchards was littered with windfalls. The animals had assumed as a matter of course that these would be shared out equally; one day, however, the order went forth that all the windfalls were to be collected and brought to the harness room for the use of pigs. At this, some of the other animals murmured but it was no use. All the pigs were in full agreement on this point, even Snowball and Napoleon. Squealer was sent to make the necessary explanation. ‘Comrades!’ He cried, ‘You can now imagine I hope, that we pigs are doing this in a spirit of selfishness and privilege! Our sole objective in taking these things is to preserve our health.’

‘Milk and apples (this has been proved by science) contain substances absolutely necessary to the well-being of a pig. We pigs are the brain-workers. The whole management and organization of the farm depends on us. Day and night we are watching over your welfare. It is for your sake that we drink that milk and eat those apples. Do you know what would happen if we pigs failed our duty? Jones would come back. Yes, Jones would come back! ‘Now if there was one thing that the animals were certain of, it was that they did not want Jones back. When it was not that, on this right they had no more to say.

The importance of keeping pigs in good health was all too obvious. So they agreed without argument that the milk and windfall apples should be served to pigs alone.

(Adapted from ‘Animal Farm’ by George Orwell.)

Questions:

2.1 Give two roles of the pigs on the farm. (02 marks)

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2.2 (a) Why were the Seven commandments reduced to one single maxim, "Four Legs Good, Two Legs Bad"?

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(b)"Four legs good, two legs bad". Why was this choice made?

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(c) What, according to the passage, makes a bird an animal?

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(03 marks)

2.3 What reasons does Squealer give for the need to preserve the pigs' health?

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.....
(02 marks)

2.4 What do you feel about the pigs' behavior towards other animals?
Give a reason.

.....
.....
(01 mark)

2.5 Explain the meaning of the words/expressions below as they are used in the passage: (02 marks)

(i) Manipulation

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.....
(ii) orchad was littered with windfalls

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(iii) some of the animals murmured

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.....
(iv) brain workers

Marks for Q.2A	
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2B Read the following passage carefully, and then answer the questions that follow.

Leisure is one of the three greatest rewards of being a teacher. **It** is, unfortunately, the privilege which teachers most often misuse. But let us leave: that point meanwhile: we can come back to it later, with some constructive suggestions. There is not too much leisure in the world....

The teacher's second reward is that he is using his mind on valuable subjects. All over the world people are spending their lives either on doing jobs where the mind must be kept numb all day, or else on highly rewarded activities which are tedious or frivolous. One can get accustomed to operating an adding-machine for five and a half days a- week, or to writing advertisements to persuade the public that one brand of cigarettes is better than another. Yet no one would do either of these things for its own sake. Only the money makes them tolerable. But if you really understand important and interesting subjects, like the structure of the human body or the history of the two World Wars, it is a genuine happiness to explain them to others, to feel your mind grappling with their difficulties to welcome every new book on them, and to learn as you teach.

With this the third reward of teaching is very closely linked. That is the happiness of making something. When the pupils come to you, their minds are only half-formed, full of blank spaces and vague notions and oversimplifications. You do not merely insert a lot of facts, if you teach them properly. It is not like injecting 500 cc. of serum, or administering a

year's dose of vitamins. You take the living mind, and mould it. It resists sometimes. It may lie passive and apparently refuse to accept any imprint. Sometimes it takes the mould too easily, and then seems to melt again and become featureless. But often it comes into firmer shape as you work, and gives you the incomparable happiness of helping to create a human being. To teach a boy the difference between truth and lies in print, to start him thinking about the meaning of poetry or patriotism, to hear him hammering back at you with the facts and arguments you have helped him to find, sharpened by himself and fitted to his own powers, gives the sort of satisfaction that an artist has when he makes a picture out of blank canvas and chemical colourings, or a doctor when he hears a sick pulse pick up and carry the energies of new life under his hands.

(Adapted from *The Art of Teaching, London.*)

Answer questions 2.6 to 2.10 by selecting the best of the four choices given for each question. Show the letter of your choice by putting a ring around it.

2.6 The passage tells us that teachers

- A. prefer leisure to teaching.
- B. learn as they teach.
- C. like the structure of the human body.
- D. are happy doing frivolous activities.

2.7 The main reason people do tedious work is to

- A. advertise their jobs.
- B. earn a living.
- C. work for the sake of doing so.
- D. get accustomed to their jobs.

2.8 People in other professions other than teachers

- A. do not always derive pleasure out of their work.
- B. do not use their brains during leisure.
- C. do not have time for leisure.
- D. are more rewarded than teachers.

2.9 "Sometimes it takes the mould too easily." The word mould in this sentence refers to

- A. learner.
- B. teacher.
- C. content.
- D. clay.

2.10 The best title for this passage could be

- A. the pressure of teaching.
- B. teaching is leisure.
- C. leisure and teaching.
- D. the rewards of teaching. (10 marks)

Marks for	
Q.2B	

3A. Re-write each item in 3.1 to 3.10 according to the instructions. Do not change the original meaning of the sentence.

3.1 Jeremiah loves Prisca. Prisca also loves Jeremiah. (Join into one sentence using ...as much as...)

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.....

3.2 “What! Are you going to leave me alone?" she said. *(Re-write using indirect speech.)*

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3.3 When Buyi entered the mosque, the lights went off. *(Begin: Scarcely.....)*

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.....

3.4 Although the master on duty tried to stop them. The students refused to obey. *(Re-write beginning: No matter)*

.....
.....

3.5 The school master was leaving the village and everybody seemed sorry. *(Re-write using.....when.....)*

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.....

3.6. Come early or you will not be able to get a ticket.
(Re-write using: Unless.....)

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.....

3.7 The song may sound funny to the people who understand the language but not to the local gathering. *(Re-write using:.bound.....)*

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.....

3.8 The crowded ferry sank too quickly for anybody who could not swim to be rescued. *(Re-write using: "so... that..." instead of 'too')*

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.....

3.9. He grew angrier. His friends laughed even more loudly. *(Begin: The.....)*

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.....

3.10 "Why did you go there?"
(Re-write ending:for.)

.....
.....

Marks for	
Q.3A	

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

- 3.12 The plane touchedEntebbe airport at six o'clock this Tuesday.
A. down
B. off
C. on
D. in
- 3.13 It is almost unbelievable She should fail to recognize her own daughter.
A. when
B. that
C. why
D. as
- 3.14 Much as the Mathematics paper was difficult,pupils got high marks.
A. few
B. very few
C. a few
D. so few
- 3.15 Margaret always her best clothes at parties
A. dresses
B. puts on
C. wears
D. dons
- 3.16 The teacher spoke to us
A. in class, very rudely, this morning.
B. very rudely, this morning, in class.
C. this morning, in class, very rudely.
D. very rudely in class this morning.
- 3.17 The headmaster told to clean the classroom.
A. me and Peter
B. I and Peter
C. Peter and I
D. Peter and me
- 3.18 Among the applicants, John is the most For the job.
A. eligible
B. legible
C. illegible

D. illicit

3.19 Tabitha was wearing a

- A. green torn party dress.
- B. torn green party dress.
- C. green party torn dress.
- D. torn party green dress

C. can't you?

D. will you?

3.20 Go away,

- A. won't you?
- B. could you?