

# O'LEVEL ENGLISH PAPER 2 REVISION QNS.

1. Read the following message carefully and answer the questions that follows.

The recently released UNEB results reflected the now familiar trend of poor performance by up-country schools. What has happened to pull schools in the recently concluded exams leaves a lot to be desired and something should be done to stop this dangerous trend. The glaring disparity between the urban and the moral based secondary schools has sent panic among the public with several people calling for the intervention of government.

The minister of Education last week announced that his minister wouldn't release the list of the best performing schools, He said such a list would encourage cheating and unfair treatment of students. He argued that making the list of the best performing schools known would make parents struggle to have their children into these schools.

"Instead of raising a few schools in town, we should be concerned with the poor schools un rural areas," added the minster. UNEB at the same occasion said the examination results inadequate teaching in rural areas as reflected in the poor work in the examination scripts. The ministry's decision not to release the list of the best performing school is simply to bury one's head in the sad at the sight of trouble. Withholding the list doesn't solve the problem either.

One Education officer says there must be levelling off the ground to enable meaningful competition. "The children in our schools are as good as any other but the rural conditions are obviously not conducive for education. Here we have no infrastructure, textbooks, equipment and students see a test tube for the first time inside an examination room," Said the officer. It is also generally perceived that teachers in urban schools must be paid motivation packages as opposed to their rural schools must be paid have to flock to schools around Kampala because of the motivation paid. One parent added that teachers would continue to shun the rural schools and stampede to the urban location provided they are poorly facilitated"

The Head of education management and planning at ITEK, said the whole problem starts at the primary level. He said the children in the rural areas are just as bright as those in urban areas. "There is need to improve the facilitaties and motivation of teachers in rural areas.

"Districts have to invest in primary education: He also noted that there is a lot of time wastage in the rural areas.

"In many instances the teachers are not teaching or the students have not reached school as late as 09:00am. " It is common to find places", Also there is no close supervision of students by teachers. Teachers in rural schools leave students to fend for themselves while by comparison in the teachers and students are active throughout the day with little time to idle.

The planning and administration of education should be decentralized in order to involve more people at the local level to enhance better performance. The role of parents shouldn't be overlooked since in better schools is pronounced; they are concerned at teachers are closely monitored in given subjects and in case of weaknesses there are immediate remedial measures. Most rural schools have parents whose level of education doesn't enable them to make effective contribution to the administration of the schools have parents whose level of education doesn't enable them to make effective contribution to the administration of the schools. They have no idea how to improve the performance of their schools they exert no pressure on the school administration:

It was also nited that there are remedial classes for the weakness, Students in the better performing schools which are never heard or in rural scholls. The disparity between the rural and the urban is responsibility of the whole community. (From Education vision, January, 7, 1998)

Question: In not more than 90 words, summarize the solutions to overcome poor performance in rural schools.

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

At Haworth in England two automatic machines stand next to each other in the spacious hall of an electric lamp company. The manufacturing process is roughly as follows: the raw materials are weighed, mixed and tested and the checked mixture put into containers and **fed** **uninterruptedly** to the continuously operated melting furnaces. Day and night the white –hot molten materials flow to the two machines; the only human intervention is to ensure adequate supplies of the raw materials. Everything else is done by auxiliary **robots**, which look after the two giants. These, in turn produce two million lamps every day.

In another factory 250 workers manufacture 90,000 lamps per hour. In 1972 the same work without automatic equipment, would have required 75,000 workers to achieve the same production. At one time two operators took seventh teen hours to harden 20 metal parts at the

Chevrolet car plant. After automation of the factory one operator hardens the same number in one hour.

**Automation** thus represents a technical development which replaces human beings in offices and workshop to a hitherto inconceivable extent. Although many people consider this process to be one of necessary evolution, it is frequently called the 'second industrial revolution', indicating its resemblance to the first.

One characteristic of this rapidly –spreading occurrence is that now machines are used to control and supervise other machines.

Whereas the first industrial revolution mechanized manufacture, replacing muscles by machines on every side, the second is engaged in automation of manufacturing processes, i.e. in taking the place of human beings completely.

But what happens to the human beings? Once already the machine has replaced the workers and thrown thousands out of work, will the ten consequences of the first industrial revolution be repeated as industry turns more and more to automation? Will workers again wreck machines in order to try to protect their jobs?

Naturally the automatic factory still employs human beings in the offices and design shops. But perhaps one day machines will be introduced to carry out market research, calculate profits, and make out wage sheets, type invoices and devise new production machines.

All this is technically possible. Will things really ever go as far as humorist suggested? A robot, whirring mechanically walks ponderously into the office of the manager, the last human being in the works and turning unsympathetic eyes on the **imperfect homo sapiens**, impassively says in its mechanical voice: you are discharged. From now on we are one hundred per cent mechanized”!

Will it come to this? Such misgivings are justified when we remember the trouble machines caused men in the past. When machines began to replace muscles, this was frequently not done to lighten men’s work, but save labour and money. Machine –breaking was the consequence.

One of the best known examples of the bitter resentment felt by workers whose livelihood was threatened was the storm raised by the swing machines.

Thiamine of France discovered in about 1830 a machine, which could stitch uniforms. When he had built some eighty of them a rigid mob of employed tailors stormed his workshop and wrecked his machines, while he only just managed to escape with his life.

Joseph Mabersperger, a tailor in Australia, who built an improved sewing machine met with similar difficulties. He was persecuted by colleagues and contemporaries, who hated and mistrusted him and he eventually died in the Vienna poor house.

(From: Science as History of Heinz Gartmann)

Now answer questions 2.1 to 2.5

- 2.1. What does the word occurrence in paragraph three refer to?
- 2.2. What were the only jobs for which human beings are required in the modern fully automated factory?
- 2.3. Why did the workers resort to machine- breaking in the 19<sup>th</sup> century?
- 2.4. Explain briefly how the machine saved the factory owners.
- 2.5. Give the meaning of the following words/ expressions as used in the passage.
  - i) Fed uninterruptedly
  - ii) Automation
  - iii) Robots
  - iv) Imperfect homo Sapiens

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

Mr. Abu, the laboratory attendant, came in from the adjoining store and briskly cleaned the blackboard: He was a retired African sergeant from the Army medical Corps and was feared by the boys. If he caught any of them in any petty thieving, he offered them the choice of a hard smack on the bottom or of being reported to the science masters. Most boys chose the former as they knew the matter would end there with no long interviews, moral arguments and an empty in the conduct book,

The science master, a man called venire. Stepped in and stood on his small platform. Venire set the experiments for the day and demonstrated them, then retired behind the “church Times” which he read seriously in between walking quickly along the rows of laboratory benches, advising boys. It was simple heat experiment to show that a dark surface out more heat by radiation than a bright surface.

During the class, venire was called to the telephone and Abu was not about, having retired to the laboratory for smoke.

As soon as posted guard announced that he was out of sight, minor pandemonium broke out. Some of the boys raided the store. The wealthier ones took rubber tubing to make catapults and to repair bicycles, and helped themselves to chemicals for developing photographic films. The poorer boys, with a more determined aim, took only things of strict commercial interest which could be sold easily in the market. They emptied stuff into bottles in their pockets, soda for making soap, magnesium sulphate for opening medicine, salt for cooking, liquid paraffin for women’s hairdressing and fine yellow iodoform powder much in demand for sprinkling on sores.

Kojo objected mildly to all this. “Oh, shut up/ “a few boys said.

Sorie, a huge boy who always wore a fez indoors, commanded respect and some leadership in the class. He was gently drinking his favorite mixture of dilute alcohol and bicarbonate which he called “gine and fizz” from a beaker.

“Look here, Kojo, You are getting out of hand. What do you think our parents pay taxes and school fees for? For us to enjoy – or to buy a new car every year for Simpson? “The other boys laughed. Simpson was the European headmaster feared by the small boys, adored by the boys in the middle school and

liked, in a critical fashion, with reservation by some of the senior boys and African masters. He had a passion for new motor –cars, buying one yearly.

“Come to think of it “Sorrie continued to kojo, “You must take something yourself, then we’ll know we are safe. “ Yes, you must, “the other boys insisted. Kojo gave in and unwillingly, look a little nitrate for some gun powder experiments which he was carrying out at home.

“Someone!” the look-out called.

The boys ran back to their seats in a moment. Sorrie washed out his mouth at the sink with some water. Mr. Abu, the laboratory attendant, entered and observed the innocent expression on the face of the whole class. He looked round fiercely and suspiciously and then sniffed the air. It was a physics experiment, but the place smelled chemical. However, Venire came in then. After asking if anyone was in difficulties and finding that no one could in a moment think up anything, he retired to his chair and settled down to an article on Christian reunion.

(Adapted from: As the Night the day by Abioseh Nicol)

Now answer questions 2.6 to 2.10 by selecting the best of the four choices. Put a ring round your best choice.

2.6 The boys were afraid of Mr. Abu because

- A. he had been an army sergeant and had military ideas of discipline.
- B. he reported them to the science masters whenever he caught them petty thieving.
- C. he was cruel
- D. he believed in strict discipline.

2.7 When the boys were caught petty thieving, they usually chose to be beaten by Mr. Abu because

- A. he gave them only one hard smack instead of six from their teachers.
- B. they did not want to get a bad reputation with their teachers.
- C. they were afraid of their science masters.
- D. his punishment was quicker than their teachers.

2.8 Some boys took chemical like soda and iodoform powder because

- A. they like to set up stalls in the market and sell things. Like traders.
- B. they were too poor to buy things like soap and medicine.
- C. they wanted money and could sell such things quickly.
- D. they needed things like soap and medicine for sores.

2.9 Mr. Vernier

- A. did not seem to be interested in teaching the boys science.

- B. Seemed more interested in his magazine than his pupils.
- C. knew that the pupils did not need his help for such a simple experiment.
- D. should have been a priest rather than a teacher.

A big difference Kojo and Sorie was that

- A. Kojo took chemicals for Series useful experiment but Sorie only wasted his in taking an alcoholic drink.
- B. Sorie was rich but Kojo was poor.
- C. Kojo had a quality Conscience but Sorie did not.
- D. When Kojo objected, Sorie proved that what they were doing was reasonable.

3. (A) Rewrite the following items from 3.1 to 3.10 as instructed.

Do not change the meaning.

- 3.1. Far too many people forget that good sanitation prevents the spread of diseases. (Begin: Not many.....)
- 3.2. For several seconds tension was at fewer pitch. (Begin: Tension rose.....)
- 3.3. The student said he would rather fall the examination than cheat .(Rewrite using: Prefer)
- 3.4. I remember she came to the party. I also remember she came with her baby seater. (Begin: I remember her.....)
- 3.5. The taxi driver didn't know that such a situation could lead one to prison and so did the passengers. (Begin: Neither.....)
- 3.6. Ann told Linda that she had turned up her birthday party the previous day because she had been completing her assignment. (Rewrite using Quotation marks)
- 3.7. Few historians write as interesting as Tanga. (Rewrite using 'more')
- 3.8. If he had not been generous, the poor would have starved to death. (Begin: But.....)
- 3.9. Most people think discipline and intelligence are equally important virtues. (Rewrite using... both ....)

3(B) For items 3.11 to 3.20. Complete each of the sentences with the most suitable word or group of woress from the alternatives given by putting a ring around your best choice.

3.11 The teacher with his students..... in the classroom.

- A. are
- B. was
- C. were
- D. have been

3.12 The spectator gave.....account of the football match.

- A. a vivid
- B. an exciting
- C. an extra ordinally
- D. a meaningful

3.13 The teacher sent both.....to the shop.

- A. me and him
- B. I and he
- C. him and I

D. he and I

3.14 You will have to carry out the agreed programme, ..... Your own personal feelings.

A. no matter

B. whatever

C. what is

D. what are

3.15 Then the baker.....the loaf in two, threw half of it into the mirror.

A. when broken

B. having broken

C. braking

D. broke

3.16 I was to buy.....

A. for a shilling of oranges

B. for a shilling's worth of oranges

C. a shilling worth of oranges

D. for a shilling of oranges' worth

3.17. Rarely had he gone twenty paces.....he burst out laughing.

A. there

B. when

C. then

D. until

3.18. The head prefect was accused of ..... the school to violence.

A. luring

B. enticing

C. inciting

D. tantalizing

3.19. This year's good results will make ..... Last year's bad exam.

A. known

B. up for

C. up

D. Out