**ENGLISH**

 

**SENIOR FIVE END OF YEAR EXAMINATIONS, 2021**

**SUBJECT: ENGLISH**

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|   **/100** **Marks:** |

**DURATION: 3 HOURS**

**INSTRUCTIONS:**

1. Do not open this question paper until you are told to do so.
2. This paper consists of **FOUR** Sections **A**, **B**, **C** and **D**.

 **SECTION A:** Comprehension and Vocabulary  **(30 marks)**

 **SECTION B:** Grammar and Phonology **(30 marks)**

 **SECTION C:** Summary **(20 marks)**

 **SECTION D:** Composition  **(20 marks)**

1. Answer questions as instructed in sections A, B and C. Choose only **ONE** topic from Section **D**.

 5) Use only a **blue** or **black** pen.

**SECTION A: COMPREHENSION AND VOCABULARY. (30 marks)**

1. **Read the passage below and then answer the questions that follow.**

Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more **alive:** seeing new sights, eating new food, hearing the foreign sounds of a new language, and feeling a different climate against your skin stimulate your senses as never before. Soon, however, this sensory bombardment becomes sensory overload. Suddenly, new experiences seem stressful rather than stimulating, and delight turns into discomfort. This is the phenomenon known as culture shock. Culture shock is more than jet lag or homesickness, and it affects nearly everyone who enters a new culture - tourists, business travellers, diplomats and students alike. Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.

In the first stage, you are excited by your new environment. You experience some simple difficulties such as trying to use the telephone or public transportation, but you consider these small challenges that you can quickly overcome. Your feelings about the new culture are positive, so you are eager to make contact with people and to try new foods.

Sooner or later, differences in behaviour and customs become more noticeable to you. This is the second stage of culture shock. Because you do not know the social customs of the new culture, you may find it difficult to make friends. For instance, you do not understand how to make "small talk," so it is hard to carry on a casual, get-acquainted conversation. One day in the school cafeteria, you overhear a conversation. You understand all the words, but you do not understand the meaning. Why is everyone laughing? Are they laughing at you or at some joke that you did not understand? Also, you aren't always sure how to act while shopping. Is this store self-service or should you wait for a clerk to assist you? If you buy a sweater in the wrong size, can you exchange it? These are not minor challenges; they are major frustrations.

In the third stage, you no longer have positive feelings about the new culture. You feel that you have made a mistake in coming here. Making friends hasn't been easy, so you begin to feel lonely and isolated. Now you want to be with familiar people and eat familiar food. You begin to spend most of your free time with students from your home country, and you eat in restaurants that serve your native food. In fact, food becomes an **obsession,** and you spend a lot of time planning, shopping for, and cooking food from home.

You know that you are in the fourth stage of culture shock when you have negative feelings about almost everything. In this stage, you actively reject the new culture. You become critical, suspicious, and irritable. You believe that people are unfriendly, that your landlord is trying to cheat you, that your teachers do not like you, and that the food is making you sick. In fact, you may actually develop stomachaches, headaches, sleeplessness, lethargy, or other physical symptoms.

Finally, you reach the fifth stage. As your language skills improve, you begin to have some success in meeting people and in **negotiating** situations. You are able to exchange the sweater that was too small, and you can successfully chat about the weather with a stranger on the bus. Your self-confidence grows. After realizing that you cannot change your surroundings, you begin to accept the differences and tolerate them. For instance the food will never be as tasty as the food in your home country, but you are now able to eat and sometimes even enjoy many dishes. You may not like the way some people in your host country dress or behave in public, but you do not regard their clothes and behaviour as wrong -just different.

In conclusion, nearly everyone moving to a new country feels some degree of culture shock. Symptoms may vary, and not all people experience all five stages. Newcomers with a strong support group may feel at home immediately in the new culture, while others may take months to feel comfortable. Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible are ways to overcome the difficulties and frustrations of adapting to life in a new land.

From: *Writing Academic English,* Alice Oshima and Ann Hogue, Pearson Education, Longman (2006)

**Questions.**

1) According to the passage, what is the meaning of culture shock? **(2 marks)**

2)Identify any **three** factors that can cause culture shock. **(3 marks)**

3)What evidence does the author give to show "you understand all the words, but you

 do not understand the meaning"? **(2 marks)**

1. Give any **three** features that characterize a person in the worst state of culture

 shock. **(3 marks)**

5)In note form, give the difficulties experienced in the second stage of culture shock.

 **(4 marks)**

6)Why is making friends helpful in overcoming culture shock? **(3 marks)**

7) Explain the meaning of the following words as used in the passage:

 **(3 marks)**

1. alive ………………………………………………………………………..
2. obsession …………………………………………………………………
3. negotiating ……………………………………………………….………

1. **VOCABULARY. (10 marks)**

 **Fill each space with one of the words in the box below:**

 Varying, late, reserved, consequences, vowed, amidst, eligible, clear, reply, useful.

1. The instructions on the computer are very …… …………………………..
2. Martha is a very ………………… ………girl who never speaks much.
3. The editor wondered whether John was ………… ….. for the job.
4. There will be ………………………. …..for your actions.
5. Jessica ………… …..…………..never to help her brother again.
6. The shoes come in ……… …………..…… sizes.
7. We have a spy …… ……………..……. us.
8. Fruits are very ………… ………….to our bodies.
9. You will be…… …………...for school.
10. I applied two months ago but haven’t received a ……… …….. yet.

**SECTION B: GRAMMAR AND PHONOLOGY. (30 marks)**

1. **Choose the correct preposition to complete the sentences**. (**6 marks)**
2. This house is comfortable to live ………………… ( on / but / in )
3. They are taken to school ……………………bus. ( by/ with/ for )
4. We should not spend money …………....un important things. ( for / on / with )
5. I gave him a chair to sit ……………………….(on / at/ in )
6. He said that he was very happy ……………. my work. ( with/ on / at )
7. I live …………………………the city. ( at/ in / on )
8. **In each of the questions 1 to 10, re-write the given sentence as instructed in the brackets. (8 marks)**
9. That is the hospital. John was born in that hospital. (**Re-write as one sentence**

**using**: ..............where………)

1. The bus knocked down my sister. (**Re-write ending**: ........................by the bus.)
2. All flying birds have wings. (**Re-write beginning**: every.....................)
3. Christine weighs 50kg and her brother weighs 40 kg. (**Re-write using**: ...............heavier..........)
4. She will come to school tomorrow if she wakes up early. (**Re-write ending**: .............................wakes up late)
5. Everybody should fight for his or her rights. (**Re-write beginning**: all...................)
6. You are a smart child. (**Re-write beginning**: what.....................!)
7. She is a hardworking girl so all the teachers like her. (**Re-write using**: ...............such.........that...........)
8. **Join the two sentences to make one with an appropriate relative pronoun.**

 **(5 marks)**

1. There’s the museum. I did a project there last year.
2. Sam is the new teacher. He’s taking our class this year.
3. The picture was painted by Joseph. It is hanging over there.
4. Mugabo is the famous writer. His latest book won an award.
5. The race takes place in the mountains. It’s a major tourist attraction.
6. **Give the nouns derived from the verbs, adjectives or other nouns. (5 marks)**
7. I decided this. It was my…
8. Don’t be so anxious. Control your…
9. We all want to be happy. We all seek…
10. Who discovered this? Who made this …
11. I was a child then. That was in my…
12. **For each one of the words below, provide another word which is pronounced in the same way but spelt differently. (6 marks)**
13. mite ....................
14. seem....................
15. waist .... ..............
16. pare ....................
17. rain ....... ... ...... ..
18. rest………………….

**SECTION C: SUMMARY WRITING (20 marks)**

**Read the passage below and answer the question that follows.**

Stories are one of the commonest forms of entertainment. Whenever people come together and they have a bit of time to spare, they tell stories. The stories themselves are of many different kinds. Some of them are real-life stories, about what happened to the narrators or their friends. Others are general tales picked up from all sorts of places. The loveliest and dearest stories in most communities are folk tales and fables. These are the fantastic adventures of animals, ogres and human heroes which we hear from our parents and grandparents from the earliest years of our lives. Why do people tell and listen to stories?

Stories are fun. That is the main reason why we tell them and listen to them. A lively storyteller entertains us not only with the happenings in a story but also with the beauty of language. The music of the narrator’s voice caresses us as it imitates the various characters and builds up the feelings of anger, fear, excitement, sorrow, love or laughter in the story. A lot of stories have melodious songs in them too. When the songs are sung, even the listeners join in and really enjoy themselves.

Expert narrators use their faces and bodies to make their stories livelier. They make faces to show their audience how ugly or how serious a character is, or the size and shape of objects and movements complete the illustration of the story. These gestures suggest conditions and attitudes like strength, power, weakness, pride or old age. A good combination of language, voice and body performance can make even an old story truly delightful every time it is told.

Stories also fire our imagination. Simple opening formulas like “Once upon a timeˮ usher us into the amazing world of the story. This world is a magic world where all the rules of reality and reason are suspended. The strangest things are made possible by our imagination in the new realm of the story. Human beings can fly like birds. Animals can talk and, indeed, they hold meetings and discuss their welfare. Gods, people, beasts, birds, reptiles and even insects all interact like best friends in this never-never world.

Neither are the trees and other plants left out of the party. They can sing and dance, or ask their neighbours, the rocks, to block the paths of nasty enemies. Mighty rivers listen to sweetly sung pleas and they stop their flow to let a frightened maiden cross. They flood in on the vicious pursuer and drown him. Justice here is swifter, rougher and readier than in the ordinary everyday world. Indeed, everything in story-land flows and flashes through the mind with the speed and strangeness of a dream.

The story-maker’s imagination creates even beings and objects we have never seen in real life. Stories tell of fairies and monsters, of ogres and dragons, and of changelings who can assume any form they want. There are stories with potions which can transform the ugliest ogres into the most handsome young men. An ointment rubbed into the skin can make a person invisible to their enemies and a magic carpet or basket can fly them off to distant destinations. The unexpected happens more often than the expected. The imaginative art of the story seems to turn the real-life world upside down.

Entering the story world and allowing our imagination to roam freely is good for our minds. Real life can be hard and oppressive. Things are often wrong and we cannot do anything about it. We feel helpless. A brief escape into the story world is refreshing. There, we can witness and even take part in great and incredible events without getting hurt. There, too, the evil characters are always punished and the good ones are saved and rewarded, even if through miracles and magic. We feel freer and happier there than in our dull, crooked real world.

Moreover, strange and fantastic as they may sound, stories make us understand ourselves and our societies better. Even when they are talking about trees, animals or ogres, their final message is about us and for us. The contests in which small animals defeat big ones suggest that power and strength are not all that matters in life, especially if we are fighting for justice. The trickster stories warn us against con people who are always looking for opportunities to cheat us. Ogres are examples of greedy, selfish people only interested in destroying our societies. Many stories remind us that, in the long run, vice will be punished and virtue will be rewarded.

Stories also often inspire us with noble feelings. As we listen to heroic tales of courage, patience, devotion and determination, we admire these virtues in the characters and we want to imitate them. There is, for example, a touching story about a young girl who helps to rescue her half-sister from a death trap laid by an evil stepmother.

The story is moving in many ways. The listener will of course feel indignant with the stepmother. But what is even more striking is the depth of the love between the two girls. It is an admirable example of the closeness expected among relatives. Speaking of closeness, stories are a means of bringing people together. A story telling session unites the narrator and the audience. When you come to think of it, you realize that no one obliges us to tell a story or to listen to one.

**In not more than 100 words, write a summary on why people tell and like to listen to stories.**

**SECTION D: COMPOSITION WRITING (20 marks)**

**In not more than 300 words write a composition on one of the following topics:**

1) Write a composition describing the most exciting moment you have ever experienced

2) Write a composition about “Covid 19” pandemic.

3) Children should be free to choose their friends for themselves.

1. Describe the person who has greatly influenced you in your life. S/he can be a member of your family, your teacher, your classmate, a friend, or a neighbour.