

GENERAL PAPER THEORY AND PRACTISE

LOGIC AND COMPREHENSION (SECTION B)

A STUDENT'S BOOK FOR UACE EXAMINATIONS

NAME:

CLASS:COMB.....

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BY JOHNSON OCAN-ONEN



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What is the difference between practice and Practise?

They sound the same and even look similar (except that one is spelled **with a “c”** and the other **with a “s”**) but their meanings are **different**. The word “**practice**” is a noun, it refers to an act itself, not who is doing it. On the other hand, **practise** is a verb meaning 'do something repeatedly to improve one skill'.

PREFACE TO THE FIRST EDITION

What is the difference between practice and Practise?

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General Paper Theory and Practise book has come out as a research work on the best practise to teach general paper section B. Teachers and learners have always held a belief that general paper is an easy subject and a student can pass without much guidance.

Contrary to that view, General paper is a subsidiary subject at ‘A’ level. It should be taught, assessed and graded properly. This is the sole reason why the author has come up with a compilation of this nature to ease the teaching and practice in section B and make the teaching and learning of General paper interesting.

I have explored brief theories of General paper. I have also labored to briefly explain the concept of comprehension and logic as set in section B. I have finally linked concepts to daily practice by providing excerpts to daily practice by providing exercises with adequate spaces for learners to write answers. This will enable learners appreciate the importance of General paper in one’s life.

The sample exercise are easy to comprehend and I hope they will enable the learners to apply the concepts properly I suggest that at last 25 passages and 25 logic numbers be done in S.5 and the rest be completed in S.6. The same applies to logic so up to 40 passages be completed by S.6.

The material in this book is well selected and prepared with great care and skill by the author of “**A Concise Course for “A” Level General Paper**”, (2009). The General Paper book is user friendly for learners through concepts, notes and workspace, giving it a much more students own.

The beauty of the book is that you can use it to test yourself or it can be used by learners in informal discussions and also by teachers in a formal class setting.

I have selected 41 passages and 42 logic numbers to be practiced in two years in the “A” Level course – S.5&S.6; It is this material which has formed the bulk of this book.

This book has also come in handy to complement ACCESS programme at Central College Mityana. The ACCES programme is based on the view that how students learn is directly linked to how they learn to *read*.



Johnson Ocan(MEd, M. Phil,

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My parents Mr. and Mrs. Onen Sylvester-Orik of Te-Ilwa Village, Parak Parish, Lakwana Sub-county Omoro District- Uganda, East Africa.

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God of silent tears, it is only you who has the whole world in your hands, May Isaiah 54:17 reign on all readers of this book!

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CHAPTER ONE

INTRODUCTION

1.1 What is general paper?

General paper is a multi-disciplinary subject drawn from all the subjects on the curriculum in order to encourage students to be more aware of the breath and complexity of the contemporary world, develop thinking and reasoning skills and maturity of thought which enable them to express their arguments, ideas and opinions in a reflective manner.

It is now accepted by Universities, colleges and employers as proof of understanding and ability to communicate in written English at “A level.”

1.2 Aspects of general paper which is covered in the pre-entry examinations include the following areas:

1. Reading and comprehension
2. Language skills.
3. Numerical skills.
4. General knowledge
5. Analytical skills.

1.3 Why you need to study General Paper.

General paper is a subsidiary subject that must be taken by all ‘A’ level students. Unfortunately, many students do not take it very seriously and yet it affects their performance and the course they will be offered at the university. To prepare well, you must know the aims, requirements and tips for passing General paper.

1.4 Aims of studying General Paper

- To develop further understanding and use of the English language. You should be able to communicate effectively in spoken and written English.
- General paper should help you to achieve maturity of thought appropriate to ‘A’ level students. This entails the ability to think and make wise decisions.
- The subject should also encourage you to read extensively to enrich your knowledge in both academic and non-academic fields. A good candidate should have knowledge about everything in life. For example, you should have knowledge about political, social, economic, contemporary, scientific, technological and current affairs.

1.5 Examination format:

- Only one paper is done in 2 hours and 40 minutes.
- The paper has section A and B with six questions in all. Section A has four questions and section B has two questions. The two questions in section B comprise of passage and logic.

- You must answer only two questions in all choosing one from each section. Each question is marked out of 50 marks.
- The essay question you choose in section A should be written in about 500-800 words. It is not so much the words that matter, but the content you express in those words.
- The questions in section B test your comprehension of English language on a prose passage. Your answer must show that you understand the material written in English language. You should be able to re-express the material in acceptable written English.
- Since you are required to answer all the sections in written English, make sure that your English is impeccable.
- The logic question requires you to interpret information given in the form of statistics and diagrams. This also means you should be able to reason in a logical and scientific manner.

CHAPTER TWO

LOGIC

2.1 What is logic?

Logic may be defined as the science of reasoning. However, this is not to suggest that logic is an empirical science (i.e., experimental or observational) like physics, biology, or psychology. Rather, logic is a non-empirical science like mathematics. Also, in saying that logic is the science of reasoning, we do not mean that it is concerned with the actual mental (or physical) process employed by a thinking being when it is reasoning. The investigation of the actual reasoning process falls more appropriately within the province of psychology, neurophysiology, or cybernetics.

Even if these empirical disciplines were considerably more advanced than they presently are, the most they could disclose is the exact process that goes on in a being's head when he or she (or it) is reasoning. They could not, however, tell us the being is reasoning correctly or incorrectly.

Distinguishing correct reasoning from incorrect reasoning is the task of logic.

2.2 Inferences and Arguments

Reasoning is a special mental activity, called inferring, when you are reasoning you are involved in a mental acting, making (or performing) inferences. The following is a useful and simple definition of the word '*infer*'.

To infer is to draw conclusions from premises

In place of word 'premises', you can also put: 'data', 'information', 'facts'.

2.3 Examples of Inferences

(1) You see smoke and *infer* that there is a fire.

(2) You count 19 persons in a group that originally had 20, and you infer that someone is missing.

Sometimes the word "infer" is confused with "imply"

Note carefully the difference between 'infer' and 'imply', which are sometimes confused. However we *infer* the fire on the basis of the smoke, but we do not *imply* the fire. On the other hand, the smoke *implies* the fire, but it does not *infer* the fire. The word 'infer' is not equivalent to the word 'imply', nor is it equivalent to 'insinuate'.

The reasoning process may be thought of as beginning with input (premises, data, etc.) and producing output (conclusions), in each specific case of drawing (inferring) a conclusion C premises $P_1, P_2, P_3, \dots$, the details of the actual mental process (how the "gears" work) is not the

proper concern of logic, but of psychology or neurophysiology. The proper concern of logic is whether the inference of C on the basis of $P_1, P_2, P_3, \dots$ is warranted (correctly) .

Inferences are made on the basis of various sorts of things- data, facts, information, and states of affairs. In order to simplify the investigation of reasoning, logic treats all of these things in terms of a single sort of thing -*statements*. Logic correspondingly treats inferences in terms of collections of statements, which are called arguments. The word ‘argument’ has a number of meaning in ordinary English. The definition of ‘argument’ that is relevant to logic is given as follows.

Note that this is not a definition of a good argument. Also note that, in the context of ordinary

An argument is a collection of statements, one of which is designated as the conclusion, and the remainder of which are designated as the premises.

Usually, the premises of an argument are intended to support (justify) the conclusion of the argument.

Before giving some concrete examples of arguments, it might be best to clarify a term in the definition. . The word ‘statement’ is intended to mean declarative sentence. In addition to declarative sentences, there are also interrogative, imperative, and exclamatory sentences. The sentences that make up an argument are all declarative sentences; that is, they are all statements. The following may be taken as the official definition of ‘statement’.

Statement is a declarative sentence, which is to say a sentence that is capable of being true or false.

The following are examples of statements.

It is raining.

I am hungry.

$2+2 = 4$.

God exists.

On the other hand the following are examples of sentences that are *not* statements

are you hungry?

shut the door, please

Observe that whereas a statement is capable of being true or false, a question, or a command, or an exclamation is not capable of being true or false.

Note that in saying that a statement is capable of being true or false, we are not saying that we know *for sure* which of the two (true, false) it is. Thus, for a sentence to be a statement, it is not necessary that humankind knows for sure whether it is true, or whether it is false. An example is the statement ‘God exists’

Now let us get back to inferences and arguments. Earlier, we discussed two examples of inferences. Let us see how these can be represented as arguments. In the case of the smoke-fire inference, the corresponding argument is given as follows.

An argument is a collection of statements, one of which is designated as the conclusion, and the remainder of which are designated as the premises.

Usually, the premises of an argument are intended to support (justify) the conclusion of the argument.

(a1) there is smoke	(premise)
<i>therefore</i> , there is fire	(conclusion)

Here the argument consists of two statements, 'there is smoke' and 'there is fire'. The term 'therefore' is not strictly speaking part of the argument; it rather serves to designate the conclusion ('there is fire'), setting it off from the premise ('there is smoke'). In this argument, there is just one premise.

In the case of the missing-person inference, the corresponding argument is given as follows.

(a2) there were 20 persons originally	(premise)
there are 19 persons currently	(premise)
<i>therefore</i> , someone is missing	(conclusion)

Here the argument consists of three statements —there were 20 persons originally', 'there are 19 persons currently', and 'someone is missing'. Once again, 'therefore' sets off the conclusion from the premises.

In principle, any collection of statements can be treated as an argument simply by designating which statement in particular is the conclusion. However, not every collection of statements is intended to be an argument. We accordingly need criteria by which to distinguish arguments from other collections of statements.

There are no hard and fast rules for telling when a collection of statements is intended to be an argument, but there are a few rules of thumb. Often an argument can be identified as such because its conclusion is marked. We have already seen one conclusion-marker - the word 'therefore'. Besides 'therefore', there are other words that are commonly used to mark conclusions of arguments, including 'consequently', 'hence', 'thus', 'so', and 'ergo'. Usually, such words indicate that what follows is the conclusion of an argument.

Other times an argument can be identified as such because its premises are marked. Words that are used for this purpose include: 'for', 'because', and 'since'. For example, using the word 'for', the smoke-fire argument (a1) earlier can be rephrased as follows.

(a1) there is fire
for there is smoke

Note that in (a1) the conclusion comes *before* the premise.

Other times neither the conclusion nor the premises of an argument are marked, so it is harder to tell that the collection of statements is intended to be an argument. A general rule of thumb applies in this case, as well as in previous cases.

In an argument, the premises are intended to support(justify) the conclusion.

To state things somewhat differently, when a person (speaking or writing) advances an argument, he(he) expresses a statement he(he) believes to be true (the conclusion), and he(he) cites other statements as a reason for believing that state, men(the premises)./

2.4 Types of Logic

1. Deductive Logic and Inductive Logic

Let us go back to the two arguments from the previous section.

- (a1) there is smoke;
 therefore, there is fire.
- (a2) there were 20 people originally;
 there are 19 persons currently;
 therefore, someone is missing.

There is an important difference between these two inferences, which corresponds to a division of logic into two branches.

On the one hand, we know that the existence of smoke does not guarantee (ensure) the existence of fire; it only makes the existence of fire likely or probable. Thus, although inferring fire on the basis of smoke is reasonable, it is nevertheless fallible. Insofar as it is possible for there to be smoke without there being fire, we may be wrong in asserting that there is a fire.

The investigation of inferences of this sort is traditionally called inductive logic. Inductive logic investigates the process of drawing probable (likely, plausible) *though fallible* conclusions from premises. Another way of stating this: inductive logic investigates arguments in which the truth of the premises makes likely the truth of the conclusion.

Inductive logic is a very difficult and intricate subject, partly because the practitioners(experts) of this discipline are not in complete agreement concerning what constitutes correct inductive reasoning.

Inductive logic is not the subject of this book. If you want to learn about inductive logic, it is probably best to take a course on probability and statistics. Inductive reasoning is often called statistical (or probabilistic) reasoning, and forms the basis of experimental science.

Inductive reasoning is important to science, but so is deductive reasoning, which is the subject of this book.

Consider argument (a2) above. In this argument, if the premises are in fact true, *then* the conclusion is *certainly* also true; or, to state things in the subjunctive mood, /if the premises were true, then the conclusion would certainly also be true. Still another way of stating things: the truth of the premises necessitates the truth of the conclusion.

The investigation of these sorts of arguments is called *deductive logic*.

The following should be noted, suppose that you have an argument and suppose that the truth of the premises necessitates (guarantees) the truth of the conclusion. Then it follows (logically!) that the truth of the premises makes likely the truth of the conclusion. In other words, if an argument is judged to be deductively correct, then it is also judged to be inductively correct as well. The converse is not true: not every inductively correct argument is also deductively correct; the smoke- fire argument is an example of an inductively correct argument that is not deduction

2.5 Why Study Logic?

- Logic enhances the ability to analyze the way you think and present evidence for your ideas, rather than simply accepting your personal reasoning as sufficient proof. You can gain numerous benefits from mastering logic skills, such as better control of your own learning and empathy for other points of view.
- Logic short is a self-directed, self-disciplined, self-monitored, and self-corrective thinking process. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcome egocentrism and sociocentrism.
- From solving problems in class assignments to facing real world situations, logic is a valuable skill for students to master.
- Logic is an important skill, it teaches a variety of skills that can be applied to any situation in life that calls for reflection, analysis and planning.
- Logic is a domain-general thinking skill. The ability to think clearly and rationally is important whatever we choose to do. If you work in education, research, finance management or the legal profession then logic is obviously important. But logic skills are not restricted to a particular subject area. Being able to think well and solve problems systematically is an asset for any career.
- Logic is very important in the new knowledge economy. The global knowledge economy is driven by information and technology. One has to be able to deal with changes quickly and effectively. The new economy places increasing demands on flexible intellectual skills, and the ability to analyze information and integrate diverse sources of knowledge in solving problems. Good critical thinking promotes such thinking skills, and is very important in the fast-changing workplace.
- Logic enhances language and presentation skills. Thinking clearly and systematically can improve the way we express our ideas. In learning how to analyze the logical structure of texts, critical thinking also improves comprehension abilities.
- Logic promotes creativity. To come up with a creative solution to solve problem involves not just having new ideas. It must also be the case that the new ideas being generated are useful and relevant to the task at hand.
- Logic plays a crucial role in evaluating new ideas, selecting the best ones and modifying them if necessary.
- Logical thinking is crucial for self-reflection. In order to live a meaningful life and to structure our lives accordingly, we need to justify and reflect on our values and decisions. Logic provides the tools for this process of self-evaluation.
- Good logical thinking is the foundation of science and a liberal democratic society. Science requires the critical use of reason in experimentation and theory confirmation. The proper functioning of a liberal democracy requires citizens, who can think critically about social issues to inform their judgments about proper governance and to overcome biases and prejudice.

- Logic is something that is valued both in the university setting and in the professional situations you will find your selves in after you graduate, and is part of lifelong learning. Logic is important in life. It helps you to think creatively - '*outside the box*'. It keeps you from becoming narrow. Logical reasoning is expected of you at UACE level of your education. It can lead to developing your judgment, evaluation and problem solving abilities.

- Learning logical skills can enhance your academic performance According to Linda Elder and Richard Paul, authors of "Critical Logic Development: A Stage Theory",

(2015), students who know how to analyze and critique ideas are able to make connections across disciplines, see knowledge as useful and applicable to daily life and understand content on a deeper, more lasting level of their life.

CHAPTER THREE

LOGIC SAMPLES AND EXERCISES

3.1 Logic One

Study the information provided in the table below carefully and answer the questions that follow.

WHICH DAY OF THE WEEK WAS I BORN?

Several S.5 boys and girls of Central College Mityana were puzzled over the particular days of the week they were born until the General Paper teacher worked out a way of helping them tell the day of the week they were born without having to ask their parents. Before this he wanted to know if all of them were born in the 20th century however late into it and they all said yes and then launched his method. To find such days out, the students had to base on the months coded here below and follow the steps after the codes and in no time they would find out the day:

- a) January 0 (leap year 6)
- b) February 3 (leap year 2)
- c) March 3
- d) April 6
- e) May 1
- f) June 4
- g) July 6
- h) August 2
- i) September 5
- j) October 0
- k) November 3
- l) December 5

The steps would include:

1. Write down the date.
2. Write the code value of the month.
3. Write down the year ignoring '19'
4. Divide the last value by four ignoring the remainder.
5. Add the values in (1,2,3 & 4) above.
6. Divide the sum in (5) by (7)
7. Read the day of the week from the table below using the reminder.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7

Of the six students who wanted to find out such days, it was discovered that they were all born in 1991 on these dates below:

- a) Nalule 25/12/1991
- b) Ocan 27/12/1991
- c) Ajilong 29/12/1991
- d) Otunu 02/01/1991
- e) Asekenye 03/01/1991
- f) Okumu 04/01/1991

Questions:

- a) Line the students up as per the order of the days of the week. Show your working. **(06marks)**.

- b) In the event that these students want to marry each other and the teacher insists that only those born over the weekend should marry, and if they were born on the same day. How many couples would marry off? Show your working. **(12 marks)**.

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- c) Examine the challenges of school relationships? **(10 marks)**.

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d) Discuss the role of birthday celebrations in families? (12 marks).

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3.2 Logic Two

Study the table below which shows university enrolment in Uganda between 1969 and 2008 and answer the questions that follow.

Year	1969	1979	1986	2002	2008
a) No. of university students	1,800	4,300	5,390	26,907	92,605

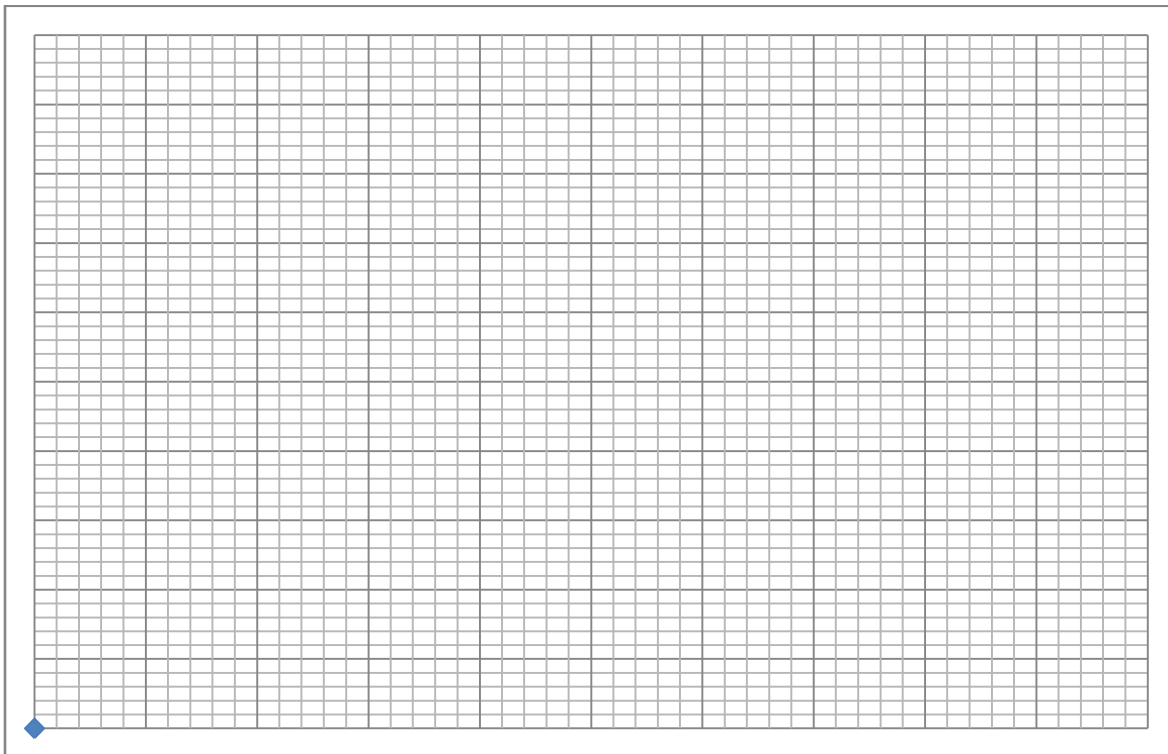
a) (i). Calculate the percentage change in the number of students enrolled in the universities between 1969 and 2008. (06 marks)

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(ii). Draw a simple line graph to represent the statistics shown in the table above. (06 marks)



b) Comment on the trend of the statistics shown in the table and the graph you have drawn above. (08 marks)

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c) Outline the reasons that have led to the change in the number of students enrolled at universities in Uganda today. (08 marks)

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d) Outline the problems facing universities and tertiary institutions in Uganda today. (12marks)

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SPGE =(10Marks)

3.3 Logic Three

Study the following information and answer the questions that follow.

In Kadopedo food processing company, a person's gross income has certain allowances deducted from it before it is subjected to taxation.

The allowances are follows:

A married person gets	Shs	38,000 per month.
A single (unmarried) person gets	Shs	20,000 per month.
Every employee with a child gets an extra	Shs	12,000 per month
For each child below 11 years old employee gets	Shs	18,000 per month
Electricity allowance per annum is	Shs	300,000
Insurance per annum is	Shs	432,000
Housing allowance per month is	Shs.	20,000
Medical allowance per annum is	Shs	360,000.
Transport allowance per working day is	Shs	8,000

The company considers 20 working days per month

Maria and John are employees of the above organization.

Their monthly gross incomes are shs 1765,000 and shs 2,190,000 respectively.

Maria is single and has one child who is 11 years old.

John is married with 3 children of whom only 2 are below 11 years. The income structure is shown below.

Taxable income in Uganda Shs	Rate
200,000	15 %
200,001 - 500,000	20 %
500,001 - 600,000	30%
600,001 - 900,000	40%
900,001 and above	50%

a). Calculate the monthly taxable income for Maria and John. (12 marks)

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b). Calculate the difference in the income taxes for Maria and John. (08 marks)

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c). What is income tax? (02 marks)

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d.(i)Why are taxes important for Uganda? (08 marks)

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(ii).Outline the problems encountered during the collection of taxes in Uganda.(10 marks)

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(SPGE =10 MARKS)

3.4 Logic Four

The table below shows some of the world's leading producers of petroleum in 2007.

Countries	Amount (in 000tans)	%	Degrees (⁰)
Nigeria	88,440	9.5	?
Gabon	11,375	1.2	4.32
Saudi Arabia	32,544	37.6	135.4
Iran	267,623	28.6	?
Iraq	111,168	11.9	42.84
Kuwait	105,232	11.2	40.84
Total	?	100.0	360
World total	2,646,290		

- a). Calculate in degrees the amount of petroleum produced by Nigeria and Iran respectively.
(06marks)

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- b)(i). Draw a pie chart to portray the production of the petroleum shown in the table above.
(06marks)

(ii). What is the total amount of petroleum (in thousand tons) produced by the countries listed above?
(12 marks)

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c). Calculate the percentage of world petroleum produced by these countries listed above?

(08 marks)

(d). Explain the role played by petroleum in economic development of a country.(08 marks)

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(SPGE = 10 MARKS)

3.5 Logic Five

It is a policy of the Government of Uganda to promote Savings and Credit Cooperative Societies (SACCOs) as microfinance institutions in the community. In Mpigi district there are five lead SACCOs which since 2005 have been disbursing loans to the communities as indicated below:

The amount is in million shillings.

SACCO Name	YEARS			
	2005	2006	2007	2008
Kyengera	107	137	147	167
Buloba	174	164	154	134
Bulenga	100	130	160	180
Nsnagi	119	149	177	179
Maya	155	165	175	185

Questions

a) i) Calculate the total loan disbursement in the district between 2005 and 2008. (12 marks)

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ii) Name the SACCO which disbursed the least amount of loans. (02 marks)

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iii) Name SACCO which disbursed the largest amount of loans. (02 marks)

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iv). In which year was the largest amount of loans disbursed? (02 marks)

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b). If the loan interest is 12% per annum, calculate the total amount earned by Kyengera SACCO over the given period. (04 marks)

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c). Describe the trend of loan disbursement for Buloba SACCO and account for such a trend.

(06marks)

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d). Discuss the role SACCOs play in the economic development of Uganda. (12 marks)

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(SPGE=10 MARKS)

3.6 Logic Six

Study the following information carefully and answer the questions that follow.

An isolated island in the Indian Ocean is occupied by the only three families named according to their family heads; Muo, Ouma and Nyai.

By 1920, the three families had equal sizes of 4 members each.

The orders of birth of the off springs were as follows:

Family	Order of birth identification	Identification
Muo	First born	A: Female
	Second born	B: Female
Oum	First born	C: Female
	Second born	P: Male 3
Nyai	First born	Q: Male
	Second born	R: Male

The off springs above were given weights depending on their order of birth and gender classification.

Classification	Weight
First born male	4
Second born male	3
First born female	2
Second born female	1

In 1940, a party was organized at which all the off springs were to get married. Only three seats each with a capacity of four persons were available.

The culture of the Island is such that no two males from one family are allowed to marry from the same family no off spring from the same family can marry one another. And polygamous marriage is not allowed.

At no occasion are off springs allowed to share a seat with their parents hut each young couple must share a seat with a couple of parents after all the marriage initials have fulfilled. Both off springs of Muo and the first born Nyai take alcohol.

Questions:

(a) Suggest possible Marriages that can take place between the oil springs. (12 Marks)

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(b) Giving reasons for your answer, Name the off springs whose choices of partners are limited. (04 marks)

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- (c) Without considering the weights and drinking habits, suggest the three different ways of using the three seats. (06 marks)

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- (d) If parents are given a zero weight and the sum of weights was taken from each seat, determine the couple with the Minimum value of weights. (04 marks)

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- (e) If the habit of taking alcohol was considered at Marriage such that there is no couple where both members take alcohol. Mention the offspring that would be;

- i) Most disadvantaged. (02 marks)

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- (ii) Least disadvantaged in making choices. (02 marks)

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- d(i) To what extent is the Island's method of marriage fair? (04 marks)

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- (ii). Suggest steps that be taken to address the problem of marriage on the Island? (06 marks)

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(SPGE=10 MARKS)

3.7 Logic Seven

Study the table below showing the growth rate of the child and answer the questions that follow.

Age in months	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Weight in Kg	3.5	3.8	4.2	4.8	5.4	5.8	6.2	6.4	6.4	6.4	6.4	6.4	6.4	6.2	6.0	6.5	7.0	7.4	8.0	8.6	9.0

Continuation

21	22	23	24
9.8	10.2	11.0	11.4

(a) State

(i) The birth weight of the child. (02 marks)

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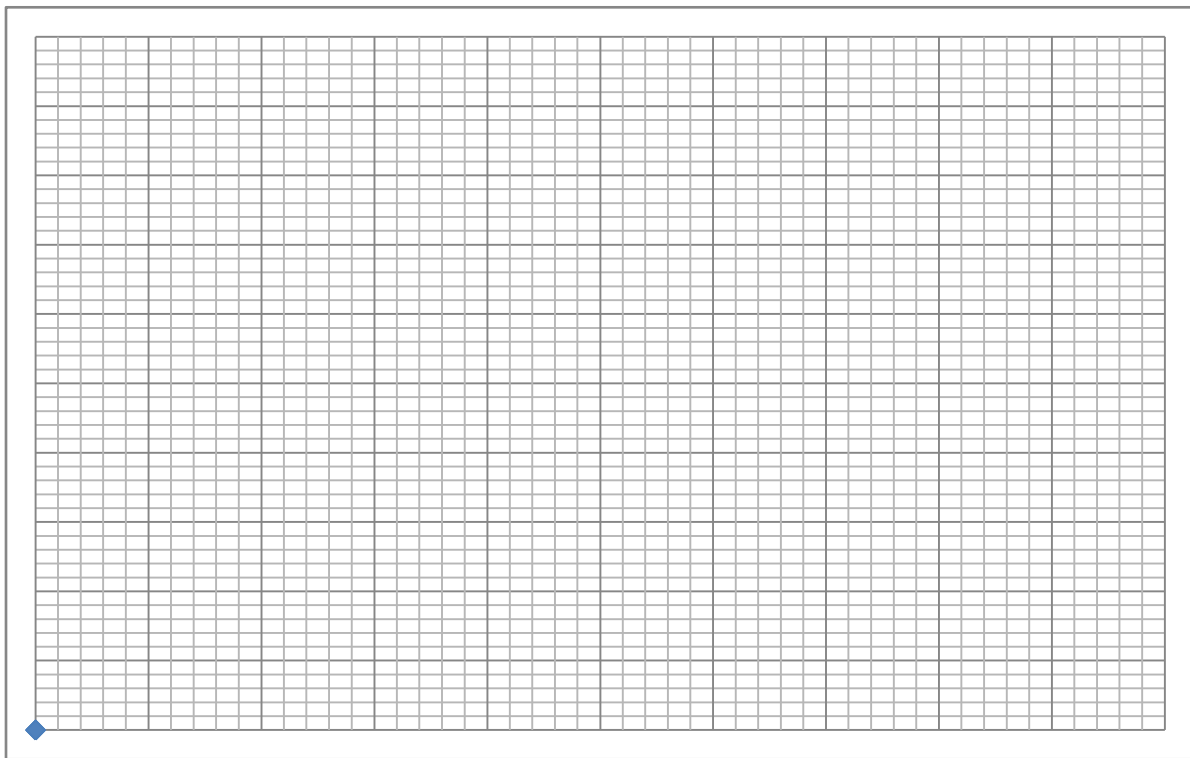
(ii) The child's weight at one year. (02 marks)

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(iii) The period the child's weight remained constant. (02 marks)

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(b) (i) Plot the given information above in the table on a simple line graph.(14 marks)



(ii) What is the general trend of the graph? (06 marks)

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(iii) Explain the possible causes for the inconsistency in the graph and give solutions to it. (04 marks)

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- (a) You have just plotted a growth promotional graph of a child immunized on schedule. List the immunisable diseases and give the importance of immunizing on schedule.(10 marks)

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(SPGE = 10 marks)

3.8 Logic Eight

Study the information provided below and answer the questions which follow:

Dupe, a University undergraduate and the only son of a prominent businessman was abducted from his home town of Rumeno one early morning. He was bundled into the back seat of a black Corona saloon car and blindfolded. He guessed that the abductors were driving him westwards from Rumeno. From the shouts of taxi touts he confirmed that they had reached the town of Kepot. The abductors made a right turn travelling northwards before turning right again speeding in a North-East direction for quite a long distance. They entered Busito town where they were confronted by police patrol, and made a U -turn until the reached half way the distance to Kepot. Here they branched off in a north-west direction towards the town of Mudin. From here they went to their hideout which is South-West of Mudin.

On learning of his sons abduction from the telephone call of the abductors demanding a ransom of 300 million shillings. Dupes father alerted the police instead. The police went into action immediately and from the information gathered from the public and the telephone call. They were soon able to rescue Dupe after a bitter and fierce exchange of gun fire with the abductors.

Given that it is:

- (i) 160 km from Rumeno to Kepot.
- (ii) 10 km from Kepot to the second right turn.
- (iii) 210 km from Kepot to Busito,
- (iv) 155 km from Busito to Mudin.
- (v) 20 km from Mudin to the hideout.

Questions:

- (a) Draw a scale map showing the route taken by the abductors to reach their hideout.
(16 marks)

(b) (i) What was the total distance travelled by the abductors? (04 marks)

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(ii) What is the direct distance in kilometers between the hideout and:

- Rumeno? (02 marks)

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- Kepot? (02 marks)

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(c) If you wanted to construct a direct road from the hideout to a point along the road from Rumeno to Kepot in a south-eastern direction, how many kilometers would this point be from Rumeno? (06 marks)

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(d). Supposing you were present at the scene of the abduction. what would you do as a responsible citizen? (10 marks)

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(SPGE = 10mark)

3.9 Logic Nine

The table below shows some of the world's populous states and their estimated populations by 2010. Study the table carefully and answer questions that follow.

Country Population in '000'000

1. Nigeria	(160)
2. U.S.A	(300)
3. Egypt:	(120)
4. China	(1000)
5. Japan	(600)
6. India	(800)

- a) i) Rank the countries in descending order of their population. (06 marks)
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- ii) Draw a simple bar graph to represent the information in a (i) above. (12 marks)
- iii) Name the country with the largest population. (02 marks)
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- (d) Express the population of China as a percentage of the total population of the countries shown in the table. (04 marks)
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- c) Account for the rapidly increasing population in the world today. (10 marks)
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- d). Explain the problems associated with a large population to a country. (06 marks)
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SPGE =10 MARKS)

3.10 Logic Ten

Study the table below and answer the questions which follow: messages (SMSS) sent by Mobile phone subscribers in Uganda between 2007 and 2008

Categories of net works	YEARS	
	2007	2008
Same network	215,000,000	185,000,000
Different networks	85 ,000,000	150,000,000
To international network	35,000,000	15,000,000
From international network	10,000,000	5,000,000

Source: 2009 Uganda Communication commission (UCC)

Questions:

- a. i) Calculate the total number of text messages sent by mobile phones subscribers in Uganda in 2007 and 2008. (10 marks)

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- b) (i). considering that there are nine million mobile phone subscribers in Uganda, find the average number of short text messages sent by every subscriber per year. (04 marks)

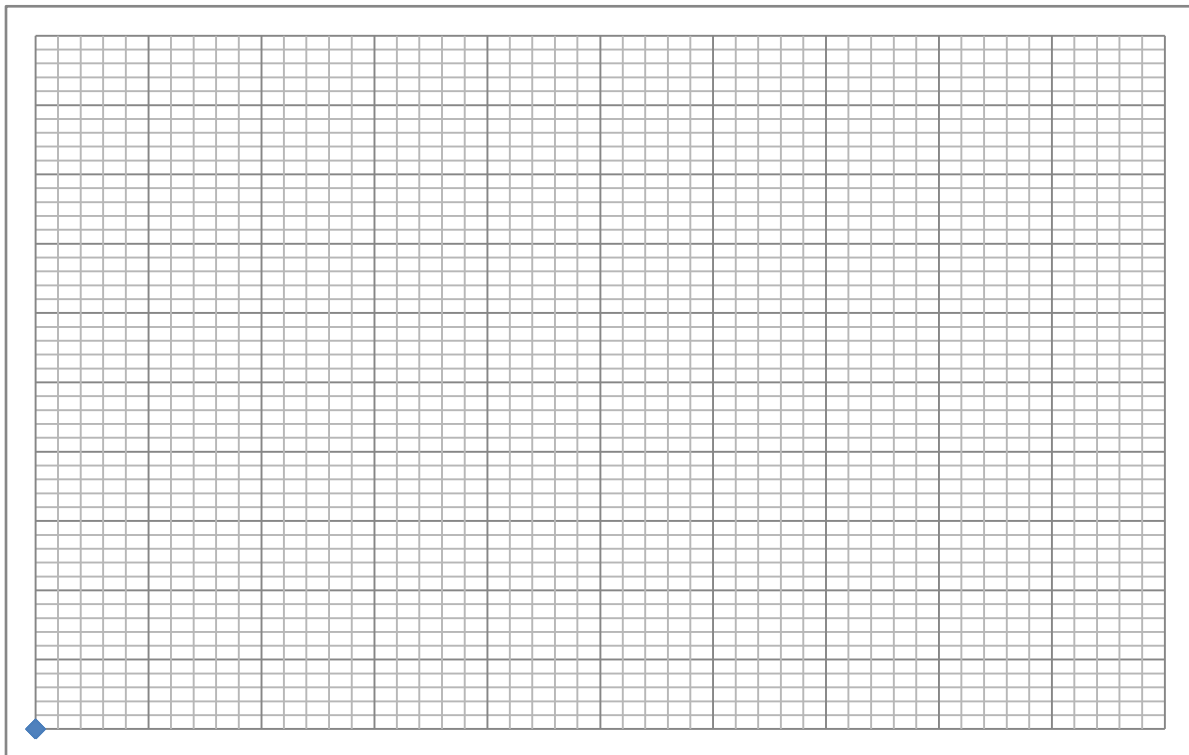
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- ii) Calculate the percentage change in short text messages sent by mobile phone subscribers who used the same network and those who used different networks in 2007 and 2008.(02 marks)

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- c) Using the grouped bar graph method represent the statistics shown in the table above. (08 marks)



- d) (i). Describe the trend of the statistics shown in the table above. (04 marks)

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(ii) Identify areas where text messages are vital in Uganda. (04 marks)

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(iii) Why have text messages become a popular way of communication in recent years? (06 marks)

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(SPGE =10 MARKS)

3.11 Logic Eleven

Study the information provided below and answer the questions that follow:

In a village called Parak, there are five young women and men eligible for marriage. Controversy has arisen due to failure by these youth to choose partners from amongst themselves. A council of elders has been convened to resolve this matter using the following criteria:

- All the eligible men and women must be married off.
- Any youth eligible for marriage is free to join the group at any stage in search of a partner. This may lead to the displacement of an individual in the group
- The outcome of the criteria laid down by the elders is considered final.
- The young man with the best attributes is paired with the young, woman ranked highest on the list. This order of merit is followed until the final pair has been matched.
- The attributes agreed upon by the elders for the young men and the corresponding weights are shown below:

Attribute	Weight
Willingness to pay bride price	4
Bravery	1
HIV/AIDS test (negative)	6
Wealth	3
Education (minimum “O” level)	5
Physical appearance	2

- Alex is an ugly wealthy businessman but he is a miser and illiterate. He has vowed to fight bride price. He is HIV positive.
- Solomon is a very handsome university graduate, but he is a coward and lazy. He is yet to take the HIV/AIDS test.
- Jesse has a farm with fifteen Friesian cows. He has attained an ‘o’ level certificate. He lost one eye while fighting off a lion that had attacked his cows. He is HIV negative.

- Pius has twenty-five cows of the local breed. He is illiterate but handsome, hardworking and a good hunter. He has refused to take the HIV/AIDS test.
- Eric comes from a wealthy family and has completed senior six. He is HIV negative. -

All the young men, unless otherwise stated, are willing to pay bride price if it is affordable.

The young women have been ranked by the elders in a descending order of merit as follows:

- Rose,
- Lilly,
- Christine,
- Allen,
- Diana.

Questions:

- (a) Following the elders' criteria, determine which young man will marry which young lady in the village. (08 marks)

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- (b) If a sixth young man, Santo, showed up with the following attributes: handsome, newly qualified teacher and HIV negative, how would he affect the pairing in the group? (02 marks)

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- (c) Why should HIV/AIDS testing be a priority during marriage arrangements? (14 marks)

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- (d) Examine the relevance of bride price in your community. (16 marks)

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(SPGE = 10 MARKS)

3. 12 Logic Twelve

Study the information provided below and answer the questions that follow:

The Ocan Housing System Corporation is an organization that builds houses for sale. A person who wishes to buy, has to make a down payment of 5% of the value of the house excluding insurance, as soon as the application has been accepted. It is also a requirement by government that each house is insured at 1 % per annum of the initial value of the house, payable by the purchaser through the Corporation. In case of death of the purchaser, if payments have been made to the Corporation:

- (i) For less than 5 years, the house will be sold and the payment refunded to the beneficiaries.
- (ii) Between 5 years and 10 years, the family of the purchaser will acquire the house on condition that the payments are completed in time.
- (iii) For more than 10 years, the beneficiaries are given a grace period of one additional year in which to complete payment.

The house is repossessed by the Corporation if the beneficiaries fail to abide by the stipulated date.

There are 50 houses for sale grouped in four categories: A, B, C and D according to value as shown below:

Category	A	B	C	D
Value in millions (Sh.)	80	90	100	120
Number of houses	15	16	9	10

According to the information available, all the applications for houses in category A, half of those in category B, none in category C and only two in category D have been accepted.

Questions:

(a) How much money:

(i) Has been received by the Corporation as down payment?(05 marks)

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(ii) Will be received by the Corporation after 15 years?(05 marks)

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(b) For each category, how much money must be paid per annum if the payment has to be completed within 15 years? (10 marks)

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(c) If houses in category **A** are meant to benefit low income earners, what challenges is this scheme likely to face? (06 marks)

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(d) How fair are the terms of sale? (14 marks)

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(SPGE = 10 MARKS)

3. 13 Logic Thirteen

Study the information below carefully and answer the questions that follow:

Kasolo is a wealthy businessman in Kabedo kingdom. He has six children, 3 boys and 3 girls. Because of his advanced age, he has decided to allocate his property and businesses to be managed by his children, according to the cherished norms of his kingdom. Below are the businesses operated in order of their importance and value:

1. A manufacturing industry,
2. A five star hotel in the city centre,
3. A car importing company,
4. A general merchandise shop on the main Street,
5. A secondary school in the outskirts of the city,
6. A ranch in the country side.

Tradition in Kabedo dictates that children must have cherished traits if they are to inherit their fathers' property. Therefore, parents have to consider the cherished traits when they are

bequeathing their property to their children and to their heirs. Below are the attributes possessed by Kasolo's children in order of their strengths:

- Incorruptible,
- Trustworthy,
- Enterprising,
- Hard working,
- Open minded,
- Extravagant.

Other conditions to inheritance obtaining in the Kingdom are such that:

- Girls can manage but do not inherit property from their parents,
- The boy with the highly regarded traits becomes heir,
- In case of the death of the heir, the second best boy takes over.

Kasolo's children possess the following attributes:

Eric: - Trustworthy, enterprising and incorruptible,

Keziah: - Hardworking, open-minded and incorruptible,

Frank: - Hardworking, incorruptible but extravagant,

Jemimah: - Enterprising and hardworking,

Pius: - Extravagant but trustworthy and open - minded,

Karen: - Incorruptible, enterprising and hardworking.

Questions:

(a) Assign each of the children property or business to manage basing on his/her qualities. (12 marks)

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(i) When Kasolo finally dies, who will become heir? (02 marks)

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(ii) In the event of the death of the heir, who will take over after him? (02 marks)

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(iv) What are the likely consequences of this take-over? (04 marks)

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(b) To what extent is the Kingdom's method of inheriting property fair? (12 marks)

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- (c) Suggest the steps that should be taken to address the problem of property inheritance in your community. (08 marks)

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(SPGE = 10 MARKS)

3.14 Logic Fourteen

Study the information provided below and answer the questions that follow:

A 200 milliliter glass is used to measure crude “waragi” (local potent gin) sold to consumers. This type of waragi has caused deaths to people especially when used in bets or beer drinking competitions. Its rate of intoxication to consumers varies from individual to individual but on average, it has been observed that one goes through the following stages of intoxication:

Stage	Characteristics
1	Happy friendly and generous.
2	Excited, talkative and argumentative.
3	Tipsy, staggering and knocks things over.
4	Comma.
5	Death.

It has been further observed that:

- (i) If one consumes waragi at a rate of one glass per thirty (30) minutes for one and a half (1½) hours, he/she will be staggering.
- (ii) It takes someone to go to stage 5 if the rate in (i) above is doubled and the person drinks for one and a half (1½) hours.’
- (iii) If the rate in (i) above is halved, the consumer will remain happy for the one and a half (1 ½) hours.
- (iv) The consumer will change to another stage at the same rate as in (iii) above for one (I) additional hour.
- (v) For a consumer to be in stage 4, he/she will have taken 20% less waragi than someone in stage 5 within the same period.
- (vi) There is a direct relationship between the rate of drinking and the effect of intoxication.

Questions:

(a) Determine the amount of waragi consumed at each stage. (10 marks)

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(b) In a waragi contest, one consumer has vowed to drink 1,000 ml of waragi in one (1) hour.

(i) Describe his/her state of being after thirty (30) minutes. (02 marks)

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(ii) Giving reasons for your answer, mention the state he/she will be in if the same amount of waragi was taken in one and a half (1 ½) hours. (04 marks)

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(c) Account for the occurrence of alcoholism in your community. (12 marks)

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(d) In what ways has alcoholism affected your community? (12 marks)

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(SPGE=10 MARKS)

3. 15 Logic Fifteen

Study the information provided in the table below and answer the questions that follow:

INDICATORS	KENYA		SENEGAL		BANGLADESH		INDONESIA	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Mortality rate for children under 5 years per 1,000 live births	75.4	95.6	101.8	184.2	114.3	153.2	83.7	116.4
% of children between 12 and 23 months with all vaccinations	60.9	78.6	64.9	40.4	70.4	57.5	85.2	40.9
Total fertility rate	3.4	5.8	5.1	6.7	2.7	3.5	2.6	3.3
5% of females over age with no education	13.5	29.1	50.6	88.7	34.0	50.0	15.5	28.7

Adaptation: World Resources (1996-7) a guide to the Global Environment: The urban Environment UNOP: The World Bank.

Questions:

a) What is meant by the following terms?

(i) Mortality rate (02 marks)

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(ii) Fertility rate (02 marks)

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b) State the country with the;

(i) Highest mortality rate (03 marks)

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(ii) Lowest fertility rate (03 marks)

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c) Explain the relationship between education and;

(i) Fertility rate (03 marks)

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(ii) Vaccination rate (03 marks)

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d). Use a group bar graph to represent the percentage mortality rates for the countries shown in the table. (12 marks)

(e) In your opinion, why are there differences in mortality rates between urban and rural areas? (10 marks)

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(SPGE = 10 MARKS)

3. 16 Logic Sixteen

Study the information below and answer the questions that follow:

Dr. Onenis a Medical Researcher collecting data on four patients' height, weight and blood pressure. The patients are Karen, Kezia, Kyalie and Jemimah.

In research, ie has adopted the following categorization for blood pressure:

Pressure Category	mmHg
Optimal	Less than 120/80
Normal	Less than 130/90
High normal	Between 130/90 -139/90
High	Above 140/120

The patients' blood pressure is to be correlated to their body weight and height. In the process of data collection, the Researcher has mixed up the variables. On one sheet, she has height of her patients in centimeters as:

127, 180, 137 and 175. On another sheet, she has weight in kilograms as: 85, 55, 54, and 69. On the third sheet, she has blood pressure in millimeters of mercury (mmHg) as: 114/80, 144/120, 138/90, 143/120. She only recalls the following information:

1. Karen's blood pressure is neither 144/120 nor 138/90 mmHg
2. Kezia's blood pressure lies in the optimal category.
3. Kyalie is less than 152 cm tall with a weight of either 54kg or 55 kg. His blood pressure lies in the high normal category.
4. Jemimah's weight is either 55 kg or 54 kg. His height is either 180 cm or 127 cm. His blood pressure is neither 143/120 nor 114/80 mmHg.
5. The patient who weighs 85 kg has optimal blood pressure.
6. The patient who is 175 cm tall has the heaviest weight.
7. The patient weighing 69 kg is 137m.tall.
8. The patient weighing 55 kg has the highest blood pressure.

Questions:

(a) Draw a table to organize and match the patients to their respective records. (12 marks)

(b) Identify the patient with the:

i. heaviest weight (01 mark)

ii. highest blood pressure, (01 mark)

iii. Shortest height. (01 mark)

(b) Explain the importance of collecting and keeping medical records. (10 marks)

(d) Examine the causes and effects of high blood pressure in your community (15 marks)

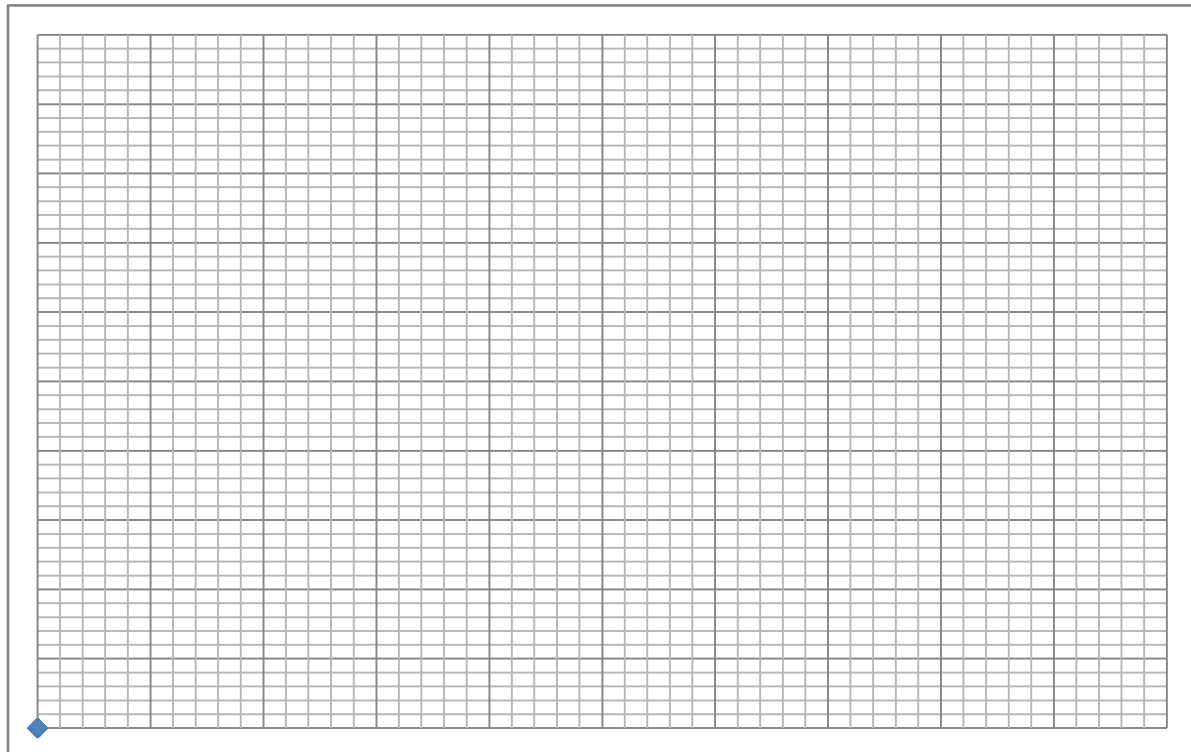
(SPGE = 10 MARKS)

3.17 Logic Seventeen

Given below are the forecast of the Asian energy demand for years 2000, 2010 and 2020. The demand is given in millions of barrels per day equivalent:

Energy type	2000		2010		2020	
	World	Asia	World	Asia	World	Asia
Petroleum	60.0	5.0	80.0	15.0	90.0	18.0
Natural Gas	40.0	0.8	50.0	3.5	60.0	7.0
Solid fuel	60.0	5.0	70.0	7.5	85.0	20.0
Nuclear	20.0	0.7	30.0	1.5	35.0	1.8
Hydro power	20.0	1.5	20.0	2.5	30.0	3.0
Total	200.0	13.0	250.0	30.0	300.0	49.8

- (a) Using a group bar graph, represent the world and Asia energy demand for 2020.
(08 marks)



- (b) Calculate:
- (i) The ratio of world petroleum energy to the total energy demand over period 2000-2020.
(04 marks)

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(ii) The total combined energy demand over for casted period. (02 marks)

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(c)(i) Why is Nuclear and Hydro power energy demand rate lower in both the world Asia over the given period? (08 marks)

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(ii) Mention three renewable energy sources not mentioned here. (02 marks)

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(iii) Account for the increasing worldwide demand for petroleum today. (10 marks)

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(d). Why haven't African countries with petroleum deposits developed economically like others elsewhere? (06 marks)

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(SPGE =10 MARKS)

3. 18 Logic Eighteen

Study the information below carefully and answer all questions after it as concisely as possible.

Prince Loyola son of Savimbi of Kavambi is planning to marry. As a royal cultural procedure the members of the royal clan constitute a council that selects the best candidate, the prince's wife to be.

However, the prince is consulted on his particular personal interest/preferences which the Royal Council has to prioritize in this case, Loyola's interest (factors) in order are:

1. Beauty: rating out of 40%- 34.01-34.1
2. Height: 4.9-5.11 ft tall.
3. Highest Education level (University Degree)
4. Language skills.
5. Weight range preferably-light
6. Age 18-24 years
7. Morals/Manners range: Average-Excellent.

The Royal Council identified six beauties who were screened / graded as shown in the below.

Name	Beauty rating out of 100%	Height in feet	Education level	Language skills	Weight (range)	Age yrs/months	Moral
ANNE	78.28	5.14	Finalist university student	Good	light	19.1	Excellent
JANE	59.42	4.11	Finalist Diploma in statistics	Below Average	Light	19.4	Average
PHIONA	87.22	5.6	Year I under graduate	Very good	Medium	21.00	Poor
CATHY	87.02	5.06	Year II university student	Poor	Heavy	20.3	Very good
BETTY	54.62	5.11	B /Arts	Excellent	Bulky	24.4	Good
SOPHIE	85.22	5.3	B/Arts Dip/ Education	Average	heavy	23.9	Average

Given that the weight range in Kgs. is

Light 45 - 55

Medium 55 - 65

Heavy 65 - 75

Bulky 75 – 90

Questions:

(a) Using the table below name the candidate who will match with the likes of Prince Jaggwe.

FACTOR	Beauty	Height	Educ/level	Language	Weight	Age	Morals
NAME							

b. (i) List the "Beauties" in order of merit. (08 marks)

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(ii) Name the two 'Beauties' who will compete favorably for the Princes choice. (06 marks)

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(iii) Which girl has the best factors?

(02 marks)

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c) If the age as shown in the table was recorded on 30th August 2009, how old will each girl (candidate) be on 30th August 2012? (04marks)

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d). State the advantages and disadvantages of beauty contest.

(18 marks)

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(SPGE = 10 MARKS)

3.19 Logic Nineteen

Study the information provided below and answer the questions that follow:

Sixteen countries are participating in a Nations Cup Final Tournament. They have been grouped as follows:

Group A	Group B
Nitus Darongo Nigua Wandao	Burkia Nenkou Limogi Sengope
Group C	Group D
Angeria Mbazania Merquois Delinia	Geriny Nibento Croama Ricaragua

The following rules have been laid for the tournament:

- The opening matches will be played on Saturday 24th January, 2009 in each group.
- All teams in each group play against each other, and these matches before quarter finals should have ended by the 2nd February.
- No team plays on consecutive days.
- Two matches are played concurrently on the 25th January in groups A and B and on 26th January in groups C and D. With effect from 27th January, one match is played every day in each group. All groups rest on 29th January.
- The semi-finals are played concurrently on the same day.
- Three days rest is granted before the commencement of each of the following matches: quarter finals, semi-finals and the match to determine the third place.
- The winners and runners-up in each group go on to the quarter finals.
- Winners in group A play against winners of group B and those from group C play against winners of group D.
- Losers at quarter finals are knocked out.
- Finals are played on 1st February.

Questions:

(a) (i) Draw up a timetable for the matches to be played from the beginning to the end of the tournament. (08 marks)

(ii) How many matches will be played altogether? (06 marks)

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(b) State the dates on which the following matches will be played:

(i) The last matches before quarter finals, (02 marks)

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(ii) Quarter finals, (02 marks)

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(iii) Semi-finals, (02 marks)

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(iv) Third place match. (02 marks)

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c). What in your opinion, what is the importance of such a tournament to the participating countries? (10marks)

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d). Suggest measures that should be taken to improve sports in Uganda. (08 marks)

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(SPGE = 10 MARKS)

3.20 Logic Twenty

Study the table below showing some Central Government prisons in Uganda (1998) and answer the questions that follow:

Date	Name of Prison	Planned number (of inmates)	Actual numbers of inmates			
			Convicts	Remands	Lodgers	Others
07/01	Muchison Bay	475	484	1,129		
09/01	Luzira (Upper)	624	211	69		1,776
13/02	Arua	178	192	361		
13/10	Rukungiri	120	47	203		
04/11	Kumi	100	19	58		
10/11	Jinja (main)	490	249	338 (committals)	33	

Adapted: Uganda Human Rights Commission Report, (1998)

Note:

- Committals are remand prisoners on capital charges who have been committed for trial by the High Court. They are not eligible for bail.
- Lodgers are persons detained in prison without a court order.

Questions:

(a) (i) Determine the actual number of inmates per prison. (12 marks)

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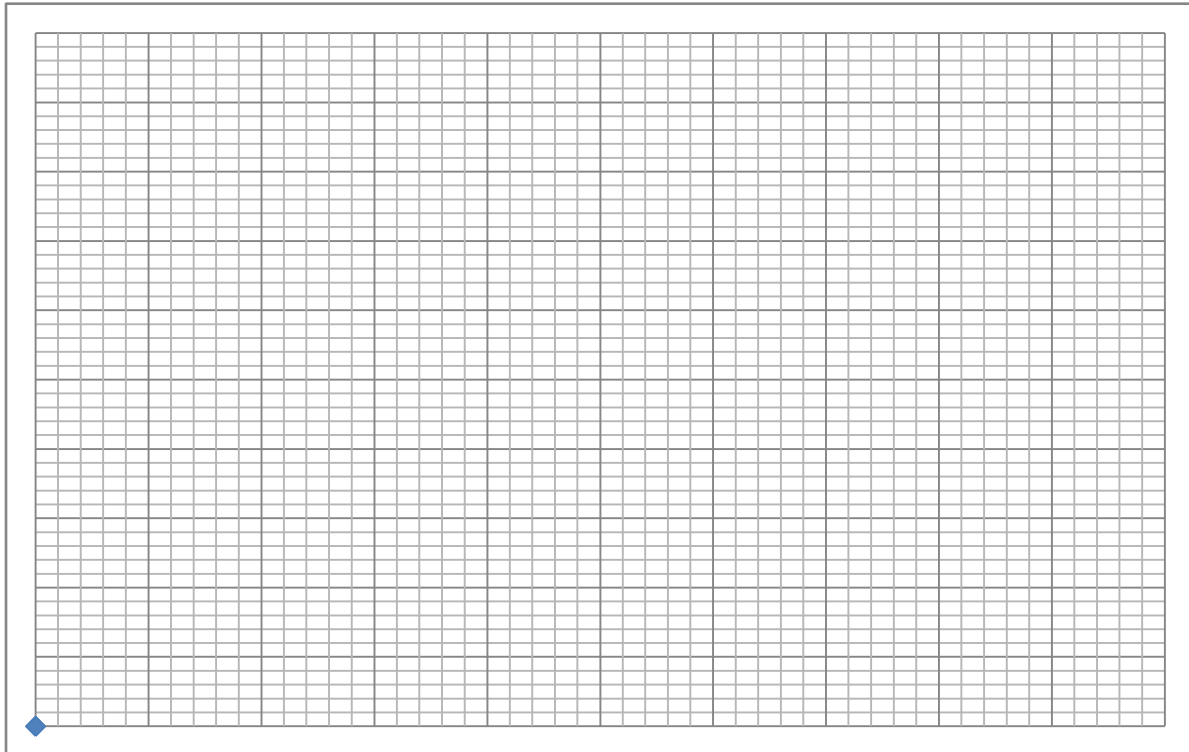
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(ii) Draw a group (comparative) bar-graph to represent the planned and actual number of inmates for the prisons shown in the table. (12 marks)



(b) (i) Identify the prison with the largest number of inmates. (02 marks)

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(ii) Account for the large number of inmates in the prison identified in (b)(i) above.(08 marks)

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(c) What are the consequences of exceeding the planned capacity of prisons? (08 marks)

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(SPGE =10 MARKS)

3.21 Logic Twenty One

Study this information carefully and answer the questions which follow:

Uganda has a growing number of orphans. The results of the 1991 Housing and Population census suggest a total number of 1.48 million orphans or 18% of children below the age of 19 years.

Many are found in three districts - Mpigi, Rakai and Masaka.

DISTRICT	NUMBER OF ORPHANS	Proportion of orphans to all children in the district.
MPIGI	90,192	20%
R.AKAI	58,339	26%
MASAKA	102,542	20%

There are 70 children's homes in Uganda, caring for 2,900 children, many of whom are orphans. These cater for about 0.2% of all orphaned children.

Another recent development in Uganda is street children. According to the Ministry of Labour and Social Welfare, there are about 2,000 street children (Kampala 1,000; Mbale 300; Busia 100; Lira 100; Lyantonde 200; and others 300).

Questions:

(a) Calculate the total number of children in Uganda.

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(b) (i) Calculate the total number of children living in each of the districts of Mpigi, Rakai and Masaka. (12 marks)

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(ii) Find the proportion of the children living in the three districts to the total number of children in the country. (04 marks)

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(a) Suggest reasons for the high percentage of orphaned children in the districts of Mpigi, Rakai and Masaka. (04 marks)

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(b) Suggest reasons why there are very few orphans (0.2 %) in children's homes. (08 marks)

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(c) Explain the causes of street children in Uganda. (12 marks)

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(SPGE = 10 MARKS)

3.22 Logic Twenty Two

Study the table on the showing the HIV/AIDS prevalence in selected countries and answer the questions that follow:

Africa				Outside Africa			
Rank	Country	% Popn.	Total popn.	Rank	Country	% Popn.	Total pop
1	Swaziland	38.8	1,138,227	1	Haiti	5.6	8,121,622
2	Botswana	37.3	1,640,115	2	Trinidad & Tobago	3.2	1,075,066
3	Lesotho	28.9	2,031,348	3	Bahamas	3	301,790
4	Zimbabwe	24.6	12,160,782	4	Cambodia	2.6	13,636,398
5	S. Africa	21.5	44,344,136	5	Guyana	2.5	756,283
6	Namibia	21.3	2,030,692	6	Belize	2.4	278,084
7	Zambia	16.5	11,261,795	7	Honduras	1.8	7,167,902
8	Malawi	14.2	12,707,464	8	Dominica Rep.	1.7	9,049,595
9	Central	13.5	4,237,703	9	Suriname	1.7	435,144
10	Mozambique	12.2	19,406,703	10	Thailand	1.5	64,185,502

Adapted: CIA The World Fact Book

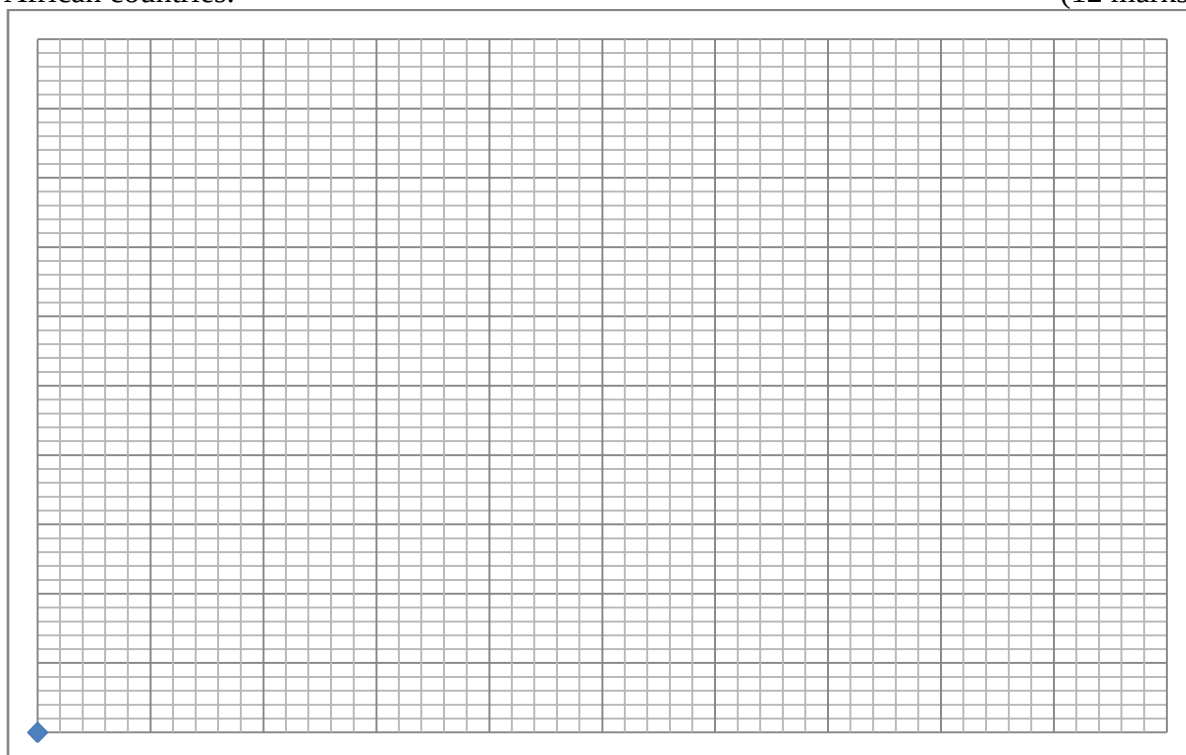
Questions

(a) State the country with:

i. The highest HIV/AIDS patients outside Africa (02 marks)

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ii. The least HIV I AIDS patients in Africa. (02 marks)

(b) Draw a simple bar graph representing the percentage HIV I AIDS prevalence for the 10 African countries. (12 marks)



(c) (i) Account for the difference in HIV/AIDS prevalence between Africa and other countries. (12 marks)

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(ii) What is HIV/AIDs prevalence? (02 marks)

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d). Discuss the problems that have been caused by HIV/AIDS in Uganda. (12 marks)

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(SPGE = 10 MARKS)

3.23 Logic Twenty Three

Read the following information carefully and answer the questions that follow:

The police crime report for the last five years shows the crime rate still high. In 2009, police handled 103,592 crimes, 99,917 crimes were handled in 2010, 99,321 crimes committed in 2011, 100,465 crimes were handled in 2012 and 99,959 in 2013.

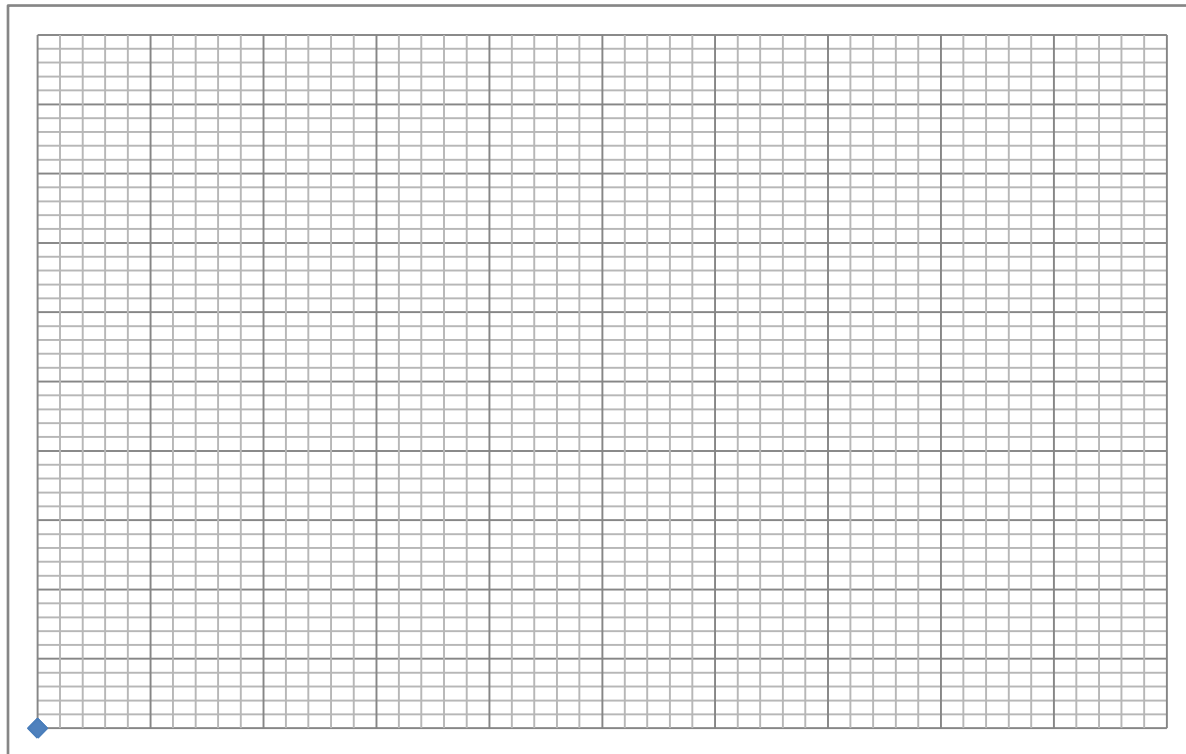
The police annual crime report for the year 2013 shows that murder cases increased from 8,076 in 2012 to 95 in 2013, defilement cases increased from 8,076 in 2012 to 9,598 in 2013. Domestic violence cases increased from 2,793 to 3,426. The report also shows an increase in rape cases from 530 in 2012 to 1,042 in 2013 and 641 people died in traffic accidents in 2013 as compared to 224 in 2012. Most defilement cases were reported in districts of Kamuli, Iganga, and Mbale (all in Eastern Uganda) while Kampala registered higher cases of domestic violence.

(Source: Daily Monitor, 8th April, 2014)

Questions:

a. (i) Draw a bar graph to represent the above information.

(06mks)



(ii) Calculate the percentage increase or decrease in crimes committed every year. (08mks)

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b) Calculate the percentage increase of the various crimes in 2013.

(10mk)

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c) Account for the increased crime rate in Uganda.

(06mks)

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- d) i) In your view, why is the rate of defilement higher in eastern Uganda than anywhere else in Uganda? (06mks).

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- ii) Explain why domestic violence is high in Kampala. (04mks)

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(SPGE = 10 MARKS)

3.24 Logic Twenty Four

Study the information provided below and answer the questions that follow:

Sandra eats beef including pork

John is allergic to meat.

Jamine eats meat and his sister Aminah is allergic to pork.

The above members are to occupy office as couples.

It should be a couple per office as there are two offices.

However, people of the same religious affiliation and non-relatives are the only ones legible for occupation of the office.

Also people of divergent dining inclinations are illegible for occupation of the office.

There are two offices which are to be occupied by two people each.

Questions:

- (a). Explain the ways in which you would alert the existing dilemma regarding the office occupation.(12 marks)

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(b). Sandra and John are illegible for occupation of the same office, true or false? Why?

(02 marks)

(c).Which two of the above mentioned persons can more easily be moulded into a couple by respecting the existing hurdles? Give reasons for your answer. (06 marks)

d) State the advantage of balanced diet in your society.

(20 marks)

(SPGE =10 MARKS)

3.25 Logic Twenty Five

The table below shows some of the world's populous states and their estimated populations 2010. Study the table carefully and answer the questions that follow.

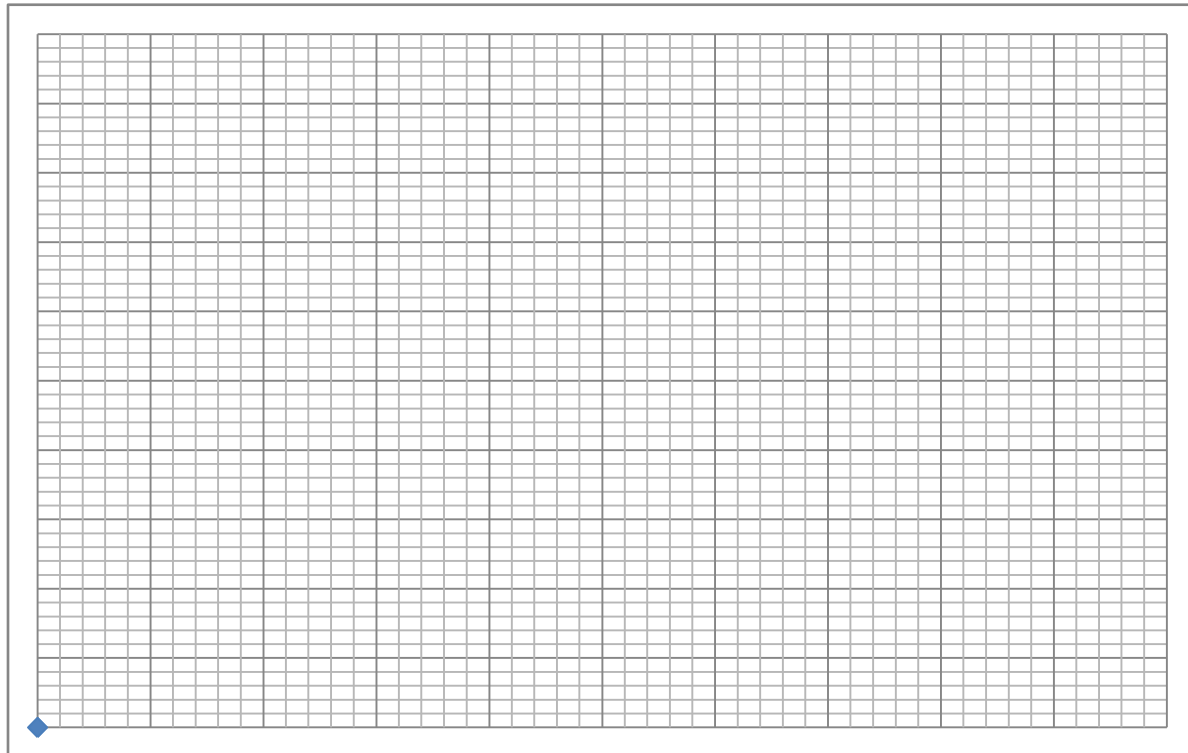
Country	Population in 000,000
1. Nigeria	160
2. U.S.A	300
3. Egypt	120
4. China	1000
5. Japan	600
6. India	800

a) i) Rank the countries in descending order of their population.

(06 marks)

ii) Draw a simple bar graph to represent the information in a (i) above

(12 marks)



iii) Name the country with the largest population.

(02 marks)

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b) Express the population of China as a percentage of the total population of the countries shown in the table.

(02 marks)

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c) Account for the rapidly increasing population in the world today.

(08 marks)

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d) Explain the problems associated with a large population to a country.

(10 marks)

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(SPGE =10 MARKS)

3.26 Logic Twenty Six

Study the information below and answer the questions that follow Traditional Healers' Acts on Juveniles in Galiraya 2009.

Act	Child	kidnap	Defilement	Retained	Others
Reported	119	49	124	37	71
Confirmed	31	13	14	20	19

(a) Calculate:

i) The total number of Acts reported. (04 marks)

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ii) The total of unconfirmed acts. (04marks)

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iii) The percentage of the confirmed acts. (02 marks)

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(b) Represent the reported acts on a pie chart. (12 marks)

c) Account for the increasing number of child sacrifice in Uganda. (08 marks)

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d) How can we deal with child sacrifice in Uganda?

(10 marks)

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(SPGE =10MARKS)

3.27 Logic Twenty Seven

Study the information provided carefully and answer the questions which follow:

A group of thugs are planning to stage a fake road block along a busy road with the intention of looting the travelers along it. Each of the thugs must have three good qualities for the plan to succeed. The qualities required in order of merit are:

- Target shooting.
- Driver + mechanic
- Think and act fast.
- Speak several languages.
- Fast runner.

Below are the names of thugs and their qualities.

1. Timbiti – diver and mechanic, thinks and acts fast and is a linguist.
2. Muhumuza –fast runner, target shooter and linguist.
3. Pulkol– target shooter, driver and mechanic and fast runner.
4. Ogwal – Linguist fast runner and acts fast.
5. Acidri – driver and mechanic target shooter and acts and thinks fast.

The various duties required to carry out the plans are as follows.

- Interceptor
- Driver.
- Looter.
- Guard

Questions:

a)(i) Which one of the above thugs has the best overall qualities? Show how you arrive at your answer. (10 marks)

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(ii). Assign each thug a duty based on his qualities.

(06 marks)

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b). If the person you had assigned to guard a Mishap during the execution of the plan, who would take over in him? Give reasons.

(04marks)

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c). After a successful execution of plan, each of the thugs must take a different route to disguise the audience. However, one of them must remain to mix freely with the local residents while the whole loot is driven away to a particular destination. Each route has a definite problem as listed below:

Route A: has a regular security patrol.

Route B: is straight but very long.

Route C: has local block.

Route D: has forests and wild animals.

Who should take which route and why?

(04 marks)

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d). Outline the causes and remedies of highway robbery in Uganda.

(16 marks)

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(SPGE =10MARKS)

3.28 Logic Twenty Eight

Study the following information carefully and answer the questions that follow:

In 2006, there were 60 normal deliveries in Kisaka Domiciliary Clinic.

In 2007, 80 women gave birth to babies under the caesarian section of this hospital

In 2008, 60 babies were born under same section 30 of whom did not make it in the same year, 5 mothers also failed to make it

In mid-2009, there was an uneven number of deliveries both in the caesarian and normal deliveries section of 35 and 50 babies respectively.

However after the intervention of specialized Doctors later on it the same year, the number of normal deliveries increased by half

In 2010, 10 babies were born normally and 2 under the caesarian section. It was quite sad on the contrary that 3 mothers and 8 babies did not make it.

Questions

(a) Draw a table to represent the above data (12 marks)

(b) Calculate the total number of,

(i) Babies born in 2009 under the normal deliveries section (02 marks)

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(ii) Babies born in the five years in the caesarian section. (02 marks)

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(iii) Mothers who died in the five years

(02 marks)

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(iv) Babies who died in the five years.

(02 marks)

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(c)What are the causes of the rampant child infant mortality rate in your community? (12 marks)

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(d) What remedy can be advanced to address problems in (c) above?

(08marks)

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(SPGE =10 MARKS)

3. 29 Logic Twenty Nine

Carefully study the information given below and answer the questions that follow:

In Blaster Academy, all round excellence is a virtue. Given their educational programmes, many a company, or institution eagerly awaits the release of the final year results. This stems from the fact that top performers are always enlisted on various scholarship programmes by architectural, graphic, investment and social based organization.

To grade the student, the Educational Programmes Directorate that runs the school follows these guidelines /

1. There are only four grades in the academy; G,D,M and O.
2. The letters denote an assessment of a candidate's performance; thus G-Genius, D-Distinguished, M-Magnificent O-O ordinary.
3. Each of the grades has a mark range as follows; Excellence – 90+, good - 80:descending formant are 5,4,3,2 and 1 respectively.
4. A candidate is assessed on the basis of average aggregate scores (A.A.S) ,so an AAS of 1-1.5 earns one grade G, 1.6 - 2.4 grade D, 2.5 - 3.4 grade M, and 3.5 grade O
5. The subjects up for contest are; Economics, computer and mathematics of the final mark, class assignments (CA) and tests (T) constitutes 15 and 30 per cent respectively.
6. The pass mark for each paper is 70% besides which a lower mark automatically earns one an ordinary grade. The scores of each candidate were as below;

	Economics				Computer				Maths	
	I	II	CA	T	I	II	CA	T	I	II
AtimGeorgina	70	100	98	53	95	100	79	100	93	83
DdambaDarius	90	58	96	99	97	69	94.	100	87	100
Bemba Wycliffe	98	60	100	95	89	92	75	99	100	74
Zaria Leila	100	95	79	97	99	83	85	78	76	100
Nakalerna Drusilla	94	81	98	100	88	79	87	96	100	75

- All tests done were for paper II of each subject, while C.S s were for paper 1.
- Paper I in economics covers business skills such as accounting and finance, while the CA deals with community development projects.
- Paper II deals with environmental impact assessment, creativity, labour industrial and agricultural issues.
- Paper 1 com4iiter covers office skills such as MS Office while paper II deals with computer based graphics and audio software packages like Cinema 4D and Logic Platinum.

Questions:

(a) Calculate the final score of each candidate (20 marks)

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(b) Student

(i) Best, (02 marks)

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(ii) Worst? (02 marks)

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(c) In which papers were students expected to fare better and why? (4 marks)

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(d) If each student only qualifies for one course, allocate students to the following courses:

(i) Architecture (08 marks)

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(ii) Film Editing

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(iii) Community development

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(iv) Investment Authority

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(e) What are the merits and demerits of the Blaster Academy grading system? (6 marks)

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(SPGE = 10 MARKS)

3.30 Logic Thirty

Study the information below carefully and answer questions after it as concisely as possible:

In the Republic of Basilma, a state owned enterprise Honest Trading Company, was set up three years back as of June 30th. A random investigation by the Inspectorate of Government revealed that all may not be well in the three-year-old firm.

The currency in the country is the Shilling [Shs]. Given the welfare nature of the state, it is compulsory that all employers must remit 25% of employees' monthly gross salary to The Retirement Contingency Association [RCA]. The remittances are shared thus; 15% as top up by the employer and 10% by the employee.

The Inspectorate acquired the following information;

(i) A Chief Corporate Manager runs the company and he answers to a board of Directors, six of whose members he approved.

(ii) Five of the eight board members are parents from a powerful school owned by the manager.

(iii) Our boss believes in regular consultation and to this effect two board meetings have been held each year. At each sitting, Board members receive Shs. 200,000 an increase from the inaugural year fee of Shs. 100.000.

(iv) Excluding the manager, we are only five employees. Three of us are in the first three odd rows while the other two are in the last two even rows.

(v) The Manager abides to official company policy of self-sacrifice. He earns the least gross salary and even pays a housing allowance to three of the first employees.

(vi) Last year, for the first time in three years, we had an end of year party. It was even fully funded by the community.

(vii) Since last year, he begun remitting employees' contribution to the Retirement Contingency Association.

NB: According to the directors' annual reports, there were two End of year parties valued at Shs. 650,000 per year.

Five board meetings per year- Shs. 8,000, 000.

The monthly Salary breakdown is as follows;

EMPLOYEE	BASIC SALARY	TRANSPORT	HOUSING
Lliad	200.000	60,000	50,000
Salsa	300,000	50,000	45,000
Thelma	185,000	45,000	150,000
Delpa	250,000	65,000	70, 000
Zahad	300,000	50,000	98, 000
Briena	340,000	55,000	45,000
François	200,000	55, 000	100, 000

Questions;

(a) By deduction, name the;

(i) Corporate Manager (01 mark)

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(ii] Ghost worker (01 mark)

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(b) How much money;

(i) Has so far been remitted to RCA?

(10 marks)

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(ii) Has so far been lost through the ghost worker?

(08 marks)

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(c) Calculate the amount of money lost by the government in the first two years. (12 marks)

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(d) The Inspectorate has slammed two charges of misconduct on the board and manager.

(i) Specify the two charges with evidence.

(04 marks)

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(ii) Suggest measures to curb such tendencies in the civil service.

(04 marks)

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(SPGE = 10 marks)

3.31 Logic Thirty One

Study the following information and answer the questions that follow:

The followings are indicators of a person's ability to live in the community peacefully. They are arranged in order of merit.

- Faith in God
- Generosity towards others
- Adherence to social laws
- Tolerance of other people and their views.
- Attendance to social functions in the community.

Five people in the community have been accused of living in a way that is insistent with the expectation of the community. During a village meeting all agree that it will be unfair to expel all of them from the community to go and live elsewhere. They agree that all the five are assessed and only two be sent away as a warning to other members. The five people are listed below and their behavior:

Turyamureeba: practices witchcraft, exploits people, attends meetings but does not go to church. During meetings he listens carefully and also gives his views.

Okot: This is a village catechist of the local church. He is always found helping others. He does not attend village meetings but he is always present during weddings and parties as well as funerals and last funeral rites.

Mutende: He was once caught with a stolen goat from the neighborhood. He rarely misses mass at the parish church. He always invites people at beer parties and even gives them roasted goat meat. He however quarrels with his neighbours and once beat up a woman who accused him of letting loose his goats in her garden.

Nassali: This one is a well-known prostitute much as she is always in church. She is a lover of children. When warned about her misconduct she is always repentant. She is always present during weddings, parties, village meetings and contributes financially and materially.

Akello: She is the most quarrelsome person on the village. She is always wondering why people go to church and mosques to pray yet they are as they say she is. However, she is always present at social functions and sits quietly unless disturbed she says she is too poor to help anyone.

Questions:

- a) According to the information given above show;
 - i. Who are three to stay in the village? (03 marks).....
 - ii. Who are the two to be sent away, show how you arrive at your answers (02 marks).....
- b) Assuming the issue of faith in God was ignored since faith in God is a highly personal matter.
 - i. Who are the two to stay and (02 marks).....

- ii. Who are the three to go away (03 marks).....
- c) Who is the best overall person despite all of them being a problem to the village (02marks)
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- d) How can faith in God contribute to one's being a good member of the community
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(16 marks)

- e) Account for the emergence of Pentecostal churches In Uganda today? (12marks)
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(SPGE = 10 marks)

3.32 Logic Thirty Two

Study the information below carefully and answer questions which follow it.

SELECTED HEALTH INDICATORS FOR UGANDA

Total population of Uganda in 2002 was 24.7 million

Females	12.6
Males	12.1(2002 census)

The population has increased 5 fold since 1949. In the last inter censal years the population has increased by 8 million people

Rate of population growth	3.4%
Total fertility rate	6.9

RH indicators • Material mortality Ratio 505/100,000 live births. • Infant mortality rate 88/1000 live births. • Under 5 mortality 152 per 1,000 live births. • Supervised deliveries 38%. • Antenatal clinic attendance single visit 90%, at least 4 visits 42%. • Contraceptive prevalence rate 23%.	all methods and at 18% for modern methods • Unmet need for fam. planning 35%. • Teenage pregnancy rate 31% 2001 UDHS a decline from 43% in 1995 UDHS. • Age at first intercourse Boys 18.8 years, Girls 16.1 years. • Age at first marriage Boys 23.1 years Girls 18.0 years.
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Questions:

a). Comment on Uganda's population growth rate and explain why it is so? (06marks.)

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b). Differentiate between maternal and infant mortality. (02marks)

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(i) Calculate Uganda's population growth for the ten years from 2002 given the growth rate of 3.4% (08marks.)

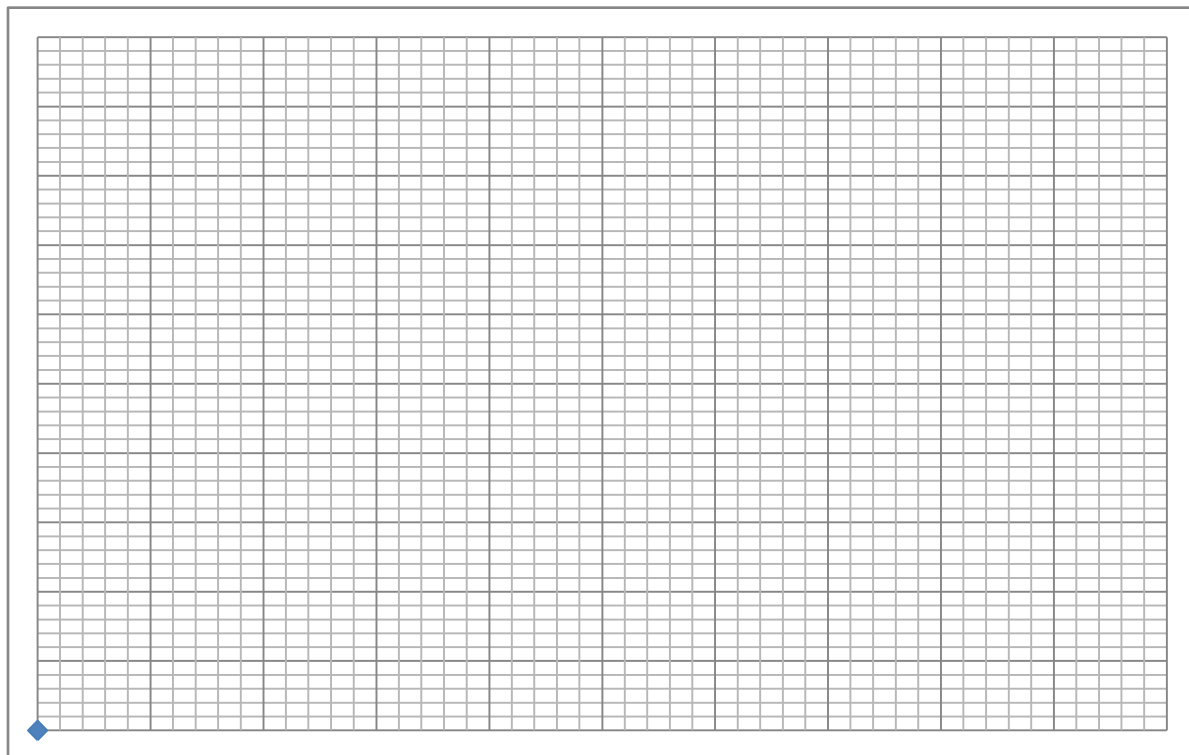
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(ii) Draw a simple line graph to show the population growth trend (12marks.)



d) (i) Explain why the age at first intercourse and marriage for girls is lower than that of the boys. (04marks.)

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(ii) How can this problem be addressed? (08marks.)

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(SPGE = 10 marks)

3.33 Logic Thirty Three

Study the information provided and answer the question that follow:

For years, Pretoria has been waging war in defense of apartheid well beyond its borders with severe consequences for its neighbors. The occupation of Namibia, declared illegal by the United Nations twenty years ago is clear for all to see. But elsewhere, because the South African offensive is largely covert, aggression against the neighbors is far more widespread than has been appreciated in the West. In 1980, in the eight majority—ruled states of the region, South has;Invaded three capitals of, Lesotho, Botswana, Mozambique, and four other countries; Angola and Zimbabwe. Disrupted the oil supplies of six countries; Angola, Botswana, Lesotho, Malawi, Mozambique. Attacked the railways providing the normal import and export route of seven countries; Angola, Botswana, Malawi, Mozambique, Swaziland, Zambia and Zimbabwe.

More than 100,000 people have been killed, most of them starved to death in Mozambique because South African backed rebel activity prevented drought relief. Famine was used as weapon of war. More than 1.000.000 people have been displaced. The largest single group is Angolans fleeing various South African invasions. But all the majority- ruled states have had to care for refugees of South African attacks and destabilization.

Questions:

a) (i) Draw a table to summarize the information given.

(12marks.)

b) Giving reasons for your answer, state which countries suffered;

(i) most

(05marks.)

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(ii) Least from South Africa's attacks

(05marks.)

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a) What are the causes and effects of terrorism in the world today

(18marks.)

[illegible]

(SPGE = 10 marks)

3.34 Logic Thirty Four

Study the table below showing Uganda's new budget proposal for financial year (FY) 2009/2010. The table below the government expenditure and sources of income and answer the questions that follow:

INCOME

GRANTS	35%	2,533.5
NON URA	4%	325.3
URA	61%	4,474.0

How will it be spent (FY) 2009/2010

Expenditure projection in percentage

Agriculture	4.4%
Public administration	3.1%
Works and transport	17.29%
Education	15.3%
Health	10.4%
Public sector management	10.0%
Energy and minerals	9.9%
Security	6.9%
Accountability	6.5%
Justice, law and order	5.5%
ICT	0.1%
Lands, housing and urban development	0.3%
Tourism, trade and industry	0.7%
Legislature/ Parliament	1.7%
Water and Environment	2.4%
Interest payment due	5.2%

NOTE -The total budget for the financial year (FY) 2009/2010 is trillion shillings.

Questions

a.) Draw a pie chart to express each of the tables or sectors in degrees.(06marks.)

b.) Calculate the amount of money spent on each of the following items.

(i) Security (01mark.)

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(ii) Agriculture (01mark.)

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(iii) Interest payment due (01mark.)

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(iv) Works and transport (01mark.)

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(v) Education (01mark.)

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(vi) Health (01mark.)

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(vii) Public sector management (01mark.)

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(viii) Energy and mineral development (01mark.)

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(ix) Accountability (01mark.)

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(x) Justice, law and order (01mark.)

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(xi) ICT (01mark.)

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(xii) Land, housing and urban development (01mark.)

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(xiii) Social development (01mark.)

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(xiv) Tourism, trade and industry (01mark.)

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(xv) Legislature/Parliament (01mark.)

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(xvi) Water and development (01mark.)

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c). If the exchange rate was 2,200 shillings, calculate the amount of money spent on security in US dollars. (02mark.)

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(c) Explain the pattern of expenditure of Uganda government. (05marks.)

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(d) If you were a policy maker, what would your expenditure priority be?

Give reasons for your answer. (10marks.)

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(SPGE = 10 marks)

3.35 Logic Thirty Five

Study the information provided in (i) and (ii) carefully and then answer the questions which follow:

A grocer will offer a particular kind of fruit for sale only on day it is delivered.

The delivery schedule is the same each week.

The grocer's store is open for business Monday through Saturday only.

Bananas are delivered only every other business day.

Oranges are delivered every business day.

Passion fruits are delivered on two non-consecutive business days, but not on Monday, Friday or Saturday.

Lemons are delivered on the same days as Bananas but a Saturdays.

Pineapples are delivered only on the two consecutive days on which lemons are delivered.

Answer the following questions, showing how you arrive at your answer in each case.

a).What is the maximum number of days on which both lemons and passion fruits can be purchased (10marks)

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b). On which days are the fewest kinds of fruit mentioned above, for sale? (08marks)

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If each delivery of bananas during a week were delayed one day, but all deliveries are made according to schedule, on what days could bananas, oranges and passion fruits be purchased on the same day ?

c). On days when lemons and oranges are delivered, which fruit(s) is (are) also delivered? (06marks)

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b) State the advantages and disadvantages of balanced diet in your community (16marks)

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SPGE= (10 Marks)

Study the table below and then answer the questions that follow:

Sport	Number of students
Net ball	13
Foot ball	17
Tennis	4
Athletics	4
Volley ball	2

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b). Show the information given in the table on a pie-chart.

(12marks)

a) What can the sports management do to popularize the least favored sport in the class?

(06marks)

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d) State the advantages and disadvantages of extracurricular activities (16marks)

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(SPGE = 10 marks)

3.37 Logic Thirty Seven

Study the information provided below and answer the questions that follow:

The people's Bus service (PBS) has a fleet of Buses plying between Wakabale, the capital city and upcountry towns.

The bus service operates under the following conditions;

- Each bus must stop at each town for five minutes with or without passengers to drop or pick.
- No bus is allowed to operate before 07: 00hrs and beyond 22:00hrs.
- A passenger may travel on any bus belonging to PBS as long as they have a valid ticket.
- The validity of the ticket is open only for the time it is issued.

Below is a one day time table showing the departure times for five of the PBS buses plying from the city to the town of Bukone. This route passes through the towns of Konge, Ngocho and Mahange.

DEPARTURE TIMES FOR PBS BUSES (Hours)

TOWN	EXPRESS 111	FRIENDS 211	FLAMINGO 311	SPEED BIRD 411	HARAKA 511
Wakabale (city o km)	07:00	13:00	07:00	12:00	08:00
Konge (128km)	09:00	15:35	08:00	13:35	09:15
Ngocho (272 km)	11:15	18:30	09:15	15:25	10:55
Mahanga (362km)	13:15	20:15	10:15	16:30	11:40
Bukone (412 km)	13:45	21:15	10:30	17:10	12:10

The order of priority for passengers to choose the bus to board is as follows:

- Age and mechanical condition of the bus.
- Driver's experience
- Reliability and timeless
- Comfort
- Speed

The description of the buses is shown below:

Express 111: Is comfortable, has an experienced driver but is slow and is in a poor mechanical condition.

Friends 211: Has an experienced driver but it is old slow and very uncomfortable.

Flamingo 311: Is new, very fast, reliable, comfortable and has an experienced driver.

Speed Bird 411: Has an inexperienced driver but it is comfortable, fast and in a good mechanical condition.

Haraka 511: Is new, fast, comfortable, with an experienced driver but it is unreliable.

Questions:

- a) Identify the bus with the best overall qualities, according to the passengers. Show your working (06 mks)

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- b) Which buses do not make return journey and in which town do they stay overnight if they are travelling at a constant speed? (06 mks)

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- c) If one is to leave the city, stop at Ngocho for 1 ½hrs shopping and travel to Bukone for a meeting at 13:00hrs, which buses would one use. Give reasons for your answer (07 mks)

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- d) Explain the problems facing road transport in Uganda? (21mks)

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3.38 Logic Thirty Eight

Study the tables below showing Uganda's source to revenue and its expenditure in the financial year 2004 2005 and answer the questions that follow.

Table 1. Uganda's source of Revenue in the financial 2004 / 2005.

Source	Amount (bn. U shs)
URA revenue	1910
Other non – URA Revenue	22.7
Budget support grants	858.8
Project grants	491.2

Table II. Uganda's expenditure in the financial year 2004 / 2005.

Sector	Amount
Water	108.4
Justice, law and order	182.96
Accountability	207.58
Economic functions and social services	312.53
Public administration	1447.23
Interest payments due	217.9
Security	374.41
Roads and works	399.65
Agriculture	119.85
Education	632.17
Health	366.3

Source: (The New Vision, June 13th 2005)

Questions

- a) Calculate the total expenditure in percentage of each sector. (10 marks)

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b) Draw a pie chart representing Uganda's expenditure in the financial year 2005 (12 marks)

c) Calculate Uganda's total budget deficit in 2004 / 2005 financial year (4 marks)

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d) Name the sector with the highest expenditure and briefly explain why? (4 marks)

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e) State the advantages of a national budget to country like Uganda.(10 marks)

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SPGE = 10 Marks

3.39 Logic Thirty Nine

Study the information provided and answer the questions that follow:

A deadly virus which multiplies very quickly inside the body of a human being can kill him/her in the shortest time possible. When one virus goes into the body and the patient does not get immediate and effective treatment he/she can die within 24 hours or 48 hours depending on the resistance.

The virus multiplies as follows;

At infection it is 1, after an hour they are 2, after two hours they are 4, after 3 hours they are 8 and after four hours they are 16 and the trend continues until if the patient is not attended to.

Questions

a) (i) If the patient died after 24 hours how many viruses will be in the body. (04marks)

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(ii) If the patient died after 48 hours how many viruses will be in the body? (4marks)

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b) Assuming the patient can only be rescued when the body is a half full of the viruses, after how many hours should this patient be attended: to latest after infection to save his/her life?

(i) When the resistance ends at 24 hours. (04marks)

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(ii) When the resistance ends at 48 hours (04marks)

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c) Account for the occurrence of diseases in your community. (12marks)

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[illegible]

SPGE = 10 marks

3.40 Logic Forty

Study the following information and answer questions that follow:

In a certain football league, the Footballer of the Year Award is given to ‘football players who have made outstanding contributions to football in. a full sports season. To be nominated among the potential contenders for the award, The Awards Committee of the Football Management Association (FMA) considers the contribution or effect of these key points:

- Number of goals scored for one’s team in a full sports season:
- Amount of assists created by a player. (An assist is a cross or a pass sent to a team mate in a field of play so that he/she, because of proper positioning, can score a goal.)
- Total matches played by a player in a full season;
- Suspension from the football field for a red card received
- Caution given to him/her in form of a yellow card as a result of poor conduct such as bad tackling or handball;
- Misconduct fined off the field of play through unlawful activities.

The awards to be given to the nominees in the league are arranged below in order of value.

A 3 year football contract with FC Real Madrid

A brand new Toyota Land Cruiser, model 2016

An acre of land in Wakiso district

A Samsung Dual swing fridge

An LG TV set, 54 inches wide

Below is a list of successful nominees and a little detail about their achievements.

Player	Basic information
Andama	Eleven goals in twelve matches. Four assists. Two yellow cards. Fined recently for drunk — driving.
Mumbere	Eleven goals, four assists, two yellow cards, twelve games. Crashed his vehicle along Wale street mid last night in a street — racing contest.
Abednego	Twelve goals, Eleven assists. Twenty-four shots at opponent’s goal have been stopped by goalkeepers. Has been in fine form in all her eight games since returning from injury.
Meshach	Sent off the pitch twice in three games, has nine assists, has scored all fifteen penalties. Has scored in every game he has played.
Shadrach	Has scored three goals in each of the four consecutive games he has played, has been given ten days of community work for jeering, his team’s fans in a night club.

Questions:

(a) (i) Determine how many goals have been scored by all five nominees. (02 marks)

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(ii) Which player has scored the most goals in the fewest matches? V(01 mark)

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(b) (i) Distribute the awards among the nominees. Hence determine the Footballer of the Year. (15 marks)

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(ii) What is the probability that the winner of the Footballer of the Year Award has been fined outside the pitch? (02 marks)

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(c) Why should players be given awards at the end of a sports season?(10 marks)

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(d) Explain the importance of sports and games in your country? (10 marks)

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SPGE= (10 marks)

3.41 Logic Forty One

Read the information below and answer the questions which follow:

A petrochemical plant manufactures a range of hazardous chemical products and must therefore follow strict guidelines concerning how each of the chemicals may interact with one another on a daily basis. The plant processes five different chemicals every week. Three of these chemicals can be processed on any given day.

- Xenon may be processed any day except for every other Monday and every other Thursday.
- Oxygen can be processed only on Tuesdays and Wednesdays.
- Liquid hydrogen may be processed on Mondays, Wednesdays and Fridays.
- Sulphur dioxide can't be processed on Fridays.
- Methane can't be processed on Wednesday.

Questions:

a) Explain why is it most likely to be impossible for three chemicals to be processed on Thursday? (08 marks)

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b) i. What are the three chemicals that can be processed on any given Monday? (03 marks)

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ii. There are three chemicals that can be processed on a Friday. What are they? (03 marks)

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iii. On which days of the week can they process liquid hydrogen and only an additional two chemicals? (04 marks)

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c) Using the information above, make a plausible schedule in table form in which the Petrochemical Company processes the chemicals. (12 marks)

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d) Explain how industrial waste is a challenge to your country? (10 marks)

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SPGE= (10 marks)

CHAPTER FOUR

COMPREHENSION

4.1 What is comprehension?

Comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer (discourse-semantics).

An individual's ability to comprehend text is influenced by their skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.) and practicing deep reading.

4.2 Comprehension Strategies

Research studies on reading and comprehension have shown that highly proficient readers utilize a number of different strategies to comprehend various types of texts, strategies that can also be used by less proficient readers in order to improve their comprehension.

1. Making Inferences: In everyday terms we refer to this as “reading between the lines”. It involves connecting various parts of texts that aren’t directly linked in order to form a sensible conclusion. A form of assumption, the reader speculates what connections lie within the texts.
2. Planning and Monitoring: This strategy centers around the reader’s mental awareness and their ability to control their comprehension by way of awareness. By previewing text (via outlines, table of contents, etc.) one can establish a goal for reading-“what do I need to get out of this”? Readers use context clues and other evaluation strategies to clarify texts and ideas, and thus monitoring their level of understanding.
3. Asking Questions: To solidify one’s understanding of passages of texts readers inquire and develop their own opinion of the author’s writing, character motivations, relationships, etc. This strategy involves allowing oneself to be completely objective in order to find various meanings within the text.

4. **Determining Importance:** Pinpointing the important ideas and messages within the text. Readers are taught to identify direct and indirect ideas and to summarize the relevance of each.
5. **Visualizing:** With this sensory-driven strategy readers form mental and visual images of the contents of text. Being able to connect visually allows for a better understanding with the text through emotional responses.
6. **Synthesizing:** This method involves marrying multiple ideas from various texts in order to draw conclusions and make comparisons across different texts; with the reader's goal being to understand how they all fit together.
7. **Making Connections:** A cognitive approach also referred to as "reading beyond the lines", which involves (A) finding a personal connection to reading, such as personal experience, previously read texts, etc. to help establish a deeper understanding of the context of the text, or (B) thinking about implications that have no immediate connection with the theme of the text.

4.3 Reading strategies

There are a variety of strategies used to teach reading. Strategies vary according to the challenges like new concepts, unfamiliar vocabulary, long and complex sentences, etc. trying to deal with all of these challenges at the same time may be unrealistic. Then again strategies should fit to the ability, aptitude and age level of the learner. Some of the strategies teachers use are: reading aloud, group work, and more reading exercises.



A teacher helps a student with reading comprehension as part of project to help students with class work.

Reciprocal teaching

In the 1980s Annemarie Sullivan Palincsar and Ann L. Brown developed a technique called reciprocal teaching that taught students to predict, summarize, clarify, and ask questions for sections of a text. The use of strategies like summarizing after each paragraph have come to be seen as effective strategies for building students' comprehension. The idea is that students will

develop stronger reading comprehension skills on their own if the teacher gives them explicit mental tools for unpacking text.

Instructional conversations

"Instructional conversations", or comprehension through discussion, create higher-level thinking opportunities for students by promoting critical and aesthetic thinking about the text. According to Vivian Thayer, class discussions help students to generate ideas and new questions. (Goldenberg, p. 317). Dr. Neil Postman has said, "All our knowledge results from questions, which is another way of saying that question-asking is our most important intellectual tool. There are several types of questions that a teacher should focus on: remembering; testing understanding; application or solving; invite synthesis or creating; and evaluation and judging. Teachers should model these types of questions through "think-alouds" before, during, and after reading a text. When a student can relate a passage to an experience, another book, or other facts about the world, they are "making a connection." Making connections help students understand the author's purpose and fiction or non-fiction story.

Text factors

There are factors, that once discerned, make it easier for the reader to understand the written text. One is the genre, like folktales, historical fiction, biographies or poetry. Each genre has its own characteristics for text structure, that once understood help the reader comprehend it. A story is composed of a plot, characters, setting, point of view, and theme. Informational books provide real world knowledge for students and have unique features such as: headings, maps, vocabulary, and an index. Poems are written in different forms and the most commonly used are: rhymed verse, haikus, free verse, and narratives. Poetry uses devices such as: alliteration, repetition, rhyme, metaphors, and similes. "When children are familiar with genres, organizational patterns, and text features in books they're reading, they're better able to create those text factors in their own writing." Another one is arranging the text per perceptual span and the text display favorable to the age level of the reader.

Non-Verbal Imagery

Media that utilizes schema to make connections either planned or not, more commonly used within context such as: a passage, an experience, or one's imagination. Some notable examples are emojis, emoticons, cropped and uncropped images, and recently Imojis which are humorous, cropped images that are used to elicit humor and comprehension.

Visualization

Visualization is a "mental image" created in a person's mind while reading text, which "brings words to life" and helps improve reading comprehension. Asking sensory questions will help students become better visualizers. Students can practice visualizing by imagining what they "see, hear, smell, taste, or feel" when they are reading a page of a picture book aloud, but not yet shown the picture. They can share their visualizations, then check their level of detail against the illustrations.

Partner reading

Partner reading is a strategy created for pairs. The teacher chooses two appropriate books for the students to read. First they must read their own book. Once they have completed this, they are given the opportunity to write down their own comprehensive questions for their partner. The students swap books, read them out loud to one another and ask one another questions about the book they read.

This strategy:

- Provides a model of fluent reading and helps students learn decoding skills by offering positive feedback.
- Provides direct opportunities for a teacher to circulate in the class, observe students, and offer individual remediation.

Multiple reading strategies

There are a wide range of reading strategies suggested by reading programs and educators. Effective reading strategies may differ for second language learners, as opposed to native speakers.^{[29][30][31]} The National Reading Panel identified positive effects only for a subset, particularly summarizing, asking questions, answering questions, comprehension monitoring, graphic organizers, and cooperative learning. The Panel also emphasized that a combination of strategies, as used in Reciprocal Teaching, can be effective. The use of effective comprehension strategies that provide specific instructions for developing and retaining comprehension skills, with intermittent feedback, has been found to improve reading comprehension across all ages, specifically those affected by mental disabilities.

Reading different types of texts requires the use of different reading strategies and approaches. Making reading an active, observable process can be very beneficial to struggling readers. A good reader interacts with the text in order to develop an understanding of the information before them. Some good reader strategies are predicting, connecting, inferring, summarizing, analyzing and critiquing. There are many resources and activities educators and instructors of reading can use to help with reading strategies in specific content areas and disciplines. Some examples are graphic organizers, talking to the text, anticipation guides, double entry journals, interactive reading and note taking guides, chunking, and summarizing.

The use of effective comprehension strategies is highly important when learning to improve reading comprehension. These strategies provide specific instructions for developing and retaining comprehension skills across all ages. Applying methods to attain an overt phonemic awareness with intermittent practice has been found to improve reading in early ages, specifically those affected by mental disabilities.

4.4 Vocabulary: Definition and Usage

Vocabulary is commonly defined as "all the words known and used by a particular person". *Knowing* a word, however, is not as simple as merely being able to recognize or use it. There are several aspects of word knowledge that are used to measure word knowledge.

4.5 Productive and receptive knowledge

The first major distinction that must be made when evaluating word knowledge is whether the knowledge is productive (also called achieve) or receptive (also called receive); even within those opposing categories, there is often no clear distinction. Words that are generally understood when heard or read or seen constitute a person's receptive vocabulary. These words may range from well-known to barely known. A person's receptive vocabulary is the larger of the two. For example, although a young child may not yet be able to speak, write, or sign, he or she may be able to follow simple commands and appear to understand a good portion of the language to which they are exposed. In this case, the child's receptive vocabulary is likely tens, if not hundreds of words, but his or her active vocabulary is zero. When that child learns to speak or sign, however, the child's active vocabulary begins to increase. It is also possible for the productive vocabulary to be larger than the receptive vocabulary, for example in a second-language learner who has learned words through study rather than exposure, and can produce them, but has difficulty recognizing them in conversation.

Productive vocabulary, therefore, generally refers to words that can be produced within an appropriate context and match the intended meaning of the speaker or signer. As with receptive vocabulary, however, there are many degrees at which a particular word may be considered part of an active vocabulary. Knowing how to pronounce, sign, or write a word does not necessarily mean that the word that has been used correctly or accurately reflects the intended message; but it does reflect a minimal amount of productive knowledge.

4.6 Degree of knowledge

Within the receptive–productive distinction lies a range of abilities that are often referred to as *degree of knowledge*. This simply indicates that a word gradually enters a person's vocabulary over a period of time as more aspects of word knowledge are learnt. Roughly, these stages could be described as:

1. Never encountered the word.
2. Heard the word, but cannot define it.
3. Recognize the word due to context or tone of voice.
4. Able to use the word and understand the general and/or intended meaning, but cannot clearly explain it.
5. Fluent with the word – its use and definition.

4.7 Depth of knowledge

The differing degrees of word knowledge imply a greater *depth of knowledge*, but the process is more complex than that. There are many facets to knowing a word, some of which are not hierarchical so their acquisition does not necessarily follow a linear progression suggested by *degree of knowledge*. Several frameworks of word knowledge have been proposed to better operationalize this concept. One such framework includes nine facets:

1. orthography – written form
2. phonology – spoken form
3. reference – meaning
4. semantics – concept and reference

5. register – appropriacy of use or cash register
6. collocation – lexical neighbours
7. word associations
8. syntax – grammatical function
9. morphology – word parts

4.8 Definition of word

In linguistics, a **word** is the smallest element that can be uttered in isolation with objective or practical meaning.

This contrasts deeply with a morpheme, which is the smallest unit of meaning but will not necessarily stand on its own. A word may consist of a single morpheme (for example: *oh!*, *rock*, *red*, *quick*, *run*, *expect*), or several (*rocks*, *redness*, *quickly*, *running*, *unexpected*), whereas a morpheme may not be able to stand on its own as a word (in the words just mentioned, these are -s, -ness, -ly, -ing, un-, -ed). A complex word will typically include a root and one or more affixes (*rock-s*, *red-ness*, *quick-ly*, *run-ning*, *un-expect-ed*), or more than one root in a compound (*black-board*, *sand-box*). Words can be put together to build larger elements of language, such as phrases (*a red rock*, *put up with*), clauses (*I threw a rock*), and sentences (*He threw a rock too, but he missed*).

The term *word* may refer to a spoken word or to a written word, or sometimes to the abstract concept behind either. Spoken words are made up of units of sound called phonemes, and written words of symbols called graphemes, such as the letters of the English alphabet.

4.9 Phrase

WHAT IS A PHRASE?

Phrase definition: A phrase is a grammatical term referring to a group of words that does not include a subject and verb.

What is a Phrase? Examples, Definitions

What are phrases? A phrase is a group (or pairing) of words in English. A phrase can be short or long, but it does not include the subject-verb pairing necessary to make a clause.

Some examples of phrases include:

- after the meal (prepositional phrase)
- the nice neighbor (noun phrase)
- were waiting for the movie (verb phrase)

None of these examples contains a subject doing an action (subject-verb). Therefore, each example is merely a group of words called a phrase.

A phrase will always be more than one word.

Phrases vs. Clauses: a Hierarchy of Word Units

A phrase is any group of words that does not contain a subject completing an action.

When a group of words contains a subject doing an action (subject-verb), it becomes a clause.

Phrases can be added to sentences to make them more complex.

Concepts can begin with a single word and develop into a compound sentence.

Example:

- meal (word)
- after the meal (phrase)
- that mom prepared (clause)
- After the meal that mom prepared I felt full. (sentence)
- After the meal that mom prepared, I felt full because I ate too much. (complex sentence)
- After the meal that mom prepared I felt full, but my brother was still hungry. (compound sentence)

More Phrase Examples

“Phrases can be
long or short.”

Before we go into different types of grammatical phrases, let's look at a few more examples of phrases.

- In the air (prepositional phrase)
- Beside the bed (prepositional phrase)
- Along the road (prepositional phrase)
- To live and breathe (infinitive phrase)
- Looking stunning (participle phrase)

As you can see, English phrases can be just about any combination of words so long as they do not contain a subject-verb pairing.

Different Types of Phrase

What is a noun phrase? Noun phrases consist of a noun and its modifiers.

- the nice neighbor
- a soft, comfortable bed

What is a verb phrase? Verb phrases consist of a verb and its modifiers.

- were waiting for the movie
- felt a prick on his arm

“Adverbial phrases function as adverbs.”

What is an adverbial phrase? Adverbial phrases are phrases that act as adverbs. They modify verbs, adverbs, or adjectives.

- around the block (modifying where)
- after the meal (modifying when)
- in silence (modifying how)

What is a gerund phrase? Gerund phrases are essentially noun phrases that begin with a gerund.

- running through the woods
- jumping like a kangaroo

What is an infinitive phrase? Infinitive phrases begin with a verb infinitive and include any modifiers. Infinitive phrases function as nouns, adjectives, or adverbs.

- to run out of food
- to visit to the countryside

What is an appositive phrase? An appositive is essentially a noun phrase but one that renames another noun in the sentence.

- The tree, a tall redwood, was beautiful.
- The curtains were made of lace, a beautiful and delicate fabric.

“Participle phrases

begin with a participle.” What is a participle phrase? A participle phrase begins with a present (-ing) or past (-ed) participle. A participle phrase includes the participle and its modifiers. Participle phrases function as adjectives.

- The girls giggling and playing in the park never seemed to tire.
- Fatigued and dehydrated in the desert the men traveled on.

What is a prepositional phrase? A prepositional phrase is a group of words that includes a preposition and a noun. A prepositional phrase will function as either an adjective or an adverb.

- before church
- under the stairs

4.10 Types of vocabulary

Listed in order of most ample to most limited.

Reading vocabulary

A literate person's vocabulary is all the words they can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

Listening vocabulary

A person's listening vocabulary is all the words they can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

Speaking vocabulary

A person's speaking vocabulary is all the words they use in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse, though slight and unintentional, may be compensated by facial expressions and tone of voice.

Writing vocabulary

Words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating. For example, if there are a number of synonyms, a writer may have a

preference as to which of them to use, and they are unlikely to use technical vocabulary relating to a subject in which they have no knowledge or interest.

4.11 The language of questions

In general paper questions a special kind of language is used. Many candidates do not answer the questions properly, and hence lose marks, because they do not understand this language. However, use the explanations below to help you make the most in answering each question set in examinations.

i). Write a summary summarize/out line	- Pick out the main points relevant to the question and write about them briefly, linking them within the words-limit.
ii). In about 250 words.	- Roughly 250 words i.e. Bout 240 -260 words.
iii). In not more than 250 words.	- Less than almost 250 words.
iv) Make notes on.	Put the information in brief point form.
v). rough draft.	- First attempt at writing where you and cross out and change words etc.
vi). Final draft	- The version that you consider correct for the examiner to mark.

4.12 Summary writing

(i). Read the passage carefully, making sure that you fully understand the main points it is making.(this may not be necessary if you are dealing with the same passage that you have just made notes from).

(ii). Read the question on summary-writing and make sure you are clear as to which aspects of the passage you are being asked to write and summary on.

(iii) Re-read the passage, making a rough note every time you come to a point which you feel is relevant to the aspect you are being asked to write a summary on)Do not rely on your memory of the passage from having taken notes in the earlier question. You will be looking at another aspect of the passage now and will certainly miss points if you try to make new notes from memory.

(iv). Re-read your rough notes, checking that they are all relevant to the aspect you are being asked to summarize.

(v). Write a paragraph of continuous English in your own wards which deals with each of the points in a sensible order. In doing this, vary your sentence lengths and structure as you would do in writing an English essay. You must avoid the paragraphs reading like a set of disconnected ore sentence to avoid this and thus make the passage more interesting to read.

(vi) in writing the passage, try to stick roughly to the word limit you are given. Once you have finished, count the number of words you have used. You can then either increase or decrease the word- total by draft. Do not increase word- numbers by adding irrelevant points or miss out relevant points to decrease word number. You must avoid missing out parts ot

one part or giving extra treatment to a point to try and adjust your word-total. Each point must be given balanced treatment.

4.13 The language of the questions

Examination questions are a special kind of language. Many candidates do not answer the questions properly; hence lose marks, because they do not understand this language. Use the explanations below to help you make sure you understand each question before answering it.

• In your own words	- Not copied straight from the passage but put into different words by you.
• Give two reasons	- Find two things mentioned in the passage that back up the point.
• Give two examples	- Mention two things that show
• Suggest two reasons	- Think of two things that back up the point that are not necessary directly mentioned or linked to it in the passage.
• Illustrate two	- Give two example
• From the passage	- Taken from the particular passage and not elsewhere.
• Explain	- Say clearly what it is about in more detail.
• Compare and contrast	- Show the differences + similarities
• Italicized words	Words that are emphasized in the text by being in a different and higher print.
• Underline words	Words that have a line underneath them.

As noted above comprehension develops the skills for life. According to Ocan (2009), a student will communicate effectively when he/she understands the instructions. Therefore reading between lines and inferring to the sentence in the passage is very important of one is to accurately answer questions on comprehension will lead to less of valuable info for answering questions, hence poor results.

4.13 Approaches to the question

According to Gardener (1990) most comprehension has W H questions. These questions include: what, who, when where, why and how, for e.g.

(i) Who wrote the book concise course for 'A' Level GP?

(ii) When was the 1st edition published?

(iii) What did he use to write the book?

(iv) Where was the book published?

(v) How was the book recovered by Students and teachers?

From the above example, it can be argued that WH questions requires different answers. This is because most WH questions are not as straight forward as we think. Therefore, to answer most **Wh** question accurately the candidate has got to infer to the passage of least more than once. For example (iii) what did he use to write the book? May require the candidate to list the tools the author has used to write the book and this could probably include things like:

- (i) A pen
- (ii) A book/paper
- (iii) Computer

The author would like you to note carefully then what he used is very different from why he wrote the book? For example look at the statements which will lead to excellent approach to the question.

1. First read the passage slowly and carefully make sure you fully understand what it is about.
2. Read through all the questions. This is important as you may find that two questions deal with similar aspects of the passage but require different details. You must then make sure that each of your answers deals exactly with what each of the questions asks.
3. Answer the questions in the order they are set. This order is designed to help you. Question often lead on from each other and they will generally lead you through the passage in order.
4. Answer in full sentences and in your own words giving the full and exact answer to the question but no more. It is important that they should not contain points which are not relevant.
5. You must express your answers as clearly as possible and in doing so always use your own wordings and phrasing. Do not quote words or phrases from the passage unless the question specifically asks you to do so.
6. To make your answers as clear as fully what you are writing about for e.g, if a question asks:

Why did Ocan leave the party?

Your answer should start:

*Ocan left the party because and **Not:** Because Therefore, the example above shows that you should always indicate clearly who and what you are referring to in an answer. Thus, you should not use the words he/she/they /it unless you have already indicated earlier in the same answer to what or whom these words refer. Never start an answer with 'Because'.*

7. If you are asked to find a word or phrase from the passage which related to a question, then find the word or phrase which best answers the and write it exactly, putting it in quotation marks. Atypical answer to this type of question should look like this!

The phrase which best describes that Ocan despised Mary is Onen had always looked down on his wife!

In such questions always quote as briefly as possible. Do not quote a full sentence if only part of it is required. Note also very carefully that you should use words and phrases from the passage only when the question actually asks you to do so.

8. There's always a question which asks you to give a meaning of a word or phrase from the passage. Many words and phrases have more than one meaning and you will only gain marks for giving the meaning that the passage uses look at the two examples below:

(i) The path **ran** through the dense forest.

(ii) Grace's mother was **growing** rather tired of her mischievous behavior.

Questions:

Giving the meaning of 'ran' in sentence (i) and 'growing' in sentence(ii). The correct answer would be:

Ran – passed or led.

Growing - becoming

However, both these words can have other meaning: e.g

'*ran*' – moved fast as in a race.

'*growing*' - becoming bigger or taller.

If you gave these second meanings, you would get no marks as these are not the meanings that are used in the passage. It is therefore very important that you always look back to the passage before giving the meaning of a word. You must try to think of another word which could replace the one used in the passage. In doing this it is often better to use more than one word so as to make your meaning fully clear in the same tense as that used in the passage.

9. Some of the questions may ask you to make a guess about why something happens in the passage or draw a conclusion from the passage. Such questions will often start with the words 'why'/what do you think. In such questions the answer is not actually given in the passage but enough information is there to allow you to make a good guess. You will be given marks for any answer which fits in with the rest of what happens in the story makes sense.

NB. Do not use your own knowledge of a subject to answer a question unless you are actually asked to do so. A comprehension is meant to test your understanding of what you have read not your general knowledge.

10. Be aware of how many marks are being awarded for each question and explain your answers with these in mind. A question worth one mark is likely to be looking for one point from the passage. There's no point in writing a long paragraph for one mark question as you cannot be awarded more than the one mark.
11. Do not rely on your memory of the 1st reading to answer questions with each question refer back to the relevant part of the passage and find the point or points which answer the question. Having found the points; put them in a full sentence and in your own words unless the question has asked you to quote from the passage.

CHAPTER FIVE

SAMPLE PASSAGES FOR DISCUSSION

5.1 Passage One

Read the passage below carefully and answer the questions that follow, using your own words whenever possible:

While the influence of population growth on economic development is a subject of heated debate, **the weight of scholarly opinion** today supports the view that the poorest countries would be more likely to achieve reasonable per capita income growth if their birth rates declined. The connection between economic and population growth is often confused by a **chicken-and-egg-dilemma**. Economic growth often leads to declines in death rates and increases in immigration, both of which contribute to population growth, so it can sometimes appear that economic and population growth are **mutually reinforcing**. When the discussion is narrowed to the relationship between birth rates and per capita income change, the negative influence of high fertility on income is more apparent. When each generation is similar in size to the one that precedes it, parents find it easier **to prepare their children for productive lives**. Governments find it easier to build and maintain transportation infrastructure and provide such social services as universal schooling. These lay the ground work for investment, innovation and economic growth.

It is possible; of course that rapid population growth may contribute to economic growth at certain times and yet constrain it at others. In societies fortunate enough to begin the development process with small population and abundant natural resources, rapid population growth may indeed help spur economic development. But in most developing countries today populations are already large relative to the availability of natural resources and supplies of renewable fresh water and farmland are scarce and often concentrated in the few hands. Under such circumstances, further rapid population growth is especially likely to contribute to soil erosion, declines in water quantity and quality and the partition of farmland into **parcels too small** to support families these trends can undermine both subsistence farming and cash crop production and hinder both economic growth and industrial development, which historically have been built upon strong agricultural economies.

Governments must grapple with the problems of resource scarcity and inequality while also devoting disproportionate effort to the challenge of educating and providing jobs for ever-growing generations of young people. Lending support to the changing relationship between population and economic growth, a recent review of the evidence suggests that the association between high birth rates and slowed income growth was weak in the 1960's and 1970's but strengthened significantly in the 1980's especially in the poorest countries.

In theory, more people may mean a country can produce and consume more goods and services leading to economic growth. But this can only occur when employment opportunities grow at least as fast as the labour force and when the people have access to the necessary education and training. This is **a race** that many governments are losing. Rapid population growth complicates the task of providing and maintaining the infrastructure, education and health care needed by modern economies.

“The balance of the present **scholarly judgment**,” writes population scientist Joel E. Cohen, “Is that slower population growth benefit most developing countries and that rapid population growth **excercebates** many other problems of which it is the sole or principal cause.”

Trade is now a global activity and future economic growth in industrialized nations will depend in large part on the capacity of people in countries around the world to pay for imported products. Boosting U.S. exports, for example, stimulates the growth of jobs that pay, on average, wages that are 13% above average. Moreover, the most dynamic growth in demand for these imported goods is occurring in developing countries. Rapid population growth **can erode the expansion** of this demand.

Questions:

(a). Suggest an appropriate title for this passage? (02marks)

.....

(b). What does the author mean by the following phrases:

(i) . “prepare their children for productive lives” (03marks)

.....
.....

(ii). “the most dynamic growth in demand” (03 marks)

.....
.....

c. In not more than 100 words, summarize how population growth affects economic development (12 marks).

Summary:

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(Indicate the number of words used).

d. Explain the meaning of the following words and phrases as used in the passage.

i. “*weight of scholarly opinion*” (02 marks)

.....

ii. “*chicken-and-egg-dilemma*” (02 marks)

.....

iii. “mutually reinforcing” (02 marks)

.....

iv. “narrowed to” (02 marks)

.....

v. “parcels to small” (02 marks)

.....

vi. “grapple with” (02 marks)

.....

vii. “a race”(02 marks)

.....

viii. “Scholarly judgment.” (02 marks)

.....

ix. “exacerbates.” (02 marks)

.....

x. “erode the expansion.” (02 marks)

.....

SPGE = (10 marks)

5.2 Passage Two

Read the following passage and answer the questions that follow using your own words wherever possible:

One basic weakness of Christianity, including Catholicism, is that it has abjectly failed to be conceived as something that should be an integral part of their lifestyles by the majority of its practitioners, among whom the faith was forcibly introduced from outside, instead, of being allowed to be inducted into their cultures as a result of the inner dynamic, the natural evolution, of those, respective cultures, themselves. Such induction would doubtless have led to an automatic and effortless exteriorization of the principles and values of Christianity by the peoples among whom it spread, thus moulding their thought processes and their conduct, their modes of dress, as well as their attitude towards important social and political issues. Unfortunately, however, Christianity is often perceived as an alien set of beliefs that one is taught while being prepared for baptism or confirmation or matrimony beliefs that urge a certain set of responses that are not always consonant with, and at times are set in direct opposition to, those practices and morals that have over the years become deeply ingrained in the fabric of a people's political and social life. So for the majority of such peoples, Christianity remains an alien faith-even an alienating faith for its more devout adherents something that one does when it is expedient to do so, only to be cast off when there is no longer any need for the people for whose attention it had been put on to continue being impressed.

The liturgies of the various Christian denominations are strange and were for sometime in the past, especially in the (Catholic Church conducted in tongues the native peoples did not comprehend. The clergy are often viewed as standard bearers of a conquering faith that often enrich them, but that make them lost to their traditional cultures.

“I should like to concentrate mainly on Catholicism. its liturgy and its clergy in my own country in Africa, for that I know best about.

Catholicism is not considered to have the capacity to take on an African complexion because it has its nerve centre here in Rome and its far-flung outposts derive, or are generally believed to derive their life-blood and sustenance from Rome. That is exactly what the ramifications of the Church are perceived as: outposts of a European at time even Italian, faith, this impression being strengthened by the presence of a large contingent of white, especially European. Missionaries in Africa- the Verona congregation. The Mill Hill fathers, the white fathers, the Holy Cross Missionaries, e.t.c. the African clergy who however constitute the majority are viewed as hovering on the periphery of the clerical establishment. Marginalize & powerless. Belonging neither with the white clergy nor with the black Laity.

Almost ever thing about the Catholic is white. Grape wine is not indigenous to Africa, nor is the wheat from which the Host is made. The tabernacles and alters are modeled upon those found in Europe, and they are often manufactured on that continent and then freighted to Africa in pieces that only need to be assembled.

The vestments are of Europe, and only the bishop's scepter and miter. Many of the church buildings are either Romanesque or Gothic and thus like small-scale models of cathedrals and chapels in Europe. The only concession that has been made to African indigenous cultures lies in

the realms of language and song, or the African congregation can now use their diverse languages to say prayers they can understand and to sing songs set to tunes they enjoy, and to the accompaniment of musical instruments they themselves have created.

The African clergy have failed to find a firm footing among the people on the midst of whom they live and work, for they are often treated like aliens, not quite 50 belonging with the people living around the mission House. They are elite who drive cars and ride motorcycles. They eat the white man's food and live in houses built by him. They often drink the white man's beverages and listen to his music by Chopin and Bach and Schumann. And Beethoven and Mozart. Above all, they do not marry. That alone sets them apart as a species of mankind who are devotees of a God that makes very serve demand on his acolytes. Granted, the Catholic Church has a strong following in most parishes, and a remarkable amount of respect is shown to the priests by the laity, but much of this respect, I suspect, owes its existence to the awe inspired by a sound formal education and possession of property that the ordinary Christian cannot dream of ever owning. Celibacy and bachelorhood for clergy are therefore viewed as a necessary sacrifice on the alter of those material possession which are covered by the majority of poor laity but which happen to be inaccessible to them Bachelorhood should therefore, In the eyes of the laity, be only a temporary condition one should suffer with a view to acquiring the coveted possessions.

In view of the foregoing ways and means should be contemplated of bringing Catholicism and Christianity generally, within the culture ambit of the peoples of Africa, so that they can accept & and assimilate the faith with greater ease. This will ensure that the end product is a true converts so suffused with Christianity that his every thought this every utterance, his every deed, is an indubitable reflection of Christian principles and values, perhaps the Muslims have something to teach us in this respect in the way the majority of them are so completely immersed in the teachings of the Koran, in the value and practice of Islam\, that it is virtually impossible to convert them to other faith.

Questions

a,) Suggest a suitable title for the passage. (02marks)

.....

b) What does the writer mean by the following?

i) "The liturgies to the various Christian denominations are strange" (Line 19) (03 marks)

.....

ii) "Almost everything about the Catholic Church is white" (line 35) (03 marks)

.....

c) In about 100 words summarize the reason why the writer views Christianity as alien
(12 marks)

Summary:

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(Indicate the number of words used)

(I) explain the meanings of the following words as used in the passage.

i) Consonant (02 marks)

.....

ii) Ingrained (02 marks)

.....

iii) Devout adherents (02 marks)

.....

iv) Nerve centre (02 marks)

.....

v) Hovering on the periphery (02 marks)

.....

vi) Marginalized (02 marks)

.....

(vii) Indigenous (02 marks)

.....

viii) Gothic (02 marks)

.....

ix) Acolytes (02 marks)

.....

x) Celibacy (02 marks)

.....

SPGE = (10marks)

5.3 Passage Three

Read the passage below and answer the questions that follow using your own words where possible:

Not everyone who comes to your rescue is your friend, and no one understands this better than Florence Athieno, a 19-year-old orphan and mother of three. Born in Manyatta village, Kisumu, Kenya, Athieno had her first baby when she was a child herself at 14 years old. She was impregnated by her caretaker, who employed her as a house helper.

Afraid of the charge of defilement, he fled leaving Athieno to fend for herself and the baby. Perhaps understanding the adage “*survival of the fittest*”, Athieno did not think twice then ‘luck’ unfolded again in the name of a lover. She accepted the hands out he offered her and the baby, but it was not long before she had more children. Not long after the second baby was born, he vanished.

Now seated on a long bend, the first in a row, along with other mothers at the Kisumu Medical and Trust (K-Met) an organization promoting development of underserved communities through innovative health and education programmes, Athieno says her world is about children and pain. “In fact, the two are synonymous” she says with an innocent smile. Quite oblivious of her future, she has brought her malnourished toddlers for nutritional supplements at the centre, which also provided family planning services. Asked whether she considered using modern contraception to space or Limit her births, Athieno responds. “I don’t know whether I even need it should have had it yesterday “but, have you ever heard of family planning”? I probe “Yes, but I heard that it makes you barren, that it’s for Malaya’s (prostitutes) who do not want to give birth, but I’ve come anyway because I’m not only different from aMalaya now”, Athieno says.

Seated next to her is Emily Anyongo, a 18- year- old mother of two from Nyalunga village, who says her religion does not permit the use of modern contraception “its evil”. It encourages promiscuity” pastor reportedly told her.

Carol Nyandati A K-MET nurse, says Athieno and Anyango are just some of the many women who lack the correct information to plan their births, “It is reason we integrated nutrition into family planning services to give it a practical face for them to understand the problem of unplanned births”, Nyandati says.

The centre located on the outskirts of Kisumu town, runs outpatient therapeutic clinics where they feed malnourished children an effect of the 2007 post - election violence.

Next door to the mourn clinic is a grinding mill for Maize, Soya, Millet, Mukene (silver fish) and Nkejje (small fish) for the nutritious meals.

K-MET employees elderly female village healthcare workers to make the meals and help to educate the mothers on health feeding. “We also give them flour to carry home, but ask them to bring the children so that we can monitor their progress and also encourage them to use family planning”, Nyandati says. She adds the programme that started in June 2009 has fed all children. On this particular, there were 19 children ranging from the age of six months to five years.

“From January to May, we registered 40 children of whom also suffer from HIV and TB”, Nyandati discloses. “Most of these mothers come from villages where access to the clinic is difficult so is food, yet they are still having children this ups the infant and child mortality because the spacing doesn’t allow sufficient time for breast deeding and food production. The children well- fed”, he adds. It is the community health teams, which identify the malnourished children, most suffering from Kwashiorkor and Marasmus, then refer them to the center. Rose Ochieng a 40 year old community worker says they conducted door to door visits in the villages to identify the children. “When their children are fed, they are able to comfortably start and learn about family planning We got mothers who are old in the programme to share their experience using modern contraceptives and the effect it has on nutrition and food security”, Ocheing says. “Many mothers confess that they were unable to feed their children well because of the pressure of another child on the way limited income and lack of correct family planning information.”

“Many mothers have misconceptions about modern contraception but after were comprehensively educate then, most of them started family planning and also refer to their colleagues,” Ocheing says.

“We advised Othieno to use Norplant because it is long lasting it will give her more time to refocus because she seems to be in a crisis she wants no more children because she dreads men and dating, yet she is vulnerable,” she adds.

Monica Ogutu, the executive director K-MET, says data from the world and health surveys’ have illustrated clearly the benefits of increasing birth intervals to reduce infant and child morality. She notes that improvements in both maternal and child nutrition have been shown to be related to increase birth spacing.

“Few programmes, however link nutrition and family planning activities”, Ogutu argues, “Family planning programmes focus primarily on women nutrition program focus principally on the child. We hardly bring them under the same umbrella but it has tremendously worked for us, using one to tap into the other”. She says.

Ogutu argues that national program should an extra mile to bring family planning information to the rural families living in biting poverty. Our project has found out that it is knowledge not cast, which is the major challenge to use of modern contraceptive. She says they run a voucher programme, where couples buy a prepaid card at the shs 300/ to access any type of family planning method and hospitalized deliveries when pregnant.

“Hospital deliveries which stood at 40% increased tremendously to over 70% in the pilot areas but family planning up take not as good. So is male involved 80% of the women accessing family planning do not come with their husbands, with most of them asking for the methods that men cannot find out about,” Oguttu explains. She adds that for mothers who have there desired number of children, they ask for tuboligation and we no longer seek the husbands consent”.

(Daily Nation: Wednesday 12/3/2016)

Questions

a) Suggest an appropriate title for the above passage?

(02marks)

b. What did Athieno mean by the following phrases?

- i. 'the two are synonymous'

(02marks)

ii. 'I should have had it yesterday'

(03marks)'

iii. 'I' m not any different from Malaya now'

(03marks)

c. In a summary of not more than 100 words, what reasons hinder the use of modern contraception to space or limited births and what can be done to solve this problem in answer on the above passage. (10 marks)

Summary

(Indicate the number of words used)

d. Without changing the meaning what the phrases and words below mean according to the passage.

i. to tend for herself (02marks)

.....

ii. Hand-outs (02marks)

.....

iii. Encourages promiscuity (02marks)

.....

iv. This ups Mentality (02marks)

.....

v. Door to door visits (02marks)

.....

vi. Pilot areas (02marks)

.....

vii. Same umbrella (02marks)

.....

viii. Go an extra mile (02marks)

.....

ix. Biting poverty (02marks)

.....

(SPGE =10 Marks)

5.4 Passage Four

Read the passage below and then answer the questions which follow, using your own words wherever possible:

When people talk about Modern Art,' they usually think of a type of art which has completely broken with the traditions of the past and tries to do things no artist would have dreamed of before. Some like the idea of progress and believe that art, too, must keep in step with the times. Others prefer the slogan of 'the good old days,' and think that modern art is all wrong. But we have been that the situation is really more complex, and that art no less than old art came into existence in response to certain definite problem & Those who deplore the break in tradition would have to go back beyond the French Revolution of 1789, and few would think this possible. It was then, as we know, that artists had become self-conscious about style, and had begun to experiment and to launch new movements which usually raised a new 'ism' as a battlecry. Strangely enough, it was that branch of art which had suffered most from the general confusion of tongues that succeeded best in creating a new and lasting style; modern architecture was slow in coming, but its principles are now so firmly established that few would still want to challenge them seriously. We remember how the groping for a new style in building and ornament led to the experiments of Art Nouveau in which the new technical possibilities of iron construction were still combined with playful ornaments. But it was from such exercises in inventiveness that the architecture of the twentieth century was to arise. The future belonged to those who decided to begin afresh and rid themselves of this preoccupation with style or ornament, were in old or new. Instead of clinging to the idea of architecture as a 'fine art' the youngest architects rejected decoration altogether and proposed to look at their task afresh in the light of its purpose.

This fresh approach made itself felt in several parts of the world, but nowhere more consistently than in America, where technological progress was much less hampered by the weight of traditions. The incongruity of building skyscrapers in Chicago and covering them with decorations from European pattern books was apparent. But it needed a forceful mind and a clear conviction for an architect to persuade his clients to accept an entirely unorthodox house. The most successful of these was the American Frank Lloyd Wright (1869 - 1959). He saw that what mattered in a house was the rooms, and not the facade. If it was commodious and well planned inside, and suited to the requirements of the owners, it was sure also to present an acceptable view from the outside. To us this may not seem a very revolutionary point of view, but in fact it was, for it led Wright to discard all the old shibboleths of building, especially the traditional demand for strict symmetry. On a house which Wright built in Chicago, he swept away all the usual trimmings, the mouldings and cornices, and built the house entirely to suit the plan. Yet Wright did not look upon himself as an engineer. He believed in what he called 'Organic Architecture', by which he meant that a house must grow out of the needs of the people and the character of the country like a living organism.

One can appreciate Wright's reluctance to accept the claims of the engineer all the more as these claims began to be advanced at that moment with great force and persuasiveness. For, if Morris had been right in thinking that the machine could never successfully emulate the work of human hands, the solution was obviously to find out what the machine could do and to regulate our designs accordingly.

To some, this principle seemed to be an outrage against taste and decency. In doing away with all ornaments, the modern architects did, in fact break with the tradition of many centuries. The whole system of fictitious 'orders', developed since the time of Inelleschi, was swept aside and all the cobwebs of false mouldings, scrolls and pilasters brushed away. When people first saw these houses they looked to them intolerably bare and naked. But we have all become accustomed to their appearance and have learned to enjoy the clean outlines and simple forms of modern engineering styles. We owe this revolution in taste to a few pioneers whose first experiments in the use of modern building materials were often greeted with ridicule and hostility. The early experimental buildings became a storm-center of propaganda for and against modern architecture.

Questions:

- (a) Suggest an appropriate title for the passage.

.....

- (b) How, according to the author, does art come into existence?

.....

- (c) How does the author differentiate between experiment art and old art?

- (d) In not more than 100 words, summarize Frank Wright's views on 20th Century architecture

Summary

[illegible]

(Indicate the number of words used)

(e) Explain the meanings of the following words and phrases as used in the passage:

(i) deplore (line 06) (02 marks)

.....

(ii) raised anew 'ism' (line 9) (02 marks)

.....

(iii) incongruity (line 22) (02 marks)

.....

(iv) unorthodox (line 24) (02 marks)

.....

(v) façade (line 27) (02 marks)

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(vi) shibboleths (line 29) (02 marks)

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(vii) symmetry (line 30) (02 marks)

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(Viii) Outrage against taste and decency (line 40) (02 marks)

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(ix) ridicule (line 47) (02 marks)

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(x) storm-centre (line 48) (02 marks)

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(SPGE 10 Marks)

5.5 Passage Five

Read the passage below carefully and answer the questions that follow:

Management education gained new academic stature within US Universities and **greater respect** from the outside during the 1960's and 1970's. Some observers attribute the **competitive superiority** of US corporations, to the quality of business education. In 1978, a management professor, Herbert A. Simon of Carnegie Mellon University, won the Nobel prize in economics for his work in decision theory. And the popularity of business education continued to grow. Since 1960, the number of master's degrees awarded annually has grown from under 5000 to over 50,000 in the mid 1980's and the MBA has become known as the passport to the good life.

By the 1980's however, US business schools faced critics who charged that learning had little relevance to real business problems. Some went so far as to blame business schools for the decline in US competitiveness.

Amidst the criticisms, four distinct arguments may be discerned. The first is that business schools must be either unnecessary or **deleterious** because Japan does so well without them. Underlying this argument is the idea that management ability and not be taught; one is either born with it or must acquire it over years of practical experience. A second argument is that business schools are **overtly** academic and theoretical. They teach **quantitative models** that have little application to real world problems. Third, they give inadequate attention to shop floor issues, to production processes and to management resources. Finally, it is argues that they encourage undesirable attitudes in students, such as placing value on the short term and 'bottom line' targets, while neglecting longer term developmental criteria.

In summary, some business executives complain the MBA's are incapable of handling day today operational decisions, unable to communicate and motivate people, and unwilling to accept responsibility for the follow-up on implementation plans.

In contrast to the expansion and development of business education in the United States and more recently in Europe, Japanese business schools graduate no more than two hundred MBA's each year. The Keio Business School (KBS) was the only graduate school of management in the entire country until the mid-1970's and it **stillboasts** 'the only two year master's programme. The absence of business schools in Japan would appear in contradiction with the high priority placed upon learning by its Confucian culture. Confucian colleges taught administrative skills as early as 1870. By 1900, Japan wholeheartedly accepted Western education systems. Japanese students were dispatched to universities in US, Germany, England and France, to learn the secrets of western technology and modernization. Moreover, the Japanese educational system is highly developed and intensely competitive and can be credited for raising the literary and mathematical abilities of the Japanese to the highest level in the world.

Until recently, Japanese corporations have not been interested in using either local or foreign business schools for the development of their future executives. Their in- company training programmes have sought the **socialization of newcomer** younger the better. The training is highly specific and those who receive it have neither the capacity nor the incentive to quit. The prevailing belief is that management should be **born out of experience** and many years of effort and not learnt from educational institutions.

The Japanese then do not ‘do without’ business schools, as is sometimes contended. But the process of selecting and **orienting** new graduates, even MBA’s into corporations is radically different than in US. Success is based upon Japan’s system of highly competitive recruitment and intensive in- company management development, which in turn are grounded in its tradition of universal and rigorous academic education lifelong employment and strong group identification.

The **harmony** among these traditional elements has made Japanese industry highly productive and given corporate leadership a long term view. It is true thatfr6as been achieved without much attention to university business education, but extraordinary attention has been devoted to the development of managerial skills both within the company and through participation in programmes sponsored e Productivity Centre and other similar organizations. . .

Questions

a). Suggest an appropriate title to the passage. (02 marks)

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b). According to the passage, what criticism was advanced against US business schools in the 1980’s? (4 marks)

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c). In a paragraph of about 100 words, summarize what has made Japanese. Corporations highly successful. (14 marks)

Summary

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(Indicate the number of words used)

(d) Explain the meaning of the following words/expressions as used in the passage.

i. 'greater respect' (02marks)

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ii. 'Competitive superiority' (02marks)

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iii. 'Deleterious'. (02marks)

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iv. 'Overtly' (02marks)

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v. 'Quantitative models' (02marks)

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vi. 'still boasts' (02marks)

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vii. 'Socialization of new ideas' (02marks)

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viii. 'Born out of experience' (02marks)

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ix. 'Orienting' (02marks)

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x. 'harmony' (02marks)

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(SPGE 10 Marks)

5.6 Passage Six

Read the passage below carefully and answer the questions that follow:

Madame Curie through her discovery of Radium was one of the first women scientists to achieve International fame. When Pierre and Marie Curie were jointly awarded half the Noble Prize for Physics in 1903 (the other half going to Henri Becquerel), it was the crowning glory of achievement for Madame Curie, not only because she was the key person in the experiments which had led to the discovery of radium but also because the discovery was for her hard-won victory, the result of long years of hoping, waiting and working under almost impossible conditions.

Marie, born Marja Sklodowska in Poland in 1867, had always wanted to study science. But she had to wait a long time before she could realize this ambition. There was a University in her native Warsaw, but women were not allowed to enroll there as students. She and her elder sister Bronya dreamed of The Sorbonne, the famous University of Paris, but how were the children of a poor professor to find money for the fare, and for living while studying in Paris? Marja, with characteristic devotion, decided to let Bronya have her chance first. She took a job as a governess and saved her salary so she and father could support Bronya during her medical studies in Paris. Those were years of waiting, when this unusually gifted girl stuck to a not too pleasant job, living frugally for Bronya's sake and continuing her studies of science in her spare time for her own.

When, towards the end of Bronya's course, Marja was at last able to go to Paris and enroll as a student at The Sorbonne's faculty of Sciences, she had to work very hard while suffering the hardship of a very poor student - unable to buy sufficient food, or decent clothes, or adequate fuel to warm herself in the uncomfortable lodgings which were the only accommodation she could afford: but she never lost sight of her goal.

With her brains and her application, it was not long before Marie distinguished herself in her studies. She became skilled in handling instruments and familiar with the exactness needed for scientific experiment. Her professor began to entrust her with researches of greater importance, which gave the opportunity to show the skill and originality of the mind. In the examinations, which she took after her first two years, she came top of the class.

It was in her third year, while looking for a laboratory space to do some special research entrusted to her that she met Pierre Curie. Pierre too was a physicist, a brilliant scientist who had got his masters degree at the age of eighteen. When Marie met him, he was already an established lecturer. The meeting was the beginning of one of the finest partnerships that ever united a man and woman.

Marie married Pierre and became, Madame

Curie, but it never occurred to her to give up her pursuit of science for family life. With the characteristic determination, she resolved to perform her duties as wife, mother and scientist equally creditably. She sat and passed her fellowship examinations, kept the house, continued her scientific research, and looked after one, then a second, little daughter.

In all this she had the love and active cooperation of her husband, who could sometimes be seen sweeping the floor or playing with their little children while she did the cooking. He was proud of the progress she made in her academic work and when the time came for her to choose an original subject on which to work for a thesis for her doctorate, it was both husband and wife who put their heads together and studied the newest report in Physics.

Finally, Marie decides on radioactivity, about which very little was known and besides the recent observation of Henre Becquerel, a chemist, that the rare metal uranium rays, Madame Curie went to establish the presence of 'radioactivity' - a name she invented - in other metals. Her husband, who had watched the experiments with interest and often helped her with advice, now put aside his own research to provide her with the collaborator she needed in the research for the elusive substance. They soon discovered a new metal, which they named POLONIUM after Marie's native Poria, and some months later discovered radium.

Several years were to pass, however, before Marie Curie and her husband could get any real credit for their discovery. For four years they had to work in a miserable shed with an earth floor and a leaking roof, spending hour after endless hour trying to obtain an extraction of pure radium. Neither repeated disappointment, nor the problem of how to obtain the expensive ore needed for their experiments could discourage Marie. Even when her husband urged her to give up, if only for a time, this work which was tiring her out she stubbornly persevered.

By the time she had obtained her pure radium, it was already known to the world that the new substance could be wonderfully useful. In the field of medicine, especially, it was found useful for the treatment of certain hitherto incurable diseases. Now was the time for Marie and Pierre to reap worldly wealth as a reward for their years of labour, if they had chosen to keep to themselves the secrets of the production of radium. This would have earned them tremendous fees from the organizations that wanted the process to manufacture radium for medical and other scientific purposes. But Marie and Pierre thought this would be against scientific spirit, and so, generously and unselfishly, they published their findings without claiming any financial benefit, and gave the world one of the most powerful substances known in modern science.

Questions

a) Suggest a suitable title for this passage (2 marks).

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b) (i) Marie in paragraph two showed characteristic devotion. Mention two other characteristics which feature prominently in the story. (3 marks)

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(ii) the active co-operation of her husband. At least three instances of the cooperation are mentioned. Relate them. (3marks).

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- c) Summarize the last five paragraphs (from line 34) in not more than eight short sentences.
(12 marks)

Summary

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(Indicate the number of words used)

- d) Explain the following words and phrases as used in the passage.

(i) hard-won victory (02marks)

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(ii) Frugally (02marks)

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(iii) hardships (02marks)

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(iv) distinguished herself (02marks)

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(v) the skill and originality of the mind. (02marks)

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(vi) established (02marks)

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(vii) kept house (02marks)

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(viii) an original subject (02marks)

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(ix) hitherto incurable diseases. (02marks)

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(x) tremendous fees (02marks)

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(SPGE 10 Marks)

5.7 Passage Seven

Read the passage below and answer the questions following it with your own words wherever possible:

Since the end of the cold war, a major concern has been the problems caused when states fall apart that is, when governments fall apart or become incapable of maintaining peace within their own borders. In recent years, international peace keeping troops have been dispatched to Somalia and Haiti to help restore order in these countries and the world has witnessed mass killings in Rwanda and random violence on the streets of Monrovia, the capital city of Liberia.

Each of these civil conflicts has produced streams of refugees into neighbouring countries.

What are the roots of these conflicts, and why are so many occurring today? No single cause or theory can fully explain why societies fall into disorder, and it is unrealistic to expect human behaviour to follow **predictable laws** as physical systems do.

A group of researchers led by a university of Toronto political scientist Thomas Homer-Dixon hypothesizes that one frequent characteristic of societies vulnerable to internal conflicts is scarcities of such critical natural resources as fresh water, farmland, forests and fisheries. As people compete for access to these resources, some gain more than their share, while others become increasingly marginalized.

Misunderstanding the **complex interplay** of factors involved in such conflicts, those affected may blame historic or traditional enemies in other ethnic groups. Governments face escalating demands to mediate the resulting tensions.

Decisive action may be hampered by a shrinking tax base, perhaps because the dominant (usually wealthier) factions have influenced tax policy to their own benefit. At some point, the pressure on the weak and resource-poor governments becomes too much and they collapse.

Homer - Dixon and his colleagues contend that the growth of population contributes to the underlying environmental scarcities in at least three important ways: through sub divisions depletion and degradation of the resource base. As greater numbers of people divide a fixed quantity of fresh water or crop land, for example, the amount available to each person shrinks.

To the extent the resource is renewable, its total size may remain the same, but less is still available to each person.

To the extent the resource is not renewable and even water and land can become non-renewable resources when they are used beyond **critical thresholds** of renew ability the same process can cause resource depletion or degradation. In any combination of the three impacts, natural resources become less available as the number of people needing them increases.

The same set of impacts can result as well from increases in per capital consumption by a stable population. Most frequently population and consumption patterns interact to increase the use of natural resources more rapidly together than either would force by itself. Especially in the

presence of other key ingredients in history of ethnic strife, inequitable divisions of power and wealth, an ongoing economic crisis, for example this process can set the stage for acute conflict.

This explanation may fit most closely the circumstances of many developing countries, which are more likely than wealthier countries to feel the impacts of environmental scarcity and less able to compensate for resource scarcities through trade or substitution. Elements of the theory, however, may apply to wealthier countries as well.

Population growth increases the demands for the kinds of services that all governments must provide.

The more rapid the growth in numbers of people in demand, the need to expand basic infrastructures like roads, water supply, hospitals and schools, for example become especially acute. When the number of dependent children is high relative to that of the working adults, these demands can become excessive in relation to the revenues governments derive from taxes.

The crowding that accompanies population growth inevitably multiplies the rate of basic human interaction. To maintain order societies require some degree of regulation or other forms of mediation in the words of Fred Charles Uke.

More often than not, higher densities will lead to more government. More crowding means more people will bump into one another, people nowadays demand that the government interfere even more of an unintended consequence of (population) growth will be more government.

Where governments are neither resourceful nor effective, however, the tendency may be not toward bigger government but simply towards governmental breakdown.

By Thomas Homer-Dixon.

American Association for the Advancement of Science.

Questions:

(a) Suggest an appropriate title for the passage. (2 marks)

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(b) (i) How does the author view resource distribution in society? (4marks)

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(ii) What does Fred Charles Uke mean by more government? (2 marks)

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(c) In not more than 100 words, summarize how population growth affects developing countries. (12marks)

Summary

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(d) Explain the meaning of the following words and phrases as used in the passage.

(i) Predictable laws (02marks)

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(ii) Complex interplay (02marks)

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(iii) Critical thresholds (02marks)

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(iv) Key ingredients (02marks)

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(v) Hypothesis's (02marks)

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(vi) Underlying (02marks)

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(vii) Stable population (02marks)

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(viii) Acute conflict(02marks)

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(ix) Inevitable (02marks)

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(x) Mitigate (02marks)

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(SPGE 10 Marks)

5.8 Passage Eight

Read the passage below and answer the questions which follow, using your own words wherever possible:

The last group of teachers to discuss is one of the most important and effective. However, it is not really a group, but a collection of individuals, hardly any of whom knew or cared anything about the others. It exists now. It is self-perpetuating. It is given far less credit than it earns. Usually it is forgotten altogether by the public and sometimes by its pupils. But its work has been invaluable, and ranks as teaching of the very finest type.

These teachers are the fathers of great men, who taught them much of what they needed to become great. The idea that a genius' is a human being of a superior species who creates himself like a ghost materializing is a poor oversimplification. So is the opposite mistake that every eminent man is nothing but the product of his social environment, as brass is the product of zinc and copper, or diabetes the result of a pancreas deficiency. Individuals differ far more widely than their environments. All great men do a good deal of work on themselves. By their long exertion of will, their disregard of others, and their development of slowly maturing plans, certain existentialists would say that they really create themselves. And obviously their social life affects them very deeply. But the first influences upon them, which often create the most lasting impressions, are received from their own families. When the parents deliberately set out to teach them, these impressions are deeper and certainly more systematic. Many distinguished men were produced not only physically but also spiritually by their fathers.

For a woman the physical act of producing a child is a long tremendous enterprise, which fills her (whether she likes it or not) with purpose and responsibility and vitality. For a man it is brief and, in feeling, almost purposeless. The rest of his share in the child's life before birth is auxiliary at best. But after it is born he can begin to share equally with the mother in helping it to live and learn. As it grows able to think and talk, he will share that job more and more, whether he knows it or not, whether he wants to or not. Large numbers of fathers do not know this, do not care, and hope it is not true. They try to live as though the child had never been born. They leave it to its mother, or to the schools. or to the other children. Sometimes they try completely ignoring it. Nearly always they refuse to adapt themselves to it when it brings in new ideas and lets loose new forces in the home. Yet by doing all that they are teaching the child just as carefully and emphatically as though they were concentrating on it several hours a day. They are giving it ideas, patterns of emotion and thought, standards on which to base future choices. A child cannot make up its own mind with nothing to work on. It has to see how people behave. For this, it watches other children, and people in films and characters in books: but the people who bulk largest and whose acts have most authority, in the time when its formless mind is being shaped, are its mother and its father. Enormous in size, terrible in strength, unbelievably clever, all-seeing and all-knowing, frightful in anger miraculously bountiful. unpredictable as a cyclone, cruel even in kindness, brave and impressive. Mostly incomprehensible even when they speak, a child's mother and father are its original King and Queen, Ogre and Witch, Fairy and Giant, Mother-Goddess and Saviour-God. It obeys them and makes itself to suit them, it watches them to copy them and often without knowing it, becomes them-or else it becomes an opposite of them in which their power is still expressed.

Whatever the father does, his child will learn from him. It is far better than for him to decide what to teach it, and how. As he does so, he will be giving up some part of his own personality, and some of his time and energy. But afterwards, when the results begin to show, he will be astonished to see that the sacrifice is repaid: his character (when he was perhaps becoming a little tired of its inadequacies) reappears with new strength and new originality in his child. Then he will really be able to say that he made it, and that he is its father.

It would be interesting to write a book on the fathers of great men: those who educated their sons by neglecting them, those who educated their sons by bullying and thwarting them, those who educated their sons by being their friends. These all taught their sons something about the world, for the world gives us all these treatments. It would be interesting, too, to write a book on the last of these three groups. It would not mention the fathers who taught their sons badly, like Chesterfield. It would spend some time on those families in which many talents have been kept flowing through several generations, not only by heredity, but by the activity of successive fathers maintaining a tradition of excellence in their sons: the Bachs. ... the Churchills. ... the Montmorencys. It would study the psychological links between brilliant well-taught Sons and their fathers, so often based on rivalry and conflict, acknowledged or unknown, sometimes built on genuine selfless affection and forming part of a rich happy family life: occasionally expressing the father's bitter frustration, which the son must grow up to compensate, to average. Here we can point out only a few of the fathers whose sons, through their teaching, became great and famous.

Questions:

(a) Suggest a suitable title for this passage.(2Marks)

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(b) According to the passage, what is an eminent man a product of?(2Marks)

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(c) What is the effect of the presence of a child in a home?(4Marks)

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(d) In not more than 100 words. Summarize the influence of the parents on the child. (12marks)

Summary

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(Indicate the number of words used)

(e) Explain the meaning of the following words and phrases as used in the passage.

(i) self- perpetuating (02marks)

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(ii) social environment (02marks)

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(ii) exertion of will (02marks)

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(iv) existentialists (02marks)

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(v) lasting impressions (02marks)

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(vi)tremendous enterprise (02marks)

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(vii) auxiliary (02marks)

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(viii) patterns of emotion (02marks)

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(ix) thwarting (02marks)

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(x) heredity (02marks)

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(SPGE 10 marks)

5.9 Passage Nine

Read the following passage carefully and answer the questions that follow using your own words wherever possible:

Lately there has been a lot of hoo-ha over the role of the Church in politics, following **pronouncements** by two prominent clerics on the **vexed** question of presidential / term limits.

The **nay-Sayers** have, as expected, been quick to denounce the bishops. The public is debating it, and so are the **inner sanctums** of the Church itself. It is an **age-old question** arising out of many different perceptions of how the Church relates to matters temporal. From the transition of Israelite rule from the Judges to monarchical Kings in the Old Testament, through the frequently misperceived “Give unto caesar what is caesar’s and unto the Lord what is God’s” (more on that later), into the Reformation’s Separation of Church and State in the 1500s, down to the Liberation Theology of South America in the 1970s, when also Archbishop Janani Luwum took on Idi Amin, **the question of the church and politics will not go away.**

Now it is here. Interestingly in Uganda, one’s for or against depends, many times, on the benefit for proponent or opposer. Thus when politicians want to curry favour with the electorate (and when the churches need **political good will**), they will seek time at the pulpit “to greet the Christians”, or sit in the front pews. Some have been known, in the churches that grant them, to seek titles like Canon, etc.

The key argument of those who oppose the Church’s involvement in politics is that one exclusively handles matters spiritual and the other worldly things. They say politics is too controversial for a genteel institution, one whose principle call is peace unto men. But isn’t Christianity inherently controversial? Jesus Christ was unconventional and was very involved in the political economy of His day. Actually, a deeper understanding of His mission statement “He has anointed me to preach good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to release the oppressed, to proclaim the year of the Lord’s favour” (Luke 4:18-19) has some political mandate. He regularly took on the Sadducees, the political class of the day.

William Wilberforce, the English MP who did more than any other man to abolish the slave trade, used his church-based convictions to tackle the big political problem of the day. It is written of him that he was “intensely conscious of the fact that it was not sufficient merely to go to church and to try and observe the Ten Commandments to be a Christian.” To buttress his anti-slave trade struggle, he wrote an influential book, with the rather interesting title, *The Practical view of the Prevailing Religious System of Professed Christians in the Higher and Middle Classes in the Country Contrasted with real Christianity.*

Addressing a large body of undergraduates, Winston Churchill - he who called Uganda ‘the Pearl of Africa’ - said with emphasis that every young should regard it as part of his or her religion to see that the country (Britain) was well governed.

Most Christians are familiar with the Lord’s Prayer ‘our Father in Heaven...’ It does have a line “Your kingdom come on earth as it is in Heaven”. Deeper scrutiny of that line probably refers to

the implementation of the world we live in of divine principles which, in all probability, will include matters political.

Detractors of church involvement in politics often point to the words of Jesus “Give unto Caesar what is Caesar’s and unto the Lord what is God’s” (Matthew 22:21), but do not realize that Jesus was responding to a tricky question asked on whether to pay taxes or not. I believe that Christians pay taxes;

Today in Uganda and elsewhere, there is a growing **school of thought**, coming out of fresh biblical revelation, which points to the Church taking an increased role in various spheres of influence, including the economy, education, government, media, family, arts/entertainment, and religion. There is nothing new under the sun.

It is not about establishing a theocracy - after all, Christians say, “there is no authority except that which God has established” (Romans 13:1), though. He also deposes them (Daniel 2:21). It is about the interplay between Church and society. The Church risks alienation and irrelevance when it does not relate to **contemporary issues**. Some of the last words of the Bible warn against a **lukewarm** church that would be spat out. And when detractors point to death/martyrdom as the supposed futility of involvement in politics, they are ignoring the imperative of suffering and death as being central to the life of the Church - Christianity in Uganda is the stronger for the martyrs of the 1880s and the *ki Luvum* of Janani Luwum in 1977.

It was the Irish political philosopher Edmund Burke who said: “Nothing is so fatal to religion as indifference.” -

(Adopted from the Daily monitor Tuesday 24th April 2012)

a) Suggest an appointment title for the passage above. (2Marks)

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b) What does the writer mean by the following expressions?

(i) “Give unto Caesar what is Caesar’s and unto the Lord what is God’s.” (2Marks)

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(ii) “Nothing is so fatal to religion as indifference.” (2Marks)

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(iii) According to the passage explain the argument forwarded by those who oppose the church’s involvement in politics. (2Marks)

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c) In about 100 words, summarize the reasons according to the passage why the Church gets involved in politics. (12Marks)

Summary

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(Indicate the number of words used)

d) Explain the meaning of the following words as used in the passage.

i. Pronouncements? (02marks)

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ii. Vexed (02marks)

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iii. nay –sayers (02marks)

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i. An old age question. (02marks)

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ii. Political good will (02marks)

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iii. Buttress (02marks)

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iv. School of thought (02marks)

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v. Contemporary issues (02marks)

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vi. Lukewarm. (02marks)

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(SPGE 10 Marks)

5.10 Passage Ten

Read the passage below and answer the questions that follow using your own words whenever possible:

Classes in society in the process of struggle produce their own ideologists, military strategists and political leaders. The rising proletariat had their ideologists and political leaders in Marx, Engels and Lenin. The masses in Africa, emerging from centuries of oppression and exploitation have their champion in Kwame Nkrumah.

More than any other leader, Nkrumah not only understood the inner dynamics, but felt the pulse and intensity of the African Revolution. He possessed the rare ability to see the African Revolution. He possessed the rare ability to see the continued struggle towards genuine liberation in its total international and Pan- African context, and he was quick to transform all new knowledge and conditions into practical action.

He **pioneered** the nationalist phase, was foremost in drawing up its program and in formulating its broad strategy and tactics. With the achievement of the political independence of Ghana in 1957, he raised the banner of the struggle against - neocolonialism, exposing the puppet state and all it **entailed** as the new danger.

Working ceaselessly to construct socialism in Ghana, at the same time he pursued a Pan-African policy for the total liberation and unification of Africa. After 1966, when he was no longer at the **political helm** in Ghana, he continued to develop the much-needed ideology, strategy 'and tactics for unfolding African revolution, and became even more closely involved in the day to day organizing of the liberation movement. The books he wrote in Conakry, among them Class Struggle in Africa, the Handbook of Revolutionary Warfare, and Revolutionary Path, analyze national and international class relations, and **chart** the way ahead, showing the necessity for armed struggle in the battle against neocolonialism.

One of the tests of a genuine revolutionary is the ability to adopt to new conditions. In 1966, imperialism believed that with the overthrow of the CPP government and the **character assassination** campaign, Nkrumah was finished.

It was true that he no longer had state power nor the resources of Ghana behind him. He could no longer use international political forums such as the UN and the OAU to politicize, expose and make practical suggestions to promote the African socialist revolutionary struggle. But he turned the period in Guinea into a positive and constructive experience. Freed from routine administrative duties he had more time to think, to write, and to prepare. During those years, as a freedom fighter against neocolonialism, he was constantly in touch with liberation movements. More freedom fighters passed through Villa Syli than through Flagstaff House in the pre-1966 period. It was for the freedom fighters of Africa that Nkrumah wrote the Handbook of Revolutionary Warfare, which he dedicated to them.

While concerned first and foremost with the African people and peoples of African descent, Nkrumah's thinking and his policies and actions took account of all the oppressed and exploited peoples of the world. The revolution in Ghana he saw as part of the African Revolution, which in turn was inseparably linked with the world socialist revolution.

Nkrumah declared openly that Ghana was to be a base area from which a struggle for the total liberation and unification of Africa could be launched. He gave material and financial help to liberation movements **till it hurt**, and allowed freedom fighters to organize and to train in Ghana. **“Accra during the time of Nkrumah became the freedom fighters’ Mecca.** If the exigencies of the struggle required that they have Ghanaian passports, they were given these. To protect them, to save them from the insults of neocolonialists’ governments, to support their cause, he was prepared to go to any length. In the early years of the OAU he caused the Liberation Committee point blank of failing in its duties towards the freedom fighter. He was equally blunt when he told the OAU that it had failed in its obligations towards refugees’. For him, it was inconceivable to regard any African as a refugee or an alien while he was on African soil.

Questions:

a) Suggest a suitable title for this passage. (2Marks)

.....

b) What does the writer mean by the following:-

i) “Accra during the time of Nkrumah became the freedom fighters’ Mecca”.(3Marks)

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ii) “.....He was prepared to go to any length”. (3Marks)

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c) In about 100 words summarize the contribution of Nkrumah to the African revolution.

(12Marks)

Summary

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(Indicate the number of words used)

d) Explain the meaning of the following words and phrases as used in the passage, using your own words whenever possible.

i. Pioneered (02marks)

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ii. Entailed (02marks)

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iii. political helm (02marks)

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iv. chart (02marks)

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v. character assassination (02marks)

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vi. constructive experience (02marks)

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vii. descent (02marks)

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viii. inseparably linked (02marks)

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ix. till it hurt (02marks)

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x. Inconceivable. (02marks)

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(SPGE =10Marks)

5.11 Passage Eleven

Read the following passage and answer the questions that follow using your own words wherever possible:

One basic weakness of Christianity, including Catholicism, is that it has abjectly failed to be conceived as something that should be an integral part of their lifestyles by the majority of its practitioners, among whom the faith was forcibly introduced from outside, instead, of being allowed to be inducted into their cultures as a result of the inner dynamic, the natural evolution, of those, respective cultures, themselves. Such induction would doubtless have led to an automatic and effortless interiorisation of the principles and values of Christianity by the 'peoples, among whom it spread, thus moulding their thought processes and their conduct, their modes of dress, as well as their attitude towards important social and political issues. Unfortunately, however, Christianity is often perceived as an alien set of beliefs that one is taught while being prepared for baptism or confirmation or matrimony beliefs that urge a certain set of responses that are not always consonant with, and at times are set in direct opposition to, those practices and morals that have over the years become deeply ingrained in the fabric of a people's political and social life. So for the majority of such peoples, Christianity remains an alien faith-even an alienating faith for its more devout adherents - something that one does when it is expedient to do so, only to be cast off when there is no longer any need for the people for whose attention it had been put on to continue being impressed.

The liturgies of the' various Christian denominations are strange and were for sometime in the past, especially in the Catholic Church, conducted in tongues the native peoples did not comprehend. The clergy are often viewed as standard bearers of a conquering faith that often enriches them, but that makes them lost to their traditional cultures.

"I should like to concentrate mainly on Catholicism, its liturgy and its clergy in my own country in Africa, for that I know best about.

Catholicism is not considered to have the capacity to take on an African complexion because it has its nerve centre here in Rome and its far-flung outposts derive, or are generally believed to derive their life-blood and sustenance from Rome. That is exactly what the ramifications of the Church are perceived as: outposts of a European, at time even Italian, faith, this impression being strengthened by the presence of a large contingent of white, especially European. Missionaries in Africa- the Verona congregation, the Mill Hill fathers, the white fathers, the Holy Cross Missionaries, e.t.c. the African clergy who however constitute the majority are viewed as hovering on the periphery of the clerical establishment, marginalized, powerless, belonging neither with the white clergy nor with the black laity.

Almost everything about the Catholic is white. Grape wine is not indigenous to Africa, nor is the wheat from which the Host is made. The tabernacles and altars are modeled upon those found in Europe, and they are often manufactured on that continent and then freighted to Africa in pieces that only need to be assenb1ed. The vestments are of Europe, and only the bishop's scepter and meter. Many of the church buildings are either Romanesque or Gothic and thus like small-scale models of cathedrals and chapels in Europe. The only concession that has been made to African indigenous cultures lies in the realms of language and Song, or the African congregation can now

use their diverse languages to say prayers they can understand and to sing songs set to tunes they enjoy, and to the accompaniment of musical instruments they themselves have created.

The African clergy have failed to find a firm footing among the people on the midst of whom they live and work, for they are often treated like aliens, not quite belonging with the people living around the mission House. They are elite who drive cars and ride motorcycles. They eat the white man's food and live in houses built by him. They often drink the white man's beverages and listen to his music by Chopin and Bach and Schumann. And Beethoven and Mozart. Above all, they do not marry. That alone sets them apart as a species of mankind who are devotees of a God that makes very severe demand on his acolytes. Granted, the Catholic

Church has a strong following in most parishes, and a remarkable amount of respect is shown to the priests by the laity, but much of this respect, I suspect, owes its existence to the awe inspired by a sound formal education and possession of property that the ordinary Christian can not dream of ever owning. Celibacy and bachelorhood for clergy are therefore viewed as a necessary sacrifice on the altar of those material possessions which are coveted by the majority of poor laity but which happen to be inaccessible to them. Bachelorhood should therefore, in the eyes of the laity, be only a temporary condition one should suffer with a view to acquiring the coveted possessions.

In view of the foregoing ways and means should be contemplated of bringing Catholicism and Christianity generally, within the cultural ambit of the peoples of Africa, so that they can accept and assimilate the faith with greater ease. This will ensure that the end product is a true convert so suffused with Christianity that his every thought, his every utterance, his every deed, is an indubitable reflection of Christian principles and values. Perhaps the Muslims have something to teach us in this respect in the way the majority of them are so completely immersed in the teachings of the Koran, in the value and practice of Islam, that it is virtually impossible to convert them to other faiths.

Questions

- a) Suggest a suitable title for the passage. (2Marks)

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- b). what does the writer mean by the following?

- i) "The liturgies of the various Christian denominations are strange" (3Marks)

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- ii) "Almost everything about the Catholic Church is white" (3Marks)

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- c) In about 100 words summarize the reason why the writer views Christianity as alien.

(12Marks)

Summary

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(Indicate the number of words used)

d) Explain the meanings of the following words as used in the passage.

i. consonant (02marks)

ii. ingrained (02marks)

iii. devout adherents (02marks)

iv. nerve centre (02marks)

v. hovering on the periphery (02marks)

vi. marginalized (02marks)

vii. indigenous (02marks)

viii. Gothic (02marks)

ix. Acolytes (02marks)

x. Celibacy (02marks)

(SPGE =10 Marks)

5.12 Passage Twelve

Read the passage below and answer the questions that follow:

For the most part, I stopped smoking marijuana in the mid 1970s because I grew bored with ending too many social evenings lying on somebody's living-room rug, staring at the ceiling and saying, "Oh, wow!" This renunciation was not a wrenching moral decision, but rather an aesthetic as my palate to savour California Chardonnay with the aridity I once reserved for Acapulco Gold. Yet as an aging baby boomer, my attitudes remain emblematic of that high times generation that once freely used soft drugs and still feels more nostalgic than repentant about the experience.

This permissive mind-set colours my instinctive response to current drug problems. The initial breathless media reports of the crack epidemic aroused all my journalistic skepticism and I groused that the anti-drug frenzy seemed like *Reefer Madness* revisited. On those infrequent occasions when friends and acquaintances still pass around a bootleg joint, my reaction remains benign tolerance. Just a few weeks ago, when marijuana made furtive appearance. ? My wife's 20th high school reunion in up stated New York, I viewed this throwback gesture as a quaint affectation almost as if the class of '69 had all shown up in tie-dye T-shirts instead of business suits and cocktail dresses

Many may scorn these confessions as evidence of immaturity, unreliability and even moral laxity. But we are all the product of our life experiences, and I, like so many of my peers, cannot entirely abandon this *Lucy in the Sky with Diamonds* heritage. Normally I only share these slightly outré sentiments with close friends. But such views have become a public issue with drug Czar William Bennett's attacks on my generation's self-indulgence, coupled with George Bush's prime-time address to the nation on drugs. For in identifying those responsible for the cocaine crisis, the President pointedly included

"everyone who looks t--other way". Am I really a fellow traveler in this epidemic of addiction Do my affectionate, albeit distant, ties to 1960s-style permissiveness render me as culpable as Bennett claims? Or is my comfortable, middle-class7hie so far removed from inner-city crack houses and the Colombian drug cartel that any allegation of causal nexus represents little more than politically motivated hyperboles?

The honest answer, which both surprises me and makes me squirm, is that to some degree Bennett and Co. are right. My generation, with its all too facile distinctions between soft drugs (marijuana, mild hallucinogens) and hard drugs (heroin and now crack), does share responsibility for creating an environment that legitimized and even, until recently, lionized the cocaine culture. This wink-and-a-nod acceptance, this implicit endorsement of illicit thrills, has been a continuing motif in movies, late-night television and rock music. My personal life may rarely intersect with impoverished drug addicts, but the entertainment media created in the image of people like me easily transcend these barriers of class, race and geography.

And what should the Woodstock alumni association tell its offspring? Conversations with friends, especially those raising teenagers, suggest that adults with colorful pharmacological histories face unique problems in following the President's exhortation to "talk to your children about drugs." For such parents, family-style drug education often comes down to awkward choices like lying about their own past, feigning a remorse that they do not feel, or piously ordering their children to read lips rather than re-enact deeds. More subtle messages can get lost in the adolescent fog. One 17-year-old I know well seems to misinterpret his parents' preachments about the particularly addictive nature of cocaine to mean, choose prudently from

the cornucopia of other drugs available at your local high school. How much easier the burden must be for a parent who can honestly instruct his children, “Don’t tell me about peer pressure. Remember, I got through the ‘60s without drugs.”

Such self-righteousness is inappropriate for those of us with a less sterling record of resisting temptation. Thus I stand, a bit belatedly, to concede my guilt in contributing in a small way to the drug crisis. Maybe the ‘60s were a mistake, maybe I too frequently condoned the self-destructive behavior of others, and maybe I was obtuse in not seeing a linkage between the marijuana of yesteryear and the crack of today. I hope that this admission, which does not come easily, will animate my behavior. But while I am willing to shoulder some of the blame on behalf of my generation, I trust that the other equally respectable conspirators in America’s two-faced war on drugs will acknowledge their own complicity.

The list, alas, is long. Begin with public officials who have exploited the issue for 20 years, advocating phony feel-good nostrums like the current fad for drug testing in the workplace, as if mid-level bureaucrats were society’s prime offenders. Joining the politicians in the dock are those anti- drug crusaders who have either squandered credibility with exaggerated scare talk or strained credulity with prissy pronouncements. The media are culpable as well, for sensationalized coverage that has often served to glamorize the menace they are decrying. Then there are the social-policy conservatives who purport to see no connection between the flagrant neglect economic problems of the underclass and the current crack epidemic. And sad to say, well-intentioned parents can also contribute to the hysteria by viewing drugs as the sole cause of their children’s problems rather than as a symptom of family-wide crisis.

For drug use, as Bennett argues, is indeed reflection of the nation’s values. And as long as American society continues to place a higher premium on titillation than truth and on callousness than compassion, the latest attack on drugs may prove, 80 like all the failed battles plans of the past, to be mostly futile flag waving.

Questions:

- (a) Suggest a suitable ‘title for the passage. (2Marks)

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- (b) What does the author mean by?

- (i) “.....was not a wrenching moral decision”... (3Marks)

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- (ii) “... nostalgic than repentant about the experience” ? (3Marks)

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- (c) In not more than 100 words, summaries’ the problems former drug users face in fighting drug use. (12 marks)

Summary

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(Indicate the number of words used)

(d) Explain the meaning of the following words and phrases as used in the passage, using your own words wherever possible:

i. renunciation (02marks)

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ii. emblematic (02marks)

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iii. furtive appearance (02marks)

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iv. moral laxity (02marks)

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v. epidemic of addiction (02marks)

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vi. culpable (02marks)

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vii. adolescent fog (02marks)

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viii. belatedly (02marks)

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ix. squandered credibility (02marks)

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x. futile flag waving (02marks)

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(SPGE 10 Marks)

5.13 Passage Thirteen

Read the passage below and answer the questions that follow, using your own words wherever possible:

There is another feature of present-day society which has played a part in the development of a counseling profession. It is the instability generated by the rapid changes that have been occurring in our ways of life. Sociologists as well as poets have labelled this an “age of anxiety”. Various writers have called attention to factors creating insecurity in the individual, factors ranging all the way from broken homes to the threat of atomic annihilation. It is true that it would be very difficult to prove that this age is more anxious than previous periods. There are no statistics which permit us to compare the incidence of even the major psychoses from century to century, and it is even more impossible to gauge the comparative frequencies of neuroses and the lesser varieties of disequilibrium. Nevertheless, in the books we write and the pictures we paint there is much to suggest that the prevailing mood of our time is one of uncertainty and apprehension.

The most serious of the social instabilities for the individual, if the conclusions of psychiatrists and other mental health workers are sound, is the threat to the family. Among the clients who come to a counselor with personal problems, very considerable proportions are children of divorced parents. Sometime during their childhood, long before emotional growth was completed; they have been confronted with problems of conflicting loyalties that would have strained even the capacities of maturity. The counseling process constitutes for them a new opportunity to think the whole thing through and assimilate the experience and its consequences in their later development.

If divorce itself were the only problem, however, our task would be considerably easier than it is. It is the emotional conflicts that lie at the back of these break-ups rather than the separations themselves which unsettle children. Naturally, not all persons seeking psychotherapy are the products of divorce, but most if not all of them reflect in their attitudes the strains to which their childhood homes were subject. For every marriage that ends in the divorce courts there are probably several more which generate tensions almost as severe. Children in these homes have had to learn to cope - with bitterness, hatred, neglect and confusion and to put up some sort of defences against the anxiety such attitudes bring.

It goes without saying that social problems are not to be solved by counseling alone. Many agencies and organizations are concerned with the family and are attempting to improve an unsatisfactory situation there. To the extent that long-range educational programmes aimed at improving family relations succeed, counseling to ameliorate the effects of bad family situations will become less necessary. For the present, however, home difficulties are a major source of problems for workers in three types of setting. Child guidance clinics are attempting to help the children themselves at the time when their problems are most acute. Marriage counselors have developed a specialized service for men and women who wish to try to salvage their relationship rather than to break it off. General counseling agencies in schools, even when their principal function is to help students make good educational and vocational choices, also help individuals to understand and modify emotional attitudes that have grown out of home environments.

Many other social problems of our time are reflected in the insecurities clients bring to counselors. The rapidity with which urbanization has proceeded has brought into the incredibly complex city environment large numbers of individuals whose upbringing has not prepared them to cope with it. Threats of war, and actual wars in which our country is involved, ... not only add to the complexity of the task of career planning, but also face young men and women with difficult choices among conflicting values. The constant threat of unemployment arising from technological changes hangs over men and women most of whom have no control over their own jobs. The emphasis a competitive society places on success inevitably produces anxiety in persons who cannot be sure that they are “winners”.

While the counselor, as a citizen, may be vitally concerned with these social problems in their entirety, it is particular aspects of them, often not the most important, that confront him in his day to day work. The possibility of sudden death and destruction does not seem to produce as much anxiety as do the minor worries about one’s own immediate future. Will I be drafted this year or not? Shall I enlist now or wait? What good will it do me to study this term if I am not going to be allowed to finish my education anyway? It is through such questions that the troubled individual makes its impact on the individual: Will I ever be able to get my grades up high enough so that I will be admitted to medical school? How can we keep up our country club membership and the social activities that go with it unless I can make more money? How can I ever face mother if her sorority doesn’t pledge me? How can I get over my inferiority complex? Wherever I go I never feel good as other people. It is such problems that our competitive economic and social system rises for each person. They may seem trivial by comparison with the larger social issues, but they are the stuff of individual human experience.

Questions:

(a) Suggest an appropriate title for the passage. (2Marks)

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(b) Explain what the author means by:

(i) “conflicting loyalties.” (3Marks)

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(ii) “but they are the stuff of individual human experience.” (3Marks)

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(c) In not more than 100 words, give a summary of the problems a counselor has to deal with.

(12Marks)

Summary

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(Indicate the number of words used)

(d) Explain the meanings of the following words and phrases as used in the passage using your own words wherever possible.

i. annihilation (02marks)

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ii. gauge the comparative frequencies (02marks)

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iii. of uncertainty and apprehension (02marks)

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iv. assimilate (02marks)

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v. lie at the back of (02marks)

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vi. ameliorate (02marks)

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vii. salvage (02marks)

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viii. principal function (02marks)

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ix. technological changes (02marks)

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x. inferiority complex , (02marks)

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(SPGE 10 Marks)

5.14 Passage Fourteen

Read the passage below carefully and answer the questions that follow:

The argument so far has been aimed at showing that benefits from colonialism were small and they were not gifts from the colonialists. But rather fruits of African labour and resources for the most part. Indeed, what was called “the development of Africa” by the colonialists was a cynical short-hand expression for “the intensification of colonial exploitation in Africa to develop capitalist Europe”. The analysis has gone beyond that to demonstrate that numerous false claims are made purporting to show that Europe developed Africa in the sense of bringing about social order, nationalism and economic modernization. However, all of that would still not permit the conclusion that colonialism had a negative impact on Africa’s development. In offering the view that colonialism was negative, the aim is to draw attention to the way that previous African development was blunted, halted and turned back. In place of that interruption and blockade, nothing of compensatory value was introduced.

The colonization of Africa lasted for just over 70 years in most parts of the continent. That is an extremely short period within the context of universal historical development. Yet, it was precisely in those years that in other parts of the world the rate of change were greater than ever before. As has been illustrated, capitalist countries revolutionized their technology to enter the nuclear age. Meanwhile, socialism was inaugurated, lifting semi- 20 feudal semi-capitalist Russia to a level of sustained economic growth higher than that ever experienced in a capitalist country. Socialism did the same for China and North Korea - guaranteeing the well-being and independence of the state as well as re-organizing the internal social arrangements in a far more just manner than ever before. It is against those decisive changes that events in Africa have to be measured. To mark time or even to move slowly while others leap ahead is virtually equivalent to going backwards. Certainly, in relative terms, Africa’s position vis-à-vis its colonizers became more disadvantageous in the political, economic and military spheres.

The decisiveness of the short period of colonialism and its negative consequences for Africa spring mainly from the fact that Africa lost power. Power is the ultimate determinant in human society, being basic to the relations within any group and between groups. It implies the ability to defend one’s interests and if necessary to impose ones will by any means available. In relations between peoples, the question of power determines maneuverability in bargaining, the extent to which one people respect the interests of another, and eventually the extent to which a people survive as a physical and cultural entity. When one society finds itself forced to relinquish power entirely to another society that in itself is a form of under-developments.

During the centuries of pre-colonial trade, some control over social, political and economic life was retained in Africa, inspite of the disadvantageous commerce with Europeans. That little control over internal matters disappeared under colonialism. Colonialism went much farther than trade. It meant a tendency towards direct appropriation by Europeans of the social institutions within Africa. Africans ceased to set indigenous cultural goals and standards, and lost full command of training young members of the society. Those were undoubtedly major steps backwards.

The Tunisian, Albert Memmi, puts forward the following proposition:

“The most serious blow suffered by the colonized is being removed from history and from the community. Colonization usurps any free role in either war or peace, every decision contributing to his destiny and that of the world, and all cultural and social responsibility.”

Sweeping as that statement may initially appear, it is entirely true. The removal from history follows logically from the loss of power which colonialism represented. The power to act independently is the guarantee to participate actively and consciously in history. To be colonized is to be removed from history, except in the most passive sense. A striking illustration of the fact that colonial Africa was a passive object is seen in its attraction for white anthropologists, who came to study “primitive society”. Colonialism determined that Africans were no more makers of history than were beetles - objects to be looked at under a microscope and examined for unusual features.

The negative impact of colonialism in political terms was quite dramatic. Overnight, African political states lost their power, independence and meaning - irrespective of whether they were big empires or small polities. Certain traditional rulers were kept in office, and the formal structure of some kingdoms was partially retained, but the substance of political life was quite different. Political power had passed into the hands of foreign overlords. Of course, numerous African states in previous centuries had passed through the cycle of growth and decline. But colonial rule was different. So long as it lasted, not a single African state could flourish.

Questions:

(a) Suggest an appropriate title for this passage. (2marks)

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(b) What, according to the colonialists, was the positive impact of colonialism on Africa?

(6 marks)

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(c) According to the passage, summarize, in not more than 150 words, the differences that existed between the development of Africa and other parts of the world. (12 marks)

Summary

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(d) Explain the meaning of the following words and phrases as used in the passage, using your own words wherever, possible:

- i. cynical short-hand (02marks)
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- ii. blunted (02marks)
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- iii. compensatory value (02marks)
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- iv. decisive changes (02marks)
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- v. mark time (02marks)
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- vi. maneuverability (02marks)
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- vii. cultural entity (02marks)
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- viii. relinquish (02marks)
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- ix. direct appropriation (02marks)
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- x. cycle of growth (02marks)
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(SPGE 10 Marks)

5.15 Passage Fifteen

Read the passage below and answer the questions that follow:

Liberal feminists wish to give women the same rights as men in political economic and social life, and thus to make human rights work in women's favour; they also favour equality of opportunity. But they would argue that even in liberal societies which promise equal opportunity there is overt or covert discrimination, or else institutions and practices are constructed according to male norms in such a way that women are in practice unequal and discriminated against. Sex discrimination occurs where gender is brought into an appointments process or any other allocation process in an arbitrary or irrelevant way. Because of sex discrimination legislation, Britain has changed from a society in which, thirty years ago, jobs were strongly gendered to a society where it is illegal for job advertisements to express any preference for male or female employees. Critics of this development would say that it is rational and necessary to allocate some jobs on the basis of sexual differences such as physical strength - for example men may make better miners. To concede that sex or gender differences are sometimes relevant would lead to the endorsement of an equal but in some respects different approach; such a move is strongly criticized by the more radical feminists who claim that the concept of difference itself always relates to a male norm, or to the 'normal male' as Mendus argues.

Discrimination in employment is a key issue for liberal feminists since it makes nonsense of equality of opportunity. Despite the existence of sex discrimination laws, the allocation of jobs (or other benefits) according to gender-neutral criteria will not guarantee equality if the nature of the work is already 'gendered', and even gender-neutral criteria may be covertly discriminatory. Suppose an apparently neutral job specification requires that the successful applicant will spend a week every month in America on business and one of the selection criteria is therefore that 'applicants must be free to travel.' Is this indirectly a discriminatory criterion and a gender biased job, because women with family responsibilities could not take on such a work? If so, should such jobs be out-lawed because of their inbuilt discrimination, or radically transformed by say, job sharing? Similar questions have been asked about parliamentary jobs because MP's notoriously eccentric hours of work are incompatible with family obligations.

The argument against discriminatory, gender-biased criteria can be extended to call into question the entire idea of qualifying criteria for any kind of work. In the mid 1970's, I sat on a University working party to monitor possible discrimination in the employment of women academics, who were severely under-represented among the permanent staff at the time. Among other issues, we considered whether the normal expectation that applicants for lectureship should have a PhD was discriminatory. Some people argued that since fewer women (at that time) took higher degrees, because they had married and had children after their first degree, the requirement of a PhD was indirectly discriminatory. It was not a gender-neutral criterion. Should we then conclude that if women cannot compete on equal terms in a particular arena, we should change the rules of the competition? Liberal feminists would be reluctant to agree to such a radical conclusion, since they believe in merit as well as in equality of opportunity. An alternative to changing the rules of the competition is to adopt a policy of positive discrimination (which Americans, less pejoratively, call 'Affirmative action'). In the above example, this would require a University to inform candidates that: Candidates without PhD's, especially women, will be considered on their merits. It would also require appointment boards to view an intelligent woman without a PhD as no less appointable than an equally intelligent man (or indeed, another woman); it also threatens

to subvert the notion of appropriate job qualifications. Critics argue that positive discrimination in favour of some is always discrimination against others - also, that it is unjust to appoint a woman on the basis of her membership to a group or category (i.e. because she is a woman) rather than on her personal merit. How then can liberal feminists cope with the conundrum that equal opportunities for women in a gendered society may only be achieved through positive discrimination in favour of the less well qualified, which means less than equal opportunities for men? In such a context, implementation of this liberal principle appears self defeating. Equal opportunities are not achieved simply by making all jobs equally open to both sexes, because women may be less well qualified, or less free to adapt to the job's requirements because of family ties. Moreover, some feminists argue, work is a male defined activity, defined so as to make women appear unsuitable for work Radcliffe Richard puts the case: "If women had been fully involved in the running of society from the start, they would have found a way of arranging work and children to fit each other ... The modest, reformist demand for liberal equality logically takes liberal feminists beyond equal employment legislation and commits them to advocating either a radical re-structuring of work to fit in with family life or a radical re-structuring of family life, motherhood and childhood.

Question

(a) Suggest a suitable title for the above passage. (02 marks)

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(b) What does the author mean by:

(i) "... Jobs were strongly gendered?" (03 marks)

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(ii) "In such a context, implementation of this liberal principle appears self defeating ...

(03 marks)

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(c) In about 100 words, describe the views of the liberal feminists on gender equal opportunities in society. (12 marks)

Summary

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(Indicate the number of words used)

Explain the meaning of the following words and phrases in the passage, using your own words as much as possible:

i. covert discrimination. (02 marks)

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ii. arbitrary. (02 marks)

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iii. rational. (02 marks)

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iv. endorsement. (02 marks)

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v. radically transformed. (02 marks)

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vi. notoriously eccentric. (02 marks)

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vii. Affirmative action. (02 marks)

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viii. subvert the notion. (02 marks)

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ix. copewith the conundrum. (02 marks)

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x. reformist demand. (02 marks)

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(SPGE 10 Marks)

5.16 Passage Sixteen

Read the passage below carefully and answer the questions that follow;

Last month, competing interests prevented agreement on a much needed treaty that would have reduced the appalling human cost of the poorly regulated international arms trade. Mean while, “nuclear disarmament efforts remain- stalled-’ despite strong and growing global popular sentiment in support of this cause.

The failure of these negotiations and this month’s anniversaries of the atomic bombings at Hiroshima and Nagasaki provide a good opportunity to explore what has gone wrong, why disarmament and arms control have proven so difficult to achieve, and how the world community can get back on track towards these vitally important goals.

Many defense establishments recognize that security means far more than protecting borders. Grave security concerns can arise as a result of **demographic trends**, chronic poverty, economic inequality, environmental degradation, pandemic diseases, organized crimes, **repressive governance** and other developments no state can control alone. Arms can’t address such concerns/

Yet there has been a troubling lag between recognizing these new security challenges, and launching new policies to address them. National budget priorities still tend to reflect the old paradigms. Massive military spending and new investments in modernizing nuclear weapons have left the world over-armed, and peace underfunded.

Last year, global military spending reportedly exceeded 1.7trillion - more than \$4.6 billion a day, which alone is almost twice the UN’s budget for an entire year. This largesse includes billions more for modernizing nuclear, arsenals decades into the future.

This level of military spending is hard to explain in post cold war world and amidst a global financial crisis. Economists would call this an “opportunity cost.” I call it human opportunities lost. Nuclear weapons budgets are especially ripe for deep cuts.

Such weapons are useless against today’s threats to international peace and security. Their very existence is de-stabilizing - the more they are touted as indispensable, the greater is the incentive for their proliferation. Additional risks arise from accidents and the health and environmental effects of maintaining and developing such weapons.

The time has come “to re-affirm commitment to nuclear disarmament’ and to ensure that this common end is reflected in national budgets, plans and institutions.

Four years ago, I outlined a five-point disarmament proposal highlighting the need for a nuclear weapon convention or a framework of instruments to achieve this goal. Yet the **disarmament stalemate** continues. The solution clearly lies in greater efforts big states to harmonize their actions to achieve common ends. Here are some specific actions that all states and civil society should pursue to break this impasse.

Support efforts by the Russian Federation and the United States to negotiate deep, verified cuts in their nuclear arsenals, both deployed and un-deployed. Obtain commitments by others possessing such weapons to join disarmament process. Establish a moratorium on developing or producing nuclear weapons or new delivery systems. Negotiate a multilateral treaty outlawing fissile materials that can be used in nuclear weapons.

End nuclear explosions and bring into force the comprehensive Nuclear-Test-Ban Treaty. Stop deploying nuclear weapons on foreign soil, and retire such weapons. Ensure that nuclear weapons states report to a public UN repository on nuclear disarmament, including details on **arsenal size**, fissile material, delivery systems, and progress in achieving disarmament goals. Establish a Middle East Zone free of nuclear weapons and other weapons of mass destruction.

Secure universal membership in treaties outlawing chemical and biological weapons. Pursue parallel efforts on conventional arms control, including an arms trade treaty, strengthened controls over the illicit trade in small arms and light weapons, universal membership in the Mine Ban, Cluster Munitions and inhumane weapons conventions, and expanded participation in the UN Report on military Expenditures and the UN Register of conventional arms.

Undertake diplomatic and **military initiatives** to maintain international peace and security in a world without nuclear weapons, including new efforts to regional disputes.

And perhaps above all, we must address basic human needs and achieve the millennium development Goals. **Chronic poverty** erodes security. Let's dramatically cut spending on nuclear weapons, and invest instead in social and economic development, which serves the interests of all by expanding markets, reducing motivation for armed conflicts, and in giving citizens a stake in their common futures.

Like nuclear disarmament and non-proliferation, such goals are essential for ensuring human security and a peaceful world for future generations. No development, no peace. No disarmament, no security. Yet when both advance, the world advances, with increased security and prosperity for all. These are common ends that deserve the support of all nations.

(Article by Mr Ban ki-moon: The U N Secretary General)

Questions:

a) Suggest the suitable title of the story/article. (2 marks)

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b) What does the writer mean by the following phrases;

(i) "nuclear disarmament efforts remain stalled" (3 marks)

.....

(ii) "to re-affirm commitments to nuclear disarmament" (3 marks)

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c) In not more than 120 words, summarize the ways through which nuclear disarmament can be achieved in the world today. (12marks)

Summary

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d) Using your own words where possible give the meaning of the following words as used in the passage;

i. Grave security concerns (02 marks)

ii. Demographic trends (02 marks)

iii. Repressive governance (02 marks)

iv. A troubling lag (02 marks)

v. Disarmament statements (02 marks)

vi. Impasse (02 marks)

vii. Moratorium (02 marks)

viii. Arsenal size (02 marks)

ix. Military initiative (02 marks)

x. Chronic poverty (02 marks)

(SPGE 10 Marks)

5.17 Passage Seventeen

Read the passage below and answer questions that follow:

An estimated 20 percent to 25 percent of the world's population lives in "absolute poverty", defined as per capita income of less than \$370 a year. More than 90 percent of such people live in developing countries, which are experiencing more than 90 percent of the world's population growth.

Rapid population growth is commonly assumed to be a root cause of poverty, but in reality the argument has never been substantiated. If population growth plays a role in poverty, it doesn't act alone.

In many countries in recent decades, some researchers argue, population growth has influenced factors that contribute to poverty, such as the growing inability of governments to provide adequate sanitation, health care services and education. The relationship is clearer if poverty is defined broadly to include not set insufficient economic income and assets, but inadequate education, poor health and incapacity to develop the potential for a creative and productive life. In certain countries and at certain levels of population' size, further or rapid population growth may negatively influence economic growth itself. Rapid population growth, high fertility and closely spaced births can contribute to poor maternal and child health, degrade or restrict access to common or community property, and reduce per capita availability of arable land and renewable fresh water. To the extent that population growth impedes the improvement of children's health and educational opportunities, it tends to lock subsequent generations into poverty as well.

Pressures relating to population growth contribute to a lack of adequate housing and undermine social services and transportation networks on which the poor depend for well being and livelihood. Population growth helps to derive urbanization and the urban poor often lack access to the communal and other monetary assets that sometimes serve as a buffer for the rural poor. Exposure to the environmental toxins and unsafe water disproportionately jeopardize the health of the urban poor.

Recent global surveys suggest that the income gap between the rich and the poor is growing in many wealthy countries as well as less wealthy ones. More than 3 billion people or half of humanity subsist on less than \$2 a day, and both the number of people and the proportion of the total population living in such extreme poverty are arising. In most of the countries in which economic growth has actually narrowed the income gap between the poorest and the richest

(Principally in Scandinavia and East Asia), governments have invested heavily in health, education-credit for low-income entrepreneurs and the advancement of women.

Such social policies tend to have the added benefit of reducing birth rates,

"Although it is not clear whether population growth causes poverty in the long run or not," Population analyst Dennis A Ahlburg writes," it is clear the high fertility leading to rapidly growing-population increase the number of people in poverty in the short-run, and in at least some cases make escape from poverty more difficult."

Extracted from why population Matters

By Robert Engleman

Questions

a) Suggest a suitable title for the passage. (2 marks)

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b) Explain what the author means by

i. “Absolute poverty” (3 marks)

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ii. “Root cause” (3 marks)

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c) In not more than 100 words, give a summary of the causes of poverty in developing countries. (12marks)

Summary

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d) Explain the meanings of the following words and phrases as used in the passage using your own words wherever possible

i. “Substantiated” (2 marks)

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ii. “impedes the improvement” (2 marks)

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iii. “tends to lock” (2 marks)

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iv. “to drive urbanization” (2 marks)

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v. “serve as a buffer” (2 marks)

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vi. “Jeopardize” (2 marks)

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vii. “Subsist” (2 marks)

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viii. “narrowed” (2 marks)

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ix. “added benefit” (2 marks)

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x. “high fertility”. (2 marks)

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(SPGE 10 Marks)

5.18 Passage Eighteen

Read the passage below and answer the questions that follow, using your / own words wherever possible:

Living in a capitalist society, however, man is not truly free. He is an alienated being; he is not at home in his world. The idea of alienation when Marx takes from Hegel and Feuerbach plays a fundamental role in the whole of his written work, starting with the writings of his youth and continuing through *Das Kapital*. The causes of alienation come to have an increasingly economic and social content. In the Economic and Philosophic Manuscripts, the alienation of labour is seen to spring from the fact that the more the worker produces, the less he has to consume, and the more values he creates the more he devalues himself, because his product and his labour are estranged from him. The life of the worker depends on capital; that is, on things he has created but that are not his, so that instead of finding his rightful existence through his labour, he loses it in this world of things that are external to him: no work no pay. Under these conditions, labour denies the fullness of concrete man. The generic being (*Gattungswesen*) of man, nature as well as his intellectual faculties is transformed into a being which is alien to him, into “a means of his individual existence “. Nature, his body, his spiritual essence become alien to him. “Man is made alien to man.” When carried to its highest stage of development, private property becomes “the product of alienated labour ... the means by which labour alienates itself (and) the realisation of this alienation.” It is also at the same time “the tangible material expression of alienated human life.” Though there is no evidence that Marx ever disclaimed this anthropological analysis of alienated labour, starting with *Die Deutsche Ideologie* (1932, *The German Ideology*, 1938), the historical, social, and economic causes of the alienation of labour are given increasing emphasis, especially in *Das Kapital*. Alienated labour is seen as the consequence of market product, the division of labour, and the division of society into antagonistic classes.

As producers in society, men create goods only by their labour. These goods are exchangeable. Their value is average amount of social labour spent to produce them. The alienation of the worker takes on its full dimension in that system of market production in which part of the value of the goods produced by the worker is taken away from him and transformed into surplus value, which the capitalist privately appropriates. Market production also intensifies the alienation of labour by encouraging specialization, piecework, and the setting up of large enterprises. Thus the labour power of a worker is used along with that of others in a combination whose significance is ignorant of, both individually and socially. In thus losing their quality as human products, the products of labour become fetishes, that is, alien and oppressive realities to which both the man who possesses them privately ‘and the man who is deprived of them submit themselves. In the market economy, this submission to things is obscured by the fact that the exchange of goods is expressed in money.

This fundamental economic alienation is accompanied by secondary political and ideological alienations, which offer a distorted representation of and an illusory justification of a world in which the relations of men with one another are also distorted. The ideas that men form are closely bound up with their material activity and their material relations. “The act of making representations, of thinking, the spiritual intercourse of men, seems to be the direct emanation of their material relations.” This is true of all human activity: political, intellectual or spiritual. “Men produce their representations and their ideas, but it is as living men, men acting as they are determined by definite development of their powers of production.” Law, morality, metaphysics,

and religion do not have a history of their own. “Men developing their material production modify together with their real existence their ways of thinking and the products of their ways of thinking.” In other words, “It is not consciousness which determines existence; it is existence which determines consciousness”.

In bourgeois, capitalist society, man is divided into citizen and economic men. This duality represents man’s political alienation, which is further intensified by the functioning of the bourgeoisie state.

Questions:

(a) Suggest a suitable title for this passage. (02 marks)

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(b) What does the author mean by:

(i) “...labour denies the fullness of concrete man.” (line 10-11) (03marks)

.....

(ii) “It is not consciousness which determines existence; it is existence which determines consciousness.” (lines 44-45) (03marks)

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(c) In not more than 100 words, summarize the status of a working man in a capitalistic society. (12 marks)

Summary

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(Indicate the number of words used)

(d) Give the meaning of the following words and phrases as used in the passage:

i. alienated being (02 marks)

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ii. tangible (02 marks)

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iii. antagonistic classes (02 marks)

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iv. appropriates (02 marks)

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i. fetishes (02 marks)

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ii. obscured (02 marks)

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iii. illusory justification (02 marks)

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iv. spiritual intercourse of men (02 marks)

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v. emanation (02 marks)

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vi. duality (02 marks)

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(SPGE = 10 marks)

5.19 Passage Nineteen

Read the passage below and answer the questions that follow:

The radical self-doubt of criticism is such that it is not even able to say whether ‘amateur’ or ‘professional’ pursuit. It cannot surely, be professional, for nothing natural than reading. It is simply a matter of turning the pages until you get to the turing them, naturally with a peculiar attentiveness, but an attentiveness which though it can be nurtured and informed cannot ultimately be taught. Yet it can amateur-either for it is un thinkable that the labour-intensive industry of literacy schools, Universities faculties publishing houses literary bodies- turns on a cognition more akin to wine-tasting than chemical experiment. When English studies were first academically institutionalized in Britian, this dilemma was a judicious blending of the two modes. English literature was a non-subject in a palpable sense: the English gentlemen who occupied the early professorships at ‘ancient” Universities no more needed a course of specialized training in how to give orders to domestic servants. Yet they were, after all professors of English, and the cavalier frivolity they displayed towards their calling could not go wholly undis. The simple solution available to them was to study English literature but to pretend was something else-to systematically mistake it for the ‘classics.’ No more protect reputable cloak could have been discovered. One had, naturally, one’s private about Crabbe as one had about Catullus, but the study of English letters could conceivably consist in vulgarly airing one’s private predilections in public. So airing as Yeats remarked, belonged to shopkeepers-as it happened, historically son of a shopkeeper, F. R. Leavis. ‘Amateur’ predilections were preserved, but in isolation from the professional business of knowing about literature-a tradit combination of positivism and subjectivism still potent in contemporary criticism.

Such a posture inevitably provoked its reaction. Academically powerful but historically superannuated, the aristocratic and haut-bourgeois ‘pioneers’ of a discipline the palpably disbelieved in were ripe for dislodgement by the ideologies of a social class entering the ‘ancient’ Universities for the first time, able to accomplish the objective tasks set for criticism by contemporary history as their ideologically bankrupt predecessors could not. A pretty-bourgeois liberal humanism, academically dispossessed and subordinated yet in intellectual terms increasing hegemonic, occupied the bastions of reactionary criticism from within as a dissentient bloc. Vehemently radical in its onslaughts on the ‘academic establishment’, the unity of whose aesthetic and ideological assumptions they trenchantly exposed, this petty-bourgeois nonconformist humanism installed itself as the champion of precisely those literary mutations which the ideological moment demanded, and undauntedly rewrote the whole of English literary history in Its image. No more militant, courageous and consistent project is to be found in the history of criticism.

Yet we are not dealing here with a simple clash of ‘class-ideologies’. What is in question rather, is the contradictory mode of insertion of the Scrutiny ideology into, the’ dominant aesthetic and ideological formations. To designate the movement ‘petty-bourgeois’ is not in the first place to refer to its social origins, for they (though they have a ctáilí relevance) were inevitably diverse; it is rather to denote the contradictions of its universe. ‘Radical’ and occasionally populist in its formulations, feared and mocked by the ruling academic caste scrutiny’s historic function (complex and changing though It was) was at one level reasonably plain: it was to bring about drastic recognition of forms, values, discourses and lineages within the aesthetic region of ideology which, at a point of serious historical crisis, would play its part in revitalizing and

(from Terry Eagleton, (criticism & ideology: mutations of critical ideology))

(a). Give a suitable title to the passage (2 marks)

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[illegible]

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(iii) 'ancient' (02marks)

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(iv) 'Cavalier frivolity' (02marks)

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(v) Palpably disbelieved (02marks)

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(vi) 'Onslaughts' (02marks)

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(vii) 'literary mutations' (02marks)

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(viii) class ideologies (02marks)

.....

(ix) 'populist' (02marks)

.....

(x) 'serious historical crisis' (02marks)

.....

(SPGE 10 Marks)

5.20 Passage Twenty

Read the passage below and answer the questions that follow, using your own words wherever possible:

Prompted by the oil crises of the 1970s, a wind-power industry flourished briefly in the United States. But then oil prices dropped and funding for research into renewable energy was cut. By the mid 1980s America's interest in wind energy as a large-scale source of energy had almost disappeared. The development of wind power at this time suffered not only from badly designed equipment, but also from poor long-term planning, economic projections that were too optimistic and difficulty of finding suitable locations for the wind turbines.

Only now are technological advances beginning to offer hope that wind power will come to be accepted as a reliable and important source of electricity. There have been significant successes in California, in particular where wind farms now have a capacity of 1500 megawatts, comparable to a large nuclear fossil-fuelled power station and produce 1.5 percent of the state's electricity. Nevertheless, in the U.S., the image of wind power is still distorted by early failures. One of the most persistent criticisms is that wind power is not a significant energy resource. Researchers at the Battelle Northwest Laboratory, however, estimate that today wind turbine technology could supply 20 percent of the electric power the country needs, as wind power has even greater potential. Minnesota's energy commission calculates that a wind farm on one of the states in the southwestern ridges could supply almost all the country's electricity. North Dakota alone has enough sites suitable for wind farms to supply more than a third of the electricity consumed in continental Us.

The prevailing notion that wind power is too costly results largely from early research, which focused on turbines with huge blades that stood hundreds of meters high. These machines were not designed for ease of production or maintenance and they were enormously expensive. Because the major factors influencing the overall cost of wind power are cost of the turbine and its supporting system, including land as well as operating and maintenance cost, it is hardly surprising that it was thought-at-the time that wind energy could not be supplied at a commercially-. competitive price. More recent developments, such as those on California wind farms, have dramatically changed the economic picture for wind energy. These systems, like installations in Hawaii and several European countries, have benefited from the economies of scale that come through standardized manufacturing and purchasing. The result has been a dramatic drop in capital costs: the installation cost of new wind turbines stood at \$4,000 per kilowatt iii 1980 and continues to fall. Design improvements and more efficient maintenance programmes for large numbers of turbines have reduced operating costs as well. The cost of electricity delivered by wind turbines has decreased from about 30 cents per kilowatt-hour to 7 and 9 cents, which is generally less than electricity from convectional power stations.

Reliability has also improved dramatically, the latest turbine run more than 95% of the time, compared with around 60% in the early 1980s. Another misconception is that improved designs are needed to make wind power feasible.

Out of the numerous wind turbine designs proposed or built by investors or developers, the propeller blade type which is best on detailed analytical models as well as extensive experimental data, has emerged as predominant among the more than 20,000 machines now in

commercial operation worldwide. Like the gas-driven turbines that power jet aircraft, these are sophisticated pieces of rotating machinery. They are already highly efficient and there is no reason to believe that other configurations will produce major benefits. Like other ways of generating electricity, wind power does not leave the environment entirely unharmed. There are many potential problems, ranging from interference with telecommunications to impact on wildlife natural habitats.

But these effects must be balanced against those associated with other forms of electricity generation. Conventional power stations impose hidden costs on society, such as the control of air pollution, the management of nuclear wastes and global warming. As wind power has been ignored in the US over the past few years, expertise and commercial exploitation in the field have shifted to Europe. The European Union spends 10 times as much as the US government on research and development of wind energy. It estimates that at least 10% of Europe's electrical power could be supplied by land-based wind-turbines using current technology. Indeed, according to the American Wind Energy Association, an independent organization based in Washington, Denmark, Britain, Spain and the Netherlands will each surpass the US in the generating capacity of wind turbines installed during the rest of the decade.

Questions

a). Suggest an appropriate title for this passage.(2 marks)

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b). What does the author mean by the following phrases?

(i) "fossil-fuelled power station"(3 marks)

.....

(ii) "the image of the wind power is still distorted by early failures"(3 marks)

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c). In not more than 100 words, identify the benefits and challenges of developing the wind-power industry.(12 marks)

Summary

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(Indicate the number of words used)

d) Explain the meaning of the following words and phrases as used in the passage using your own words where possible.

(i) persistent criticisms (2 marks)

.....

(ii) prevailing notion (2 marks)

.....

(iii) commercially competitive (2 marks)

.....

(iv) dramatically (2 marks)

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(v) standardized (2 marks)

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(vi) feasible (2 marks)

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(vii) predominant (2 marks)

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(viii) other configurations (2 marks)

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(ix) entirely unharmed (2 marks)

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(x) expertise (2 marks)

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(SPGE=10 Marks)

5.21 Passage Twenty One

Read the passage below and answer the questions that follow using your own words wherever possible:

Almost all parents admit to shouting at their children, though none of them thinks it actually works. Shouting at your children to make them obey is like using a horn to move buffaloes off the road- it produces the same result. Shouting at one's children may contravene all good parenting rules, but rest assured every parent does it and agrees that it doesn't work.

Family life is such a cauldron of emotions that you have to be a saint to eschew the urge to shout. But then saints don't marry, rear children and raise families.

Is shouting at one's children the ultimate parental taboo? Should parents be censored unequivocally for shouting at their wards? Many people don't seem to think so.

"When angry count 4, when very angry swear," said Mark Twain. And almost all shouters apparently agree that a good yell can clear the air and be **liberating and rejuvenating**. They sincerely believe that children have to be yelled at to make them tough. Their argument is, "We don't want our children to be fragile flowers who will wilt the moment the heat is turned on."

You shout at your kids not because you think it is the best option, but because you feel drained, dominated, exploited, criticized and even humiliated. The stress and strain of modern living takes a heavy toll and parents are perpetually on edge. A final act of indiscretion on the part of the child brings about an untimely explosion.

No one would advocate shouting as desirable parental behaviour, but it must be remembered that parenting is not a popularity contest, which has to be won at any cost. Parents have to instill right values, teach proper behaviour and educate their children. This is not an easy task and at times, their patience is tested to its limits.

If you're driven up the wall, shout, but also think about whether you could have managed the situation without exercising your lungs. The trick is to shout effectively and judiciously.

Shouting at children when they have misbehaved, shows that you too have lost control over your emotions. While an occasional outburst is acceptable, shouting continually, especially if the parent-child relationship is not a loving one, can be devastating for the child's personality. According to a recent study by psychiatrists at a hospital affiliated to Harvard Medical School, shouting at children can significantly and permanently alter the structure of their brains. These findings are scary if not downright terrifying, but further research is required to substantiate these findings.

Before you start worrying that shouting at your children will damage their brains and prior to your getting their brains scanned, let me give you the good news! Most children quickly become desensitized to excessive parental ranting and simply tune it out.

Children of loud parents develop a technique of “downing their shutters” or “switching off their receiving sets” the moment their parental radio station starts its daily broadcast. So, do the parents suffer more from the shouting or their children?

One permanent damage, relentless shouting can do is that these children become pretty adopt shouters themselves and develop volatile personalities. The age of the child is also very important in this context. A young child doesn’t understand the difference between shouting and hating and may take parental outbursts to mean hate and dislike for him or her. With a teenage it is different as he or she is in a better position to reason that shouting is merely a manifestation of your temporary anguish and that in reality you love him or her a lot.

A working mother talked to, says, “I shout most at the end of the day, when I am tired or when I have an unusually long list of things to squeeze into an already crowded schedule. I also roar when my children encroach upon the last vestiges of my personal time and space.”

The triggers are many and varied but stress and exhaustion come high on the list. Maybe low blood sugar levels also have something to do with a high incidence of shouting.

Shouting provokes a conflict in the minds of most parents. The turmoil of loving and hating the child at the same time becomes difficult for them to handle. When the realities and disappointments of parenting shatter the dreams of being an ideal parent, anxiety and guilt are the result. The dilemma of whether to shout or not has no simple solution. Parents feel guilty if they shout and frustrated when they suppress the urge. Some shouters put themselves on par with convicted criminals, which in my opinion is an extreme example of self-flagellation.

Questions

a) Suggest a suitable title for the passage. (2 marks)

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b) (i) What is the author’s view about shouting at Children? (3 marks)

.....

(ii) Explain what the author means by ‘the moment their parental radio station starts its daily broadcast’. (3 marks)

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c) In not more than 100 words, summarize the reasons why parents shout at their children.

(12 marks)

Summary

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(Indicate the number of words used)

d) What do the following expressions mean as they are used in the passage?

(i) “liberating and rejuvenating” (2 marks)

.....

(ii) “tested to its limits” (2 marks)

.....

(iii) “driven up the wall” (2 marks)

.....

(iv) “downright terrifying” (2 marks)

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(v) “desensitized” (2 marks)

.....

(vii) “pretty adept” (2 marks)

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(vii) “triggers” (2 marks)

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(viii) “shatter the dreams” (2 marks)

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(ix) “put themselves on par” (2 marks)

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(x) ‘self-flagellation’ (2 marks)

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(SPGE 10 Marks)

5.22 Passage Twenty Two

Read the passage and answer questions which follow using your own words:

Did you know that an average person consumes 1kg of plastic every year, while the annual world average is only 18kg? These figures are quite alarming, but quite credible.

Go to a market place- you will find vegetable and fruit vendors handing over things in transparent plastic bags to their customers. Grocers too use these bags for packing food items like grains. Clothes, toys, shoes, electric items, magazines and what not, are all pre-packed and sold in these bags, shoppers or *buveera* as they are commonly called!

In the home front, the office-goers and students prefer to pack their lunch in plastic bags. Housemaids too use these to carry food items from their place of work to home. The milk-and-bread man packs and delivers things in plastic bags. What's more deep-freezers are flooded with plastic bags, combining foodstuffs. Haven't these shoppers become an indispensable part of our lives?

But what happens to these plastic bags? It is here where the hazards associated with them come into play.

According to researches, plastic degenerates slowly. All plastics sooner or later break down into smaller pieces leaving behind plastic chunks or plastic dust as residue. These chunks are not biodegradable as their molecular structure is too large for the micro-organisms to swallow. This characteristic of plastic causes serious environmental and health problems.

The International Rice Research Institute (IRRI) has found that plastic bags cause harmful effects on soil, water and air.

There is nothing wrong with the plastic as a material. The thing is that man has not put the plastic to the right use, or he uses it without taking care of the related norms of the usage.

Everyday we dispose of 10 million plastic carry bags. These bags cause blockage of the drainage and sewage system of the city resulting in water logging, germination of bacteria, which cause water-borne diseases.

Plastic, being non-degradable, also reduces the rate of rainwater percolation, resulting in lowering of already low water levels in our cities. The plastic bags that lie on the soil for long stop the passage of oxygen, thereby deteriorating the soil fertility.

The bags that fly and land in agricultural land retards the growth of the crops by wrapping themselves around the plants.

Since the plastic bags picked up from the garbage retain a lot of bacteria, which are difficult to destroy, the reeled bags contaminate the food it holds, causing serious health problems.

When plastic is burned at a temperature less than 800°C in an open space it produces noxious fumes such as hydrogen cyanide and other poisonous gases which cause air pollution resulting in

skin diseases, respiratory problems and even a kind of cancer. Consequently, thousands die every year.

The plastic cups discarded in the litter bin are often consumed along with the leftover foods by stray cows and other cattle leading untold suffering and even death. This might take your breath away but quite true. According to the World Wide Fund for nature estimates more than 100,000 whales, scales, turtles and birds die every year as a result bags. Some marine animals are even spotted with plastic residues in the stomachs and plastic molecules in their muscles.

Turtles, dolphins and other marine creatures often mistake small plastic bags for jellyfish and swallow them leading to intestinal blockage and thereby their end.

Question

a) Suggest a suitable title for the passage above. (2 marks)

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b) (i) What is the author's intention in the passage? (3 marks)

.....

(ii) What does the author mean by the expression "this may take your breath away but it is quite true"? (3 marks)

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c) In not more than 100 words summarize the dangers of using plastic bags. (12 marks)

Summary

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(Indicate the number of words used)

d) What do the following expressions mean as they are used in the context?

(i) credible (02marks)

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(ii) indispensable part (02marks)

.....

(iii) biodegradable (02marks)

.....

(iv) norms of the usage (02marks)

.....

(v) percolation (02marks)

.....

(vi) wrapping themselves (02marks)

.....

(vii) a kind of cancer (02marks)

.....

(viii) noxious fumes (02marks)

.....

(ix) reeled bags (02marks)

.....

(x) untold suffering (02marks)

.....

(SPGE 10 Marks)

5.23 Passage Twenty Three

Read the passage below and answer the questions using your own words wherever possible:

The food of the future will be produced mostly on today's farmland and much of that farmland is deteriorating. Already, the world loses about 25 billion metric tones of topsoil through erosion each year. An area of land the size of China and India has already lost much of its productive potential due to human activities. The area of farmland worldwide is expanding only one-eighth as fast as population. In order to feed more people, farmers must work each hectare much more intensively, raising the risk of further soil degradation and overdraft of water supplies.

Farmers produce enough food today to feed everyone in the world. But since many people cannot afford to buy this food, an estimated 800 million human beings are chronically malnourished. This is a distribution problem for which no easy solutions are evident. Even if it could be resolved, however, in little more than two decades farmers probably will need to produce 50 percent more food than they do now just to keep up with population and economic growth. Given current trends in natural resource availability, they will not be able to use more land and fresh water to accomplish this task.

Technological advances have done much to enable farmers to keep pace with population growth. But this progress has stagnated in the past decade and in recent years grain prices have risen while reserves have plummeted. Indeed, over the past few decades, advances in crop yields have come mostly through increasing the number of plants per hectare and the ratio of food to non-food material in each plant. Advances in livestock production have come largely from raising the proportion of feeds that animals convert to meat.

"There are severe physiological constraints," notes agricultural economist Vernon W. Ruttan, "to continued improvement along these conventional paths."

It may be too much to expect that yields of all major crops will rise by half or more from their current levels. This is especially true given the dependence of farmers on sufficient fresh water and decent weather for growing crops. Today, water for agriculture is rapidly becoming more scarce and the global climate may be changing in unpredictable ways.

These arguments are anything but academic. In most African countries and in Jordan, Mexico, Afghanistan and the Philippines, increases in food production are lagging behind those in population.

Struggling to feed their families, many farmers clear land of trees or misuse pesticides and fertilizers. Often the increases in harvests gained through such methods are short-lived, because the new land is unsuitable for long-term farming and the fertilizers and pesticides themselves threaten human health and the environment. The immediate reasons for world hunger today may be income disparities and the inequitable distribution of food. Food insecurity also stems in part from inappropriate agricultural policies and the poverty of many of today's farmers. Rapid population growth tends to make such problems even more intractable. By increasing the human demands on food production and distribution, population growth increase & chance that many countries will become dependent on food imports.

The world's food exporters, could benefit economically from this trend — assuming importing countries have healthy economies and can purchase the food their people need. The benefit might not last, however, rising global demand could at some point outstrip farmers' capacity to boost their production- especially when extreme weather robs harvests of their full potential, as has occurred in some countries in recent years. Food is a global commodity, so such imbalances in major food producing countries can raise food prices globally. When this occurs, the citizens of food exporting countries end up bidding against the citizens of food importing countries for the food cultivated at home.

This is an environmental as well as an economic issue. At a time when concerns are rising about the health effects of widely used synthetic compounds, the U.S. Environmental Protection Agency reports that U.S. farmers applied record amounts of pesticides in 1994 and 1995, not because they require a greater volume of pesticides per hectare - the reverse is true - but because they cultivated many more hectares in those two years. Among the reasons for this increase in land under cultivation and corresponding boost in pesticide use, was the need to satisfy growing international demand for U.S crops.

The likelihood that many countries will be unable to pay for the food their people need raises the risk of dependence on food aid. Will food donors continue contributing food aid indefinitely, especially if food prices keep rising? Such questions point to the need to work in international partnerships to sustainably increase food production in poorer countries. They also point to the need to stabilize population.

Questions

a). Suggest a suitable title for the passage. (2 marks)

b. What, according the author, are some of the limitations of using advanced technology in food production? (6 marks)

c). In not more than 100 words, summarize the reasons why hunger is a persistent global problem. (12marks)

Summary

(Indicate the number of words used)

4. Explain the meaning of the following words and phrases as they are used in context.

(i) “Productive potential” (02marks)

.....

(ii) “Chronically malnourished” (02marks)

.....

(iv) “Keep pace” (02marks)

.....

(v) “Plummeted” (02marks)

.....

(vii “Conventional paths” (02marks)

.....

(vii) “Too much to expect” (02marks)

.....

(viii) “Anything but academic” (02marks)

.....

(ix) “Intractable” (02marks)

.....

(x) “Healthy economies” (02marks)

.....

(xi) “Outstrip” (02marks)

.....

(SPGE 10 Marks)

5.24 Passage Twenty Four

Read the passage below and answer the questions that follow, using your own words wherever possible:

An estimated 20 percent to 25 percent of the world's population live in "absolute poverty," defined as per capita income of less than \$ 370 a year. More than 90 percent of such people live in developing countries, which are experiencing more than 90 percent of the world's population growth.

Rapid population growth is commonly assumed to be a "root cause" of poverty, but in reality the argument has never been substantiated. If population growth plays a role in poverty, it does not act alone.

In many countries in recent decades, some researchers argue, population growth has influenced factors that contribute to poverty, such as the growing inability of governments to provide adequate sanitation, healthcare services and education. The relationship is clearer if poverty is defined broadly to include not yet insufficient economic income and assets, but inadequate education, poor health and incapacity to develop the potential for a creative and productive life. In certain countries and at certain levels of population size, further or rapid population growth may negatively influence economic growth itself. Rapid population growth, high fertility and closely spaced births can contribute to poor maternal and child health, degrade or restrict access to common or community property, and reduce per capita availability of arable land and renewable fresh water. To the extent that population growth impedes the improvement of children's health and educational opportunities, it tends to lock subsequent generations into poverty as well.

Pressures relating to population growth contribute to a lack of adequate housing and undermine social services and transportation networks on which the poor depend for well-being and livelihood. Population growth helps to drive urbanization and the urban poor often lack access to the communal and other non-monetary assets that sometimes serve as a buffer for the rural poor. Exposure to environmental toxins and unsafe water disproportionately jeopardizes the health of the urban poor.

Recent global surveys suggest that income gap between rich and poor is growing in many wealthy countries as well as less wealthy ones. More than 3 billion people, or half of humanity, subsist on less than \$2 a day, and both the number of people and the proportion of total population living in such extreme poverty are rising. In most of the countries in which economic growth has actually narrowed the income gap between the poorest and richest (principally in Scandinavia and East Asia), governments have invested heavily in health, education, credit for low income entrepreneurs and the advancement of women. Such social policies tend to have the added benefit of reducing birth rates.

Although it is not clear whether population growth causes poverty in the long run or not." Population analyst Dennis A. Ahlburg writes, it is clear that high fertility leading to rapidly growing population will increase the number of people in poverty in the short-run, and in at least some cases make escape from poverty more difficult."

Questions

a) Suggest a suitable for the passage. (2 marks)

.....

b) Explain what the author means by

(i) “absolute poverty” (3 marks)

.....

(ii) “root cause” (3 marks)

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c) In not more than 100 words, give a summary of the causes of poverty in developing countries. (12 marks)

Summary

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(Indicate the number of words used)

d) Explain the meanings of the following words and phrases and used in the passage

(i) “substantiated” (2 marks)

.....

(ii) “impedes the improvement” (2 marks)

.....

(iii) “tends to lock” (2 marks)

.....

(iv) “to drive urbanisation” (2 marks)

.....

(v) “serve as a buffer”

(2 marks)

.....

(vi) “jeopardizes”

(2 marks)

.....

(vii) “subsist”

(2 marks)

.....

(viii) “narrowed”

(2 marks)

.....

(ix) “added benefit”

(2 marks)

.....

(x) “high fertility”

(2 marks)

.....

(SPGE 10 Marks)

5.25 Passage Twenty Five

The passage below and answer the questions following it with your own words wherever possible:

Since the end of the Cold War, a major concern has been the problems caused when states ‘fail’ - that is, when governments fall apart or become incapable of maintaining peace within their own borders. In recent years, international peacekeeping troops have been dispatched to Somalia and Haiti to help restore order in these countries, and the world has witnessed mass killings in Rwanda and random violence on the streets of Monrovia, the capital city of Liberia. Each of these civil conflicts has produced streams of refugees into neighbouring countries.

What are the roots of these conflicts, and why are so many occurring today? No single cause or theory can fully explain why societies fall into dis-order, and it is unrealistic to expect human behaviour to follow predictable laws as physical systems do.

A group of researchers led by University of Toronto political scientist Thomas Homer-Dixon hypothesis that one frequent characteristic of societies vulnerable to internal conflict is scarcities of such critical natural resources as fresh water, farmland, forests and fisheries. As people compete for access to these resources, some gain more than their share, while others become increasingly marginalized.

Misunderstanding the complex interplay of factors involved in such conflicts, those affected may blame historic or traditional enemies in other ethnic groups. Governments face escalating demands to mediate the resulting tensions.

Decisive action may be hampered by a shrinking tax base, perhaps because the dominant (usually wealthier) factions have influenced tax policy to their own benefit. At some point, the pressure on weak and resource-poor governments becomes too much and they collapse. Homer-Dixon and his colleagues contend that the growth of population contributes to the under-lying environmental scarcities in at least three important ways: through subdivision, depletion, and degradation of the resource base. As greater numbers of people divide a fixed quantity of fresh water or cropland, for example, the amount available to each person shrinks. To the extent the resource is renewable, its total size may remain the same, but less is still available to each person.

To the extent the resource is non renewable-and even water and land can become non-renewable resources when they are used beyond critical thresholds of renewability - the same process can cause resource depletion or degradation. In any combination of the three impacts, natural resources become less available as the number of people needing them increases.

The same set of impacts can result as well from increases in per capita consumption by a stable population. Most frequently, population and consumption patterns interact to increase the use of natural resources more rapidly together than either force would by itself. Especially in the presence of other key ingredients - a history of ethnic strife inequitable divisions of power and wealth, an ongoing economic crisis, for example - this process can set the stage for acute conflict.

This explanation may fit most closely the circumstances of many developing countries, which are more likely than wealthier countries to feel the impacts of environmental scarcity and less able to compensate for resource scarcities through trade or substitution. Elements of the theory, however, may apply to wealthier countries as well. Population growth increases the demands for the kinds of services that all governments must provide.

The more rapid the growth in numbers of people in general, the greater the growth in demand.

The need to expand basic infrastructure - roads, water supply, sewers, hospitals and schools, for example - becomes especially acute. When the number of dependent children is high relative to that of working adults, these demands can become excessive in relation to the revenues governments derive from taxes.

The crowding that accompanies population growth inevitably multiplies the rate of basic human interactions. To maintain order societies require some degree of regulation or other forms of mediation. In the words of Fred Charles Ikle.

More often than not, higher densities will lead to more government. More crowding means more people will bump into one another; and to mitigate these bumps, people nowadays demand that the government interfere even more. An unintended consequence of (Population) growth will be more government.”

Where governments are neither resourceful nor effective, however, the tendency may be not toward bigger government but simply towards governmental breakdown.

Question

(a) Suggest an appropriate title for the passage. (2 marks)

.....

(b) (i) How does the author view resource distribution in society? (3 marks)

.....

(ii) What does Fred Charles Ikle mean by” more government?” (3 marks)

.....

(c) In not more than 100 words, summarize how population growth affects developing countries. (12 marks)

.....

(d) Explain the meaning of the following words and phrases as used in the passage

(i) “Predictable laws” (2 marks)

.....

(ii) “Hypothesis” (2 marks)

.....

(iii) “Complex interplay” (2 marks)

.....

(iv) “Underlying” (2 marks)

.....

(v) “Critical thresholds” (2 marks)

.....

(vi) “Stable population” (2 marks)

.....

(vii) “key ingredients” (2 marks)

.....

(viii) “Acute conflicts” (2 marks)

.....

(ix) “Inevitably” (2 marks)

.....

(x) “Mitigate” (2 marks)

.....

(SPGE 10 Marks)

5.26 Passage Twenty Six

Read the passage below and answer the questions using your own words wherever possible:

To those frightened by Frankenstein or Jurassic Park, the **breakthrough** in the cloning research must have been a letdown. Far from being frightening monster, the sensational experiment brought forth a lamb.

But despite appearances, Dolly was anything but ordinary. Her arrival singled the **re-writing of the rules of reproduction**. For the first time an adult mammal produced an offspring without being fertilized by the sperm.

Ultimately, the hoopla was not about an endearing ewe, but Dolly's potentially chilling implications. Could Dolly lead to the cloning of a human being? And if so, was it morally permissible?

There is a deep disagreement over ethics of human cloning

Ian Wilmut, the English scientists who led Scotland's Roslin Institute to its historical achievement with Dolly, is amongst those who human cloning research banned. Critics argue that cloning will offer few if any benefits to science while requiring unacceptable ethical and medical risks.

Opponents also say that cloning would undermine our fundamental concept of humanness. What for example, would become **individuality** in a world where a person could be copied not once but infinite number of times? And what would happen to the fundamental assumption that children are created by the union of a man and a woman, by two parents.

"the bottom-line is cloning a person would change the definition of what it means to be human," said George Annas, a professor of Health Law at Boston University School of Public Health. "who has the right to do that for the rest of us?"

Surveys show that American public solidly oppose cloning, human or otherwise. According to a Time Warner/ CNN poll taken just days after Wilmuts announcement, 93% of the US citizens said cloning a human was a bad idea , and 66% also opposed cloning animals.

Other scientists warn though against moving too quickly to stop human cloning research. Such work should be encouraged, they say, because it would provide **invaluable insight** into how cells work, opening the door to train cancer and other diseases.

The debate over cloning had been marked by hyperbole.

New stories often seem to refer to **armies of Hitler (or Mozart)** to illustrate the potential dangers or benefits of cloning. . .

While the dangers of human cloning may be exaggerated, supporters of cloning research do not argue that it will bring immediate, untold benefits to humanity. Instead, they say, human cloning research would probably only produce **modest societal gains**, at least at first.

Human cloning research might also allow scientists to replicate certain tissues-even organ -for transplantation. If the genetic material used in cloning came from the same patient, the chance that the body would reject the new organ to other tissue would be greatly reduced, if not minimized.

Others say that humans have no business in perverting God's method of creation. "the human body is God's property, not man's laboratory", wrote Munawar Ahmed Anees, an Islamic Scholar and author.

Adopted from: (David Mosci, San Francisco Examiner 29, May 1997)

Questions:

a) Suggest an appropriate title for the passage? (02 marks)

b) i. Explain the meaning of the term 'cloning' as used in the passage? (03 marks)

ii) What evidence do you find in the passage to show that cloning has already been successfully carried out ? (03 marks)

c) In not more than 100 words summarize the author's views on cloning research?

c) Explain the meaning of the following words and phrases as used in the passage⊗@
2marks)

- i) Break through
- ii) Re-writing the rules of reproduction.....
- iii) Hoopla.....
- iv) Morally permissible
- v) Individuality
- vi) Invaluable insight
- vii) Marked with hyperbole
- viii) Armies of Hitler (or Mozart)
- ix) Modest societal gains.....
- x) Replicate.....

5.27 Passage Twenty Seven

Read the passage below and answer the questions that follow using your own words wherever possible:

Almost all parents admit to shouting at their children, though none of them thinks it actually works. Shouting at your children to make them obey is like using a horn to move buffaloes off the road- it produces the same result. Shouting at one's children may contravene all good parenting rules, but rest assured every parent does it and agrees that it doesn't work.

Family life is such a cauldron of emotions that you have to be a saint to eschew the urge to shout. But then saints don't marry, rear children and raise families. Is shouting at one's children the ultimate parental taboo? Should parents be censored unequivocally for shouting at their wards? Many people don't seem to think so. "When angry, count 4, when very angry swear," said Mark Twain. And almost all shouters apparently agree that a good yell can clear the air and be **liberating and rejuvenating**. They sincerely believe that children have to be yelled at to make them tough. Their argument is, "We don't want our children to be fragile flowers who will wilt the moment the heat is turned on." You shout at your kids not because you think it is the best option, but because you feel drained, dominated, exploited, criticized and even humiliated. The stress and strain of modern living takes a heavy toll and parents are perpetually on edge. A final act of indiscretion on the part of the child brings about an untimely explosion.

No one would advocate shouting as desirable parental behaviour, but it must be remembered that parenting is not a popularity contest, which has to be won at any cost. Parents have to instill right values, teach proper behaviour and educate their children. This is not an easy task and at times, their patience is tested to its limits.

If you're driven up the wall, shout, but also think about whether you could have managed the situation without exercising your lungs. The trick is to shout effectively and judiciously.

Shouting at children when they have misbehaved, shows that you too have lost control over your emotions. While an occasional outburst is acceptable, shouting continually, especially if the parent-child relationship is not a loving one, can be devastating for the child's personality. According to a recent study by psychiatrists at a hospital affiliated to Harvard Medical School, shouting at children can significantly and permanently alter the structure of their brains. These findings are scary if not downright terrifying, but further research is required to substantiate these findings.

Before you start worrying that shouting at your children will damage their brains and prior to your getting their brains scanned, let me give you the good news! Most children quickly become desensitized to excessive parental ranting and simply tune it out.

Children of loud parents develop a technique of "downing their shutters" or "switching off their receiving sets" the moment their parental radio station starts its daily broadcast. So, do the parents suffer more from the shouting or their children?

One permanent damage, relentless shouting can do is that these children become pretty adopt shouters themselves and develop volatile personalities. The age of the child is also very

important in this context. A young child doesn't understand the difference between shouting and hating and may take parental outbursts to mean hate and dislike for him or her. With a teenage it is different as he or she is in a better position to reason that shouting is merely a manifestation of your temporary anguish and that in reality you love him or her a lot.

A working mother talked to, says, "I shout most at the end of the day, when I am tired or when I have an unusually long list of things to squeeze into an already crowded schedule. I also roar when my children encroach upon the last vestiges of my personal time and space."

The triggers are many and varied but stress and exhaustion come high on the list. Maybe low blood sugar levels also have something to do with a high incidence of shouting.

Shouting provokes a conflict in the minds of most parents. The turmoil of loving and hating the child at the same time becomes difficult for them to handle. When the realities and disappointments of parenting shatter the dreams of being an ideal parent, anxiety and guilt are the result. The dilemma of whether to shout or not has no simple solution. Parents feel guilty if they shout and frustrated when they suppress the urge. Some shouters put themselves on par with convicted criminals, which in my opinion is an extreme example of self-flagellation.

Questions

a) Suggest a suitable title for the passage. (2 marks)

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b) (i) What is the author's view about shouting at Children? (3 marks)

.....

(ii) Explain what the author means by 'the moment their parental radio station starts its daily broadcast'. (3 marks)

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c) In not more than 100 words, summarise the reasons why parents shout at their children.

(12 marks)

Summary

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d) What do the following expressions mean as they are used in the passage?

(i) “liberating and rejuvenating” (2 marks)

.....

(ii) “tested to its limits” (2 marks)

.....

(iii) “driven up the wall” (2 marks)

.....

(iv) “downright terrifying” (2 marks)

.....

(v) “desensitized” (2 marks)

.....

(vi) “pretty adept” (2 marks)

.....

(vii) “triggers” (2 marks)

.....

(viii) “shatter the dreams” (2 marks)

.....

(ix) “put themselves on par” (2 marks)

.....

(x) “self-flagellation” (2 marks)

.....

(SPGE 10 Marks)

5.28 Passage Twenty Eight

The passage below and answer the questions following it with your own words wherever possible:

Since the end of the Cold War, a major concern has been the problems caused when states ‘fail’ - that is, when governments fall apart or become incapable of maintaining peace within their own borders. In recent years, international peacekeeping troops have been dispatched to Somalia and Haiti to help restore order in these countries, and the world has witnessed mass killings in Rwanda and random violence on the streets of Monrovia, the capital city of Liberia. Each of these civil conflicts has produced streams of refugees into neighbouring countries.

What are the roots of these conflicts, and why are so many occurring today? No single cause or theory can fully explain why societies fall into dis-order, and it is unrealistic to expect human behaviour to follow predictable laws as physical systems do.

A group of researchers led by University of Toronto political scientist Thomas Homer-Dixon hypothesizes that one frequent characteristic of societies vulnerable to internal conflict is scarcities of such critical natural resources as fresh water, farmland, forests and fisheries. As people compete for access to these resources, some gain more than their share, while others become increasingly marginalized.

Misunderstanding the complex interplay of factors involved in such conflicts, those affected may blame historic or traditional enemies in other ethnic groups. Governments face escalating demands to mediate the resulting tensions.

Decisive action may be hampered by a shrinking tax base, perhaps because the dominant (usually wealthier) factions have influenced tax policy to their own benefit. At some point, the pressure on weak and resource-poor governments becomes too much and they collapse. Homer-Dixon and his colleagues contend that the growth of population contributes to the under-lying environmental scarcities in at least three important ways: through subdivision, depletion, and degradation of the resource base. As greater numbers of people divide a fixed quantity of fresh water or cropland, for example, the amount available to each person shrinks. To the extent the resource is renewable, its total size may remain the same, but less is still available to each person.

To the extent the resource is non renewable-and even water and land can become non-renewable resources when they are used beyond critical thresholds of renewability - the same process can cause resource depletion or degradation. In any combination of the three impacts, natural resources become less available as the number of people needing them increases.

The same set of impacts can result as well from increases in per capita consumption by a stable population. Most frequently, population and consumption patterns interact to increase the use of natural resources more rapidly together than either force would by itself. Especially in the presence of other key ingredients - a history of ethnic strife, inequitable divisions of power and wealth, an ongoing economic crisis, for example - this process can set the stage for acute conflict.

This explanation may fit most closely the circumstances of many developing countries, which are more likely than wealthier countries to feel the impacts of environmental scarcity and less able to compensate for resource scarcities through trade or substitution. Elements of the theory however, may apply to wealthier countries as well. Population growth increases the demands for the kinds of services that all governments must provide.

The more rapid the growth in numbers of people in general, the greater the growth in demand.

The need to expand basic infrastructure - roads, water supply, sewers, hospitals and schools, for example - becomes especially acute. When the number of dependent children is high relative to that of working adults, these demands can become excessive in relation to the revenues governments derive from taxes.

The crowding that accompanies population growth inevitably multiplies the rate of basic human interactions. To maintain order societies require some degree of regulation or other forms of mediation. In the words of Fred Charles Ikle.

More often than not, higher densities will lead to more government. More crowding means more people will bump into one another; and to mitigate these bumps, people nowadays demand that the government interfere even more. An unintended consequence of (Population) growth will be more government.”

Where governments are neither resourceful nor effective, however, the tendency may be not toward bigger government but simply towards governmental breakdown.

Questions

(b) Suggest an appropriate title for the passage. (02 marks)

.....

(c) (i) How does the author view resource distribution in society? (03 marks)

.....

(ii) What does Fred Charles Ikle mean by” more government?” (03 marks)

.....

(d) In not more than 100 words, summarize how population growth affects developing countries. (12 marks)

Summary

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(d) Explain the meaning of the following words and phrases as used in the passage

(i) “Predictable laws” (02 marks)

.....

(ii) “Hypotheses” (02 marks)

.....

(iii) “Complex interplay” (02 marks)

.....

(iv) “Underlying” (02 marks)

.....

(v) “Critical thresholds” (02 marks)

.....

(vi) “Stable population” (02 marks)

.....

(vii) “key ingredients” (02 marks)

.....

(viii) “Acute conflicts” (02 marks)

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(ix) “Inevitably” (02 marks)

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(x) “Mitigate” (02 marks)

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(SPGE 10 Marks)

5.29 Passage Twenty Nine

Read the passage below and answer the questions using your own words wherever possible:

Most parents think that the child is too young to understand that they are quarrelling as he is too young to comprehend the reason for the discord. What most parents are not aware of is that innocent children are definitely aware of the fighting between the parents and quite often believe that parents are fighting because of them.

Each child is a unique human being with a complex set of emotions and sensibilities, Every child's reaction is individualistic too. There is no set or definite pattern as to how a child will react to the warring parents. Undoubtedly, whatever the reaction might be, the child would be hurt by the disagreement between the parents.

Some children might just withdraw and become total introverts. Others might show maturity much beyond their years. There might be a third reaction altogether, making some children revolt and become unmanageable. They end up being rude and cruel to other children around them, turning into bullies. They do not follow any set rules of society. Research done in the field of child psychology has proved that the children who see the violent interaction between their parents seem to be surrounded by troubles all their lives. They are through their growing years constantly living with the fear that if their parents separate, they will be separated, from their siblings, or have only one parent around.

Similarly, in cases when a divorce takes place and where one parent gets remarried, the child believes that the union might break as well. He does not let himself get too close to the step-parent in such cases. It is true that the fighting between the spouses is essentially a physical, mental and emotional torture for the child. It might physically affect the health and growth of the child as well. Even a normal child could start stammering, or his development might be hampered.

In their innocence, the children might spill the details of the parents' constant fighting among the relatives and friends, thereby creating embarrassment for the parents. If they feel they are not getting due care and affection from both of their parents, they might turn to strangers for it. They often become vulnerable to the negative sections of society who might abuse their trust. Imagine a situation where a child says to a stranger or a relative, "you love me so much but my own mother does not love me at all!"

When parents fight constantly, the child feels a physical, mental, emotional and social separation and suffers. His understanding of "marriage" gets distorted and when this child reaches adulthood, the fear of marriage sets deep in his psyche. Marriage to him becomes not a balanced equation of love and trust, but something that would bring fights and discord in their lives. It is every parent's moral duty to take full responsibility for the child's' physical and mental development.

Questions

- a) Suggest an appropriate title for the passage. (02 marks)
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- b) What major misconceptions do parents have about children? (06 marks)
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- C) In not more than 100 words, give a summary of the effect of fighting between pare. (12 marks)

Summary

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d) Explain the meanings of the following words and phases as used in the passage using your own words wherever possible.

(i) "Individualistic" (02 marks)
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(ii) "Definite pattern" (02 marks)
.....

(iii) "introverts" (02 marks)
.....

(iv) "Essentially" (02 marks)
.....

(v) "Spill" (02 marks)
.....

(vi) "Negative sections" (02 marks)
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(vii) "Psyche" (02 marks)
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(viii) "Balanced equation" (02 marks)
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(ix) "Discord in their lives" (02 marks)
.....

(x) "Moral duty" (02 marks)
.....

(SPGE 10 Marks)

5.30 Passage Thirty

Read the following passage carefully and answer the questions that follow using your own words wherever possible:

Lately there has been a lot of hullabaloo over the role of the Church in politics, following pronouncements by two prominent clerics on the vexed question of presidential term limits.

The nay-sayers have, as expected, been quick to denounce the bishops. The public is debating it, and so are the inner sanctums of the Church itself. It is an age-old question arising out of many different perceptions of how the Church relates to matters temporal. From the transition of Israelite rule from the Judges to monarchical Kings in the Old Testament, through the frequently misperceived “Give unto caesar what is caesar’s and unto the Lord what is God’s” (more on that later), into the Reformation’s Separation of Church and State in the 1500s, down to the Liberation Theology of South America in the 1970s, when also Archbishop Janani Luwum took on Idi Amin, the question of the church and politics just will not go away.

Now it is here. Interestingly in Uganda, one’s for or against depends, many times, on the benefit for proponent or opposer. Thus when politicians want to curry favour with the electorate (and when the churches need political goodwill), they will seek time at the pulpit “to greet the Christians”, or sit in the front pews. Some have been known, in the churches that grant them, to seek titles like Canon, etc.

The key argument of those who oppose the Church’s involvement in politics is that exclusively handles matters spiritual and the other worldly things. They say politics is too controversial for a genteel institution, one whose principle call is peace unto men. But is Christianity inherently controversial? Jesus Christ was unconventional and was very involved in the political economy of His day. Actually, a deeper understanding of His mission statement “He has anointed me to preach good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to release the oppressed, to proclaim the year of the Lord’s favour” (Luke 4:18-19) has some political mandate. He regularly took on the Sadducees, the political class of the day.

William Wilberforce, the English MP who did more than any other man to abolish the slave trade, used his church-based convictions to tackle the big political problem of the day. It is written of him that he was “intensely conscious of the fact that it was not sufficient merely to go to church and to try and observe the Ten Commandments to be a Christian.” To buttress his anti-slave trade struggle, he wrote an influential book, with the rather interesting title, *The Practical view of the Prevailing Religious System of Professed Christians in the Higher and Middle Classes in the Country Contrasted with real Christianity*.

Addressing a large body of undergraduates, Winston Churchill - he who called Uganda ‘the Pearl of Africa’ - said with emphasis that every young should regard it as part of his or her religion to see that the country (Britain) was well governed.

Most Christians are familiar with the Lord’s Prayer ‘our Father in Heaven...’ It does

Probably refers to the implementation of the world we live in of divine principles which, in all probability, will include matters political.

Detractors of church involvement in politics often point to the words of Jesus “Give unto Caesar what is Caesar’s and unto the Lord what is God’s” (Matthew 22:21), but do not realize that Jesus was responding to a tricky question asked on whether to pay taxes or not. I believe that Christians pay taxes;

Today in Uganda and elsewhere, there is a growing **school of thought**, coming out of fresh biblical revelation, which points to the Church taking an increased role in various spheres of influence, including the economy, education, government, media, family, arts/entertainment, and religion. There is nothing new under the sun.

It is not about establishing a theocracy - after all, Christians say, “there is no authority except that which God has established” (Romans 13:1), though. He also deposes, them (Daniel 2:21). It is about the interplay between Church and society. The Church risks alienation and irrelevance when it does not relate to contemporary issues. Some of the last words of the Bible warn against a lukewarm church that would be spat out. And when detractors joint to death/martyrdom as the supposed futility of involvement in politics, they are ignoring the imperative of suffering and death as being central to the life of the Church - Christianity in Uganda is all the stronger for the martyrs of the 1 880s and the killing of Janani Luwum in 1977.

It was the Irish political philosopher Edmund Burke who said: “Nothing is so fatal **to religion as indifference.**”

Adopted from tile Daily monitor Tuesday 24” April 2012.

Questions

a) Suggest an appointment title for the passage above. (02 marks)

.....

b) What does the writer mean by the following expressions?

(i) “Give unto Ceasor what is Ceasar’s and unto the Lord what is God’s.” (02 marks)

.....

(ii) “Nothing is so fatal to religion as indifference.” (02 marks)

.....

(iii) According to the passage explain the argument forwarded by those who oppose the church’s involvement in politics. (03 marks)

.....

c) In about 100 words, summarize the reasons according to the passage why the Church gets involved in politics. (10 marks)

Summary

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d) Explain the meaning of the following words as used in the passage.

(i) Pronouncements (02 marks)

.....

(ii) Vexed (02 marks)

.....

(iii) May- sayers (02 marks)

.....

(iv) an old age question. (02 marks)

.....

(v) Political good will (02 marks)

.....

(vi) buttress (02 marks)

.....

(vii) School of thought (02 marks)

.....

(viii) Contemporary issues (02 marks)

.....

(ix) Lukewarm. (02 marks)

.....

5.31 Passage Thirty One

Study the passage below and answer the questions that follow:

It is not difficult to state the principles which cause certain kinds of inequality to be tolerated, however difficult it may be to apply them in practice. Inequality of power is accepted when the power is used for a social purpose approved by the community, when it is not more extensive than that purpose requires, when its exercise is not arbitrary, but governed by settled rules and when the provisions can be revoked, if their terms are exceeded. Inequality of circumstance is regarded as reasonable, in so far as it is the necessary condition of securing the services which the community requires.

No one complains that captains give orders and that crews obey them, or that engine - drivers must work to a time table laid down by railway managers. For if captains and managers command, they do so by virtue of their office, and it is by virtue of their office that their instructions are obeyed. They are not the masters, but the fellow - servants, of those whose work they direct. Their power is not conferred upon them by birth or wealth, but by the position which they occupy in the productive system, and though their subordinates may grumble at its abuses, they do not dispute the need for its existence.

No one thinks it inequitable that, when a reasonable provision has been made for all, exceptional responsibilities should be compensated by exceptional rewards, as recognition of the service performed and an inducement to perform it. For different kinds of ability need different conditions to evoke them, and the sentiment of justice is satisfied, not by offering to every man identical treatment, but by treating different individuals in the same way, since being human, they have some requirements which are the same, and in different ways since, being concerned with different services, they have other requirements which differ. What is repellent is it that one man should earn more than others, for where community of environment and a common education and a habit of life have bred a common tradition of consideration; these financial considerations are forgotten or ignored. It is that some classes might be excluded from the heritage of civilization which others enjoy, and that the fact of human fellowship, which is ultimate and profound, might be obscured by economic which are trivial and superficial. What is important is not that all men should receive the same income. It is that surplus resources of society should be so managed and applied that it is a matter of minor significance whether they receive the same income or not.

The phenomenon which provokes exasperation, in short, is not power and inequality, but arbitrary inequality and irresponsible power; and in this matter the sentiments of individuals correspond, it may be observed, with the needs of society. What a community requires is that its work should be done and done with the minimum of friction and maximum of cooperation. Different levels of authority and income derived from differences of office and function promote that end. Distinctions based, not on objective facts, but on personal claims on birth, or wealth, or social position impede its attainment. They sacrifice practical realities to meaningless conventions. They cause the position of individuals and the relation of classes to reflect the influence, not primarily of personal quality and social needs, but of external conditions, which offer special advantages to some and impose undeserved disabilities upon others.

(Adapted from R.H Tawney, Equality)

Questions

(a) Suggest an appropriate title for this passage. (02 marks)

.....
(b) What does the author mean by the following expressions?

(i) “.....governed by settled rules.....” (‘03 marks)

.....
(ii) “.....undeserved disabilities upon others.....” (03 marks)

.....
(c) In not more than 100 words, summarize the author’s views on inequality of power. (12 marks,)

Summary

.....
(d) Explain the meaning of the following words and phrases as used in the passage, using your own words wherever possible:

(i) Revoked (02 marks)

.....
(ii) Conferred (02 marks)

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(iii) Dispute (02 marks)

.....
(iv) Repellent (line 22) (02 marks)

.....
(v) Obscured (02 marks)

.....
(vi) Exasperation (02 marks)

.....
(vii) Arbitrary inequality (02 marks)

.....
(viii) Sentiments (02 marks)

.....
(ix) Impede (02 marks)

.....
(x) Impose (02 marks)

.....
SPGE: 10 marks

5.32 Passage Thirty Two

Read the passage below and answer the questions which follow, using your own words wherever possible:

For nearly five centuries, the sprawling Amazon rain forest has devoured fortune hunters as readily as it has inspired them. Now much of that is changing. Half a dozen mining and hydroelectric projects are nearing completion. The Amazon's untamed interior is steadily giving way to engineers and homesteaders. Along its rivers and its newly constructed highways, the forest and the jungle are yielding, bit by bit, to ranches, small businesses and nascent boomtowns.

Brazil's ambitious attempt to conquer the Amazon, a territory of immense riches and immense potential, is still a giant national gamble that could go awry. Wrecks of previous grand schemes are strewn through the Amazon's history. Henry Ford and Daniel Ludwig, two of the world's richest men, both lost massive amounts of money when they tried to make a profit by exploiting the Amazon's timber. The current Brazilian government has done far better, but its economic successes have also created serious problems. The gargantuan construction and colonization projects have taken a severe toll on the fragile Amazon ecology and on the indigenous inhabitants and the region's extractive industries are unusually vulnerable to the whims of the global market. Nonetheless, Brazil is pushing ahead with its development plans.

The Amazon has some of nature's most dazzling unclaimed prizes. The river basin is very large indeed. The river's 100 major tributaries hold a quarter of the world's fresh water; fully exploited they could produce vast amounts of hydroelectric power. The tropical jungles have enough high-grade iron to meet world demand for four centuries, and immense reserves of bauxite, nickel, copper, tin, gold and timber sit untapped in the almost impenetrable forests. The Amazon also has one of the most valuable of all resources - land. Brazil needs the Amazon to make room for its burgeoning population expected to reach 220 million by the year 2000.

To harvest these riches, Brazil is relying on a handful of massive projects. The most ambitious is the Carajas mining and industrial complex in Para state. When completed it will process and ship millions of tons of iron ore and other minerals to the USA, Europe and Asia. In a region of extreme poverty and sparse population, the Carajas project will employ some 6000 people. The Government in Brasilia hopes this massive undertaking will stimulate other commercial ventures, both around Carajas and along the 880-kilometre railway leading to the Atlantic. The Carajas complex is the show-case of Brazil's efforts to boost its exports.

Other major projects will also be coming on line. In the east Amazon, near the city of Belem, a series of aluminum - processing plants are scheduled to begin operations.

Despite the attention and money that is being lavished on Brazil's massive construction schemes, the efforts to tame the Amazon depend to a considerable degree on the lowly colonist, the intrepid and sometimes desperate settler seeking a better life. Many of the colonists come from Brazil's industrial slums. Others come from the drought-stricken plains of the north-east. Still more come from the fertile south where mechanized farming has increased agricultural yields but has thrown many farmers out of work; these colonists are often the blonde, fair-skinned sons and

grandsons of Ukrainians, Germans and Italians, the jetsam of world wars and the farmed-out lands of Europe.

By slow degrees, the colonists are beginning to transform the forest. The opening of the 5000-kilometre Trans-Amazon Highway in 1973 helped spur the migration. To be sure, the jungle has already reclaimed many of the road's less travelled sections but it has also been a main artery into the Amazon jungle for tens of thousands of settlers. With the completion of Route 364, and with other highways being planned, that influx is almost certain to grow.

The dark side of the picture is that the pioneers who succeed will be vastly outnumbered by those who fail. Like colonist through history, many come with great schemes and, it seems, little commonsense. Other settlers arrive with little of the practical experience needed to overcome the countless problems awaiting them in the astonishingly complex environment of the Amazon.

Those who do prevail are usually people who have money in the bank and years of experience in turning brush land into crop land. But in many cases, not even those assets are enough. Bank loans and government credits for those who want to buy land or equipment are expensive, and even for those who do have the money they can be difficult to obtain. And the dream of securing an unclaimed tract frequently turns into a recurring nightmare. It is not unusual for would-be settlers to wait as long as four years to gain ownership of a workable plot. As a result, conflicts between squatters and moneyed land-owners, small settlers and large developers, have become increasingly common -and increasingly violent.

Questions

(a) Suggest an appropriate title for this passage.

(02 marks)

(b) Explain the importance of the Carajas complex according to the passage?

(c) In not more than 150 words summarize the problems that have been caused by the economic successes of the present Brazilian government? (12 marks)

(12 marks)

Summary

(Indicate the number of words used).

(d) Explain the meanings of the following words and phrases as used in the passage (04 marks)

(i) has devoured fortune hunters as readily as it has inspired them (02 marks)

.....

(ii) untamed (02 marks)

.....

(iii) yielding (02 marks)

.....

(iv) awry (02 marks)

.....

(v) wrecks are strewn through the Amazon's history (02 marks)

.....

(vi) dazzling unclaimed prizes (02 marks)

.....

(vii) coming on line (02 marks)

.....

(viii) intrepid (02 marks)

.....

(ix) dream (02 marks)

.....

(x) a recurring night mare (02 marks)

.....

SPGE: 10 marks

5.33 Passage Thirty Three

Read this passage twice before answering the questions:

A major function of the educational system is to contribute to the socialization process by the transmission of the culture of a society.

But the variety of roles for which men must be socialized increases with the growth of division of labour and social differentiation. And the same formal education is not appropriate for all. Throughout most of human history formal education has been received by only a small section of society. Indeed, knowledge has often been seen as a source of power and influence, and on these grounds jealously preserved and guarded by a small elite. Priest and scholar have usually been closely related roles. It is only in the last hundred years that industrial societies have extended education to other sections of society until universal literacy has become the rule in the more industrially advanced societies.

The extension of education raises new problems of content. What is appropriate for the administrator or landowner is not fitting for the artisan and labourer. The spread of education in the nineteenth century went side by side with a growing differentiation of structure and content. But in order to understand the structure of education in the nineteenth century, we must first explore more fully the relations between education and social roles.

It will be helpful to begin by thinking of two polar types of education. On the one hand, education may seek to impart specialized expert training, as for example, the education of doctors or engineers. On the other hand, some systems of education aim at cultivating personal qualities. An example is education to awaken what Max Weber called 'charisma', that is to say, heroic qualities or magical gifts. The Chinese Literati, for example did not acquire knowledge of administration, but the literary and stylistic education which they received was believed to confer on the mandarin's special qualities and authority which were essential in an administrator. These two extreme types are what Weber called ideal types. That is to say, they are concepts of possible polar types, although in practice, actual systems of education include elements of both. Nevertheless, the distinction proves useful; it is to say, a 'heuristic' device, useful for analytical purposes.

If we now look at education in the nineteenth century it can be seen that a major aim of the extension of education to the laboring classes was socialization to cultivate personal qualities, to 'gentle the masses'. The early bible classes of the Non-Conformists aimed

at teaching reading simply as a means of bible study. The denominational societies later extended their provision by setting up day schools, and the influence of the churches was strengthened by the fact that the colleges to train teachers for the laboring classes were also denominational. In the words of one of the speakers in a parliamentary debate in 1820, every poor man 'ought to be made sensible that there is an attainable good in this life superior to animal gratification and that a life of faith and obedience affords hope of a happy immortality. Of this every poor man in the nation should be made sensible and for this purpose the humble schools prepared for him are sufficient for I believe they never neglect reading the scriptures. catechetical instructions, and daily supplication.'

At another social level, a major emphasis of the rapidly expanding public schools was on devising educational regimes which would develop qualities of character and leadership in the children of the emerging middle class. Even in the relatively undeveloped field of vocational education, there was a major emphasis on the colleges and schools producing ‘intelligent workmen’ who would understand the principle underlying their trade.’ Specialized knowledge, it was argued, would be learned on the job, not in the educational institutions. Similarly, the reform of recruitment to the civil service reflected the same approach. The administrative grade took men with good honours, not because the knowledge acquired could be applied to administration but because, like the Mandarins of China, their diplomas were indications of qualities of mind.

If the educational system was to perform the function of socializing for a variety of social roles, differentiation of structure was essential.

The structural differences reflected of course, social, rather than educational criteria such as ability. Indeed, the Schools Inquiry Commission of 1868 proposed that there should be three distinct types of secondary education, and that the differences would be grounded in social distinctions. The third grade, for example, was to be for the sons of middle — class parents of straightened means, destined for careers in business, leaving at fourteen, and receiving a more practical education than that intended for the sons of the well- to — do who would leave at eighteen for the university? There was no question of secondary education for the children of the laboring classes. It was during the nineteenth century too, that the public schools became the preserves of the middle and upper classes. They had originally been established and endowed with funds to provide poor scholars with an education which would enable them to enter the church. As the rising industrial middle class became increasingly dissatisfied with the education which would enable them to enter the church. As the rising industrial middle class became increasingly dissatisfied with the education provided by the local endowed schools, a number of such schools gradually emerged as pre — eminent, attracting boarding scholars from farther afield, while the local foundationers became a diminishing element in such schools.

The educational system of the nineteenth century then was closely related to the class — structure, both by the source from which the various types of schools drew their pupils and by the curriculum. The efforts of the two — year trained elementary school teachers to raise their status and the level of education in the working — class schools were effectively hindered administrative action, notably by Low’s system of payment by results in 1861 which ensured that only reading, writing and reckoning should be taught. Even the achievement of literacy was hindered by the sterility of the curriculum forced on the elementary schools. It was feared that too much education would make working class children unfit for their station in life. But even this limited intellectual diet was thought to be too literary, producing clerks and not artisans, and was consequently extended to include manual instruction for training the co-ordination of hand and eye following the recommendations of the Cross Commission of 1888. Even subjects such as political economy were used as vehicles for moral education. The syllabus for Social economy of the London School Board for 1871 included such topics as thrift, temperance, and economy and their bearing on general wages.

Honesty, trustworthiness and fore — thought and their influence on the wealth of the community. . . .“ What the elementary schools did then was to cultivate personal qualities essential for workers in an industrial society with an emphasis on punctuality, regularity, obedience, and habits of industry.

Questions

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- [illegible]

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(ii) Elite (02 marks)

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(iii) Confer on the mandarins (02 marks)

.....

(iv) Public schools (02 marks)

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(v) Differentiation of structure (02 marks)

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(vi) The preserves of (02 marks)

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.(vii) No longer so explicitly oriented(02 marks)

.....

(viii) Ethno - centric view point (02 marks)

.....

(ix) to inculcate nationalistic (02 marks)

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(x) ethno — centric view (02 marks)

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SPGE: 10 marks

5.34 Passage Thirty Four

Read the passage below carefully and answer the questions following it:

The first men, besides my father, I remember seeing were black convicts and white guards, in the cotton field across the road from our farm on the outskirts of Memphis. I must have been three or four. The prisoners wore dingy gray - and - black zebra suits, heavy as canvas, sodden with sweat. Hatless, stooped, they chopped weeds in the fierce heat, row after row, breathing the acrid dust of boll - weevil poison. The overseers wore dazzling white shirts and broad shadowy hats. The oiled barrels of their shotguns flashed in the sunlight. Their faces in memory are utterly blank. Of course those men, white and black, have become for me an emblem of racial hatred. But they have also come to stand for the twin poles of my early vision of manhood - the brute toiling animal and the boss worked all day long whatever the weather, and when they came home at night they looked as though somebody had been whipping them. In the evenings and on weekends they worked on their own places, tilling gardens that were lumpy with clay, fixing broken down cars, hammering on houses that were always too drafty, too leaky, and too small.

The bodies of the men I knew were twisted and maimed in ways visible and invisible. The nails of their hands were black and split, the hands tattooed with scars. Some had lost fingers. Heavy lifting had given many of them finicky backs and guts weak from hernias.

Racing against conveyor belts had given them ulcers. Their ankles and knees ached from years of standing on concrete. Anyone who had worked for long around machines was hard of hearing. They squinted, and the skin of their faces was creased like the leather of old work gloves. There were times, studying them, when I dreaded growing up. Most of them coughed, from dust or cigarettes, and most of them drank cheap wine or whiskey, so their eyes looked bloodshot and bruised. The fathers of my friends always seemed older than the mothers. Men wore out sooner. Only women lived into old age.

As a boy I also knew another sort of men, who did not sweat and break down like mules. They were soldiers, and so far as I could tell they scarcely worked at all. During my early school years we lived on a military base, an arsenal in Ohio, and every day I saw GIs in the guard sharks, on the stoops of barracks, at the wheels of olive drab Chevrolets. The chief fact of their lives was boredom. Long after I left the Arsenal I came to recognize the sour smell the soldiers gave off as that of souls in limbo. They were all waiting -for wars, for transfers, for leaves, for promotions, for the end of their hitch - like so many braves waiting for the hunt to begin. Unlike the warriors of older tribes, however, they would have no say about when the battle would start or how it would be waged. They fired guns at targets, drove tanks across the churned - up fields of the military reservation, set off bombs in the wrecks of old fighter planes. I knew this was all play. But I also felt certain that when the hour for killing arrived, they would kill. When the real shooting started, many of them would die. This was what soldiers were for, just as a hammer was for driving nails.

Warriors and toilers those seemed, in my boyhood vision, to be the chief destinies for men. They weren't the only destinies, as I learned from having a few male teachers, from reading books, and from watching television. But the men on television - the politicians, the astronauts, the generals, the savvy lawyers, and the philosophical doctors, the bosses who gave orders to both soldiers and laborers- seemed as remote and unreal to me as the figures in tapestries. I could no

more imagine growing up to become one of these cool, potent creatures than I could imagine becoming a prince.

A nearer and more hopeful example was that of my father, who had escaped from a red - dirt farm to a tire factory, and from the assembly line to the front office. Eventually he dressed in a white shirt and tie. He carried himself as if he had been born to work with his mind. But his body, remembering the earlier years of slogging work, began to give out on him in his fifties, and it quit on him entirely before he turned sixty - five. Even such a partial escape from man's fate as he had accomplished did not seem possible for most of the boys I knew. They joined the army, stood in line for jobs in the smoky plants, helped build highways. They were bound to work as their fathers had worked, killing themselves or preparing to kill others.

A scholarship enables me not only to attend college, a rare enough feat in my circle, but even to study in a university meant for the children of the rich. Here I met for the first time young men who had assumed from birth that they would lead lives of comfort and power. And for the first time I met women who told me that men were guilty of having kept all the joys and privileges of the earth for themselves. I was baffled. What privileges? What joys? I thought about the maimed, dismal lives of most of the men back home. What had they stolen from their wives and daughters? The right to go five days a week, twelve months a year, for thirty or forty years to a steel mill or a coal mine? The right to drop bombs and die in war?

The right to feel every leak in the roof, every gap in the fence, every cough in the engine, as a wound they must mend? The right to feel, when the lay - off comes or the plant shuts down, not only afraid but ashamed?

(The men we carry in our minds, by Scott Russell Sanders)

Questions

(a) Suggest a suitable title for this passage (02 marks)

.....
(b)(i) Describe the feelings the narrator arouses in the reader towards men. (04 marks,)

.....
(c) In not more than 100 words summarize the author's view of women in the society (12 marks)

Summary

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(e) Explain the meaning of the following words and phrases as used in the passage.

(i) outskirts (02 marks)

.....

(ii) fierce heat (02 marks)

.....

(iii) wore dazzling white shirt (02 marks)

.....

(iv) lumpy (02 marks)

.....

(v) dreaded (02 marks)

.....

(vi) their eyes looked bloodshot (02 marks)

.....

(vii) an arsenal (02 marks)

.....

(viii) astronauts (02 marks)

.....

(ix) partial escape (02 marks)

.....

(x) maimed (02 marks)

.....

SPGE = 10 marks)

5.35 Passage Thirty Five

Read the passage below carefully and answer the questions following it:

Every visit to a soccer match is a rich encounter with all its many tribal aspects at once. There, inevitably, are the harassed managers yelling tactical advice in their desperate hunt for goals; there, the triumphant players leaping to hug and embrace one another after a successful attack on. The enemy; there, the elderly directors fussing over their league tables and

dreaming of the status boost of promotion to a higher division; there, the choir-like chanting of the massed supporters as their idols reappear on the sacred turf; there, the muttering experts who have seen it all before and know with deep pessimism that the good old days of true sportsmanship are gone for ever; and there, the thinly clad young fans clustered on the icy terraces in a display of manliness, ready to cheer themselves hoarse for the soccer stars that they themselves can never be; the soccer Tribe in all its curiously isolated and yet intensely public glory.

At the heart of each soccer Tribe lies its great temple, the stadium, so strong is its magic that, for a tribesman to approach it, even on a day when no match is being played, creates a strange feeling of mounting excitement and anticipation. Although it is deserted he can sense the buzz of the crowd and hear again the roar of the fans as the ball hits the back of the enemy net. To a devoted tribesman it is a holy place, with a significance that it is hard for an outsider to appreciate.

Soaring into the sky at the four corners of the stadium are the huge tribal totem poles, the floodlight pylons. Sometimes these are gracefully tapering concrete pillars, but more often than not they are open metalwork towers, looking like oil-field derricks surmounted by batteries of powerful lamps. Rising high above the surrounding buildings, they are visible for great distances, a constant reminder of the hallowed ground that lies between them.

In the very centre of the Tribal Territory lies the sacred turf of the pitch itself, the green focus of all tribal activities. Known technically as ‘the field of play’, it is often referred to, by the players and managers as ‘the park’.

What matters, they say, is what happens ‘out on the park’. Like so many football words and phrases, this has an antique quality, dating back to the time when most matches were played on a marked-out section of public parklands, before the great crowds gathered to watch.

When they dress for the match, many of the tribesmen take care not to forget the special mascot, charm, talisman or lucky garment they always carry to aid their team’s success. They may treat their mascots almost as jokes, but they would feel uneasy without them.

Later, as they head for the sacred ground and begin meeting their

friends, there are repeated assurances that today they are bound to win, certain to massacre the enemy, sure, quite sure, to see them utterly defeated. Anyone foolish enough to suggest the opposite is quickly silenced, for this is the time when tribal sorcery begins to take a grip. Even to

speak of the possibility of losing might bring bad luck. The gods would be angry at such a disloyalty.

Guided carefully into its special place in the car-park, the visiting team's coach comes to a halt. As the door hisses open, the tension already felt by the visiting players becomes acute. The back-chat and card-playing of the long trip are forgotten. As they walk briskly to the visitors' dressing room they may encounter members of the host team arriving from their homes nearby, but the two sides studiously ignore one another. There is virtually no contact between the opponents before the game, because of an unspoken feeling that to communicate would somehow give the other side an advantage.

Now the supporters are pouring into the ground and filling the stands, already starting up the tribal chants. The loudspeakers are blaring out pop music and the season-ticket holders are taking their familiar routes to their favourite seats, checking the team-lists in their programmes. The directors are assembling in the board-room for their hospitality rituals and the reporters and commentators are fortifying themselves with a last drink in one of the bars before mounting to the press box. At the far end of the ground, the visiting supporters are being herded like wild horses into the special pen allocated to them, watched warily by the police who are trying to assess the likelihood of crowd trouble after the match. Deep inside the grandstand the referee and his linesmen are changing into their sinister black costumes, as if in mourning for some unidentified death.

In the two dressing rooms, the players are preparing themselves for the struggle to come. Before the end of the afternoon several of them, at least, will have suffered severe cuts and bruises, perhaps even serious injury. Palms are already moist. Superstitious rituals are being faithfully carried out. The extroverts are making a fuss, joking nervously; the introverts are quietly withdrawn, concentrating exaggeratedly on little personal procedures that help to pass the time—boot lacing and bandaging, examining shin pads and studs, checking things that need no checking, doing muscle-exercises, jiggling about. The smell of liniment hangs in the air. The manager makes his rounds, doling out words of advice and encouragement, as much to fill the vacuum of waiting as to provide last-minute instruction.

Suddenly, the sound the players have been waiting for like pavlovian dogs abruptly fills the air—the referee's buzzer is summoning the teams on to the pitch. It sounds, too, in the board-room and the Tribal Elders pull on their overcoats and mount the stairs to their special seats. In the two dressing rooms, the buzzer triggers a dramatic change of mood. The players move about, shaking hands and wishing one another good luck. They begin to line up at their dressing room doors, the studs on their boots clattering on the hard floor as they exercise their legs, impatient to feel the turf beneath their feet, and the physical freedom of open space. Several are changing position in the group, trying to get themselves into the place that their private superstitions demand. Finally the door opens and the players advance, moving down the tunnel and out on to the expanse of the arena.

(From the soccer tribe: by Desmond Morris)

(a) Suggest a suitable title for the passage.

(3 marks)

.....

(b) (i) What does the writer bring out as the common relationship between the behavior of the soccer fraternity and that of a tribe? (10 marks)

.....

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.....

.....

(ii) What does the writer mean by “. . . the soccer Tribe in all its curiously isolated and yet intensely public glory?” (02 marks)

(c) How do the competing teams treat each other? Refer to the passage. (04 marks)

(d) Explain the meaning of the following words and expressions as used in the passage:

(i) ...fussing over idols reappear tribesman..... (2 marks)

(ii)Idols reappear..... (2 marks)

(iii)tribesman..... (2 marks)

(iv)totem poles..... (2 marks)

(v)antique quality..... (2 marks)

(vi)massacre the enemy..... (2 marks)

(vii)studiously..... (2 marks)

(viii)hospitality rituals..... (2 marks)

(ix)fortifying..... (2 marks)

(x)sinister..... (2 marks)

5.36. Passage Thirty Six

Study the passage below and answer the questions that follow:

It is not difficult to state the principles which cause certain kinds of inequality to be tolerated, however difficult it may be to apply them in practice. Inequality of power is accepted when the power is used for a social purpose approved by the community, when it is not more extensive than that purpose requires, when its exercise is not arbitrary, but governed by settled rules and when the provisions can be revoked, if their terms are exceeded. Inequality of circumstance is regarded as reasonable, in so far as it is the necessary condition of securing the services which the community requires.

No one complains that captains give orders and that crews obey them, or that engine - drivers must work to a time table laid down by railway managers. For if captains and managers command, they do so by virtue of their office, and it is by virtue of their office that their instructions are obeyed. They are not the masters. but the fellow - servants, of those whose work they direct. Their power is not conferred upon them by birth or wealth, but by the position which they occupy in the productive system, and though their subordinates may grumble at its abuses, they do not dispute the need for its existence.

No one thinks it inequitable that, when a reasonable provision has been made for all, exceptional responsibilities should be compensated by exceptional rewards, as recognition of the service performed and an inducement to perform it. For different kinds of ability need different conditions to evoke them, and the sentiment of justice is satisfied, not by offering to every man identical treatment, but by treating different individuals in the same way, since being human, they have some requirements which are the same, and in different ways, since, being concerned with different services, they have other requirements which differ. What is repellent is not that one man should earn more than others, for where community of environment and a common education and a habit of life have bred a common tradition of respect and consideration; these financial considerations are forgotten or ignored. It is that some classes might be excluded from the heritage of civilization which others enjoy, and that the fact of human fellowship, which is ultimate and profound, might be obscured by economic constraints which are trivial and superficial. What is important is not that all men should receive the same income. It is that surplus resources of society should be so managed and applied that it is a matter of minor significance whether they receive the same income or not.

The phenomenon which provokes exasperation, in short, is not power and inequality, but arbitrary inequality and irresponsible power; and in this matter the sentiments of individuals correspond, it may be observed, with the needs of society. What a community requires is that its work should be done and done with the minimum of friction and maximum of cooperation. Different levels of authority and income derived from differences of office and function promote that end. Distinctions based, not on objective facts, but on personal claims- on birth, or wealth, or social position impede its attainment. They sacrifice practical realities to meaningless conventions. They cause the position of individuals and the relation of classes to reflect the influence, not primarily of personal quality and social needs, but of external conditions, which offer special advantages to some and impose undeserved disabilities upon others.

(Adapted from R.H Tawney, Equality)

Questions

(a) Suggest an appropriate title for this passage. (02 marks)

(b) What does the author mean by the following expressions?

(i) “.....governed by settled rules.....” (‘03 marks)

(ii) “undeserved disabilities upon others.. .” (03 marks)

(c) In not more than 100 words, summarize the author’s views on inequality of power.(12 marks)

Summary

(d) Explain the meaning of the following words and phrases as used in the passage, using your own words wherever possible:

(i) Revoked (2marks)

(ii) Conferred (2marks)

(i) Dispute (2marks)

(iii) Repellent (2marks)

(iv) Obscured (2marks)

(v) Exasperation (2marks)

(vi) Arbitrary inequality (2marks)

(vii) Sentiments (2marks)

(viii) Impede (2marks)

(ix) Impose (2marks)

SPGE: 10 Marks

5.37 Passage Thirty Seven

Read the passage and answer questions that follow:

History will record that the last two decades have witnessed some of the greatest, most significant changes in the ways in which Man sets about ordering his affairs and using the resources which are available to him. It will be recorded that we, who were born in or lived through this period, had greater opportunities and faced greater challenges than our predecessors could ever have dreamed of. Only history will tell whether we have been able to grasp these opportunities and accept the challenges we face.

The period I speak of has seen the greatest advances in scientific and technical knowledge. Man first set his foot upon the moon and space travel is fast becoming a common place event; the microchip is revolutionizing industry and everyday life. We know, also, that during this period the world's population has developed by undreamed - of proportions and, as if to counter this, the instruments of warfare have been developed to unbelievable levels of destructive capacity. The use of nuclear energy, whether for peaceful purposes or as the means of massive self-destruction, is now available to all who can afford it.

For the first time also the world as a whole has experienced a growing scarcity of some of some vital commodities, such as oil, some essential minerals, and even wood for pulp or firewood. In spite of our technical advances, deserts continue to encroach upon available arable and grazing lands; rivers are drying up and erosion is on the increase. In the last twenty years famine and floods have continued to affect whole populations in spite of the great technical advances which have been made in food production and water conservation. The soaring costs of modern technical inputs to agriculture - such as machinery and fertilizers - has meant that vast numbers of the world's poor find it impossible to compete with their richest neighbours. For them, the costs of production far exceed the expected returns.

So we have lived through not only exciting but dangerous times. Politically, also, the 1960s and 1970s have witnessed great change. Most, but not all, of the great colonial empires of the world have **disintegrated**; new, politically independent, nations have come into being, and something called the 'Third World' has emerged to describe those nations which, although politically independent, are still **shackled by poverty** and a continuing economic dependence upon the rich, industrialized nations. To counter this, more effort and expenditure has gone into the development of these so - called Third World nations than ever before: between 1970 and 1980 alone, international development aid increased sharply from \$4.1 billion to \$22.8 billion and - although slackening because of the world recession and its effect upon the aid - giving countries - a figure of \$25.8 billion is estimated for 1982. And yet, today, we are facing a major world economic crisis; most of the developing countries and even some of the so - called rich countries are heavily in debt; some are bankrupt, unable even to service the loans made to them, let alone make repayments on capital.

The rich nations, in spite of their economic power and scientific resources, have shown themselves surprisingly **vulnerable** to this same **world recession**. Increasing inflation and falling market demands have resulted in unemployment levels of substantial proportions among certain less - favoured groups, who, in a sense, can least afford to sustain them; because, to be poor in the midst of riches is more soul - destroying than poverty in the midst of poverty.

So here **we face a paradox**: how it is that in the face of all scientific advances that have been made in the last twenty years, and in spite of the greatest development efforts the world has ever known, the poor become relatively poorer and, now, even the rich are experiencing the effects of poverty? It is my purpose today to examine and suggest to you some of the reasons for this paradox, with special reference to the developing nations - to those who have been the recipients of development aid but who continue to suffer poverty in the face of development.

Adapted: *Lecture; Poverty in the face of development; Dennis Frost; A Future that Works; Intermediate Technology Publications, London, 1983.*

Questions:

(a) Suggest a suitable title for the passage. (02 marks)

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(b) Explain in your own words whether people have been able to grasp the opportunities. (04 marks)

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(c) In a paragraph of not more than 120 words, summarize the significant changes that have taken place in the world in the last twenty years. (10 marks)

Summary

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(d) Explain the meaning of the following words as used in the passage: (20 marks)

(i) Revolutionizing (2 marks)

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(ii) destructive capacity. (2 marks)

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(iii) disintegrated (2 marks)

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(iv)shackled by poverty (2 marks)

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(v) slackening (2 marks)

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(vi)vulnerable (2 marks)

.....
(vii) world recession (2 marks)

.....
(viii) soul – destroying (2 marks)

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(ix)we face a paradox (2 marks)

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(x) the recipients of development aid (2 marks)

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SPGE: 10 marks

5.38 Passage Thirty Eight

Read the passage and answer questions that follow:

When I first went to university, I was determined to express my individuality. At school I had been forced to wear a school uniform, a dreary affair of grey trousers and dark-blue blazer, which I detested. Everybody looked like everybody else: the whole atmosphere was one of anonymous conformity. So when I arrived at University at the ripe old age of, 19, I promised myself I was not going to conform if I could help it. The first thing I did was to go out and buy a pair of jeans and a sloppy sweater. The jeans were crisp and clean, so I soaked them overnight in the bath to make them convincingly old and worn; creased and faded. At last, I thought, I am an individual, I am different, I am me. One day, I went into the students' Union, a sort of club where you can go and relax between lectures or tutorials, and amongst the dozens of students there, one man stood out. Immediately I noticed him and wondered how on earth he had managed to make himself so conspicuously different from the rest of us. The answer was shatteringly simple: he was wearing smart grey trousers and a neat dark blue blazer! All the rest of us were wearing what was in effect the standard student uniform of jeans and sweaters.

The funny thing about it is this: instead of admiring him for his individuality, his refusal to conform, his courage, call it what you will, my companions and I laughed at him. We thought he was ridiculous to be wearing such clothes; we despised him for conforming, when in fact he was doing, whether by accident or design, just the opposite. That incident has left a lasting impression on me. I have come to the conclusion that to be fashionable is to conform, and that so far from expressing our individuality; we are constantly seeking ways to submerge it. When the miniskirt was 'in' what girl would have dared to wear an ankle - length dress? Once the miniskirt went out of fashion, which it seemed to do overnight, any girl wearing one looked quite silly, as conspicuous as a dress suit in a discotheque.

There is a widespread belief that all businessmen in the city of London wear bowler hats and pinstripe trousers, and carry rolled umbrellas whatever the weather: it is source of great amusement to foreign visitors. But what we would find really laughable would be the sight of a city businessman on a hot summer's day going to work in shorts and a sports shirt.

I suspect that this whole business about our desire to express our individuality is quite false. In spite of all our assertions to the contrary, we prefer not to be noticed, or at least not to be too noticeable. Women, for example, will go to great lengths to find 'something different' to wear for a party and their greatest nightmare is to arrive and find another woman wearing an identical dress. And yet the general style, the fashion, of what they are wearing is bound to be the same. However bravely we talk. We limit the expression of our individuality to small details, and on the whole do our best to merge into the crowd. Maybe that school uniform I wore for so many years was not so bad after all. Perhaps if I had changed the colour of the buttons

Questions:

(a) Suggest a suitable title for the passage.

(02 marks)

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(b) Explain what the writer means “everybody looked like everybody else” (04 marks)

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(c) In not more than 100 words, summarize author’s idea about conformity. (12 marks)

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(d) Explain the meaning of the following words and phrases as used in the passage

(i) Individuality (2 marks)

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(i) anonymous conformity (2 marks)

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(ii) convincingly old (2 marks)

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(iii) conspicuously (2 marks)

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(iv) ridiculous (2 marks)

.....

(v) seeking ways to submerge (2 marks)

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(vi) the fashion (2 marks)

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(vii) nightmare (2 marks)

.....

(viii) expression of our individuality (2 marks)

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(ix) colour (2 marks)

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SPGE: (10 marks)

5.39 Passage Thirty Nine

Read the passage below and answer the questions which follow:

A younger generation has been calling attention to itself again. These crises in the public appraisal of the young used to occur at longer intervals; now, with acceleration of social changes, they appear with increasing frequency. Some of us remember the jazz Age; this was followed by the lost generation; now we are in a state of alarm about the silent Generation.

I have been given an article on “The Younger Generation” which appeared in the Time Magazine on November 5, 1951, and have been asked to comment on it. There I read that these young people “do not issue manifestoes, make speeches, or carry posters.. .do not want to go into the Army.. .Their ambitions have shrunk.. .They want a good secure job.. .either through fear, passivity, or conviction, they are ready to conform... They are looking for a faith.”

All this I recognize. I propose that we read the manifestations differently.

The jazz age preceded and accompanied the First World War. The lost Generation was the generation that did not know what to do with its new liberties. The young generation of today is facing the too- long delayed task of consolidating its liberty and of impressing upon it a design, a meaning, and a focus. No wonder they strike us as silent.

An even greater task rests on their shoulders. They are fashioning the twentieth century man. They are called upon to illustrate what the Germans call a “life-style” for our times. The silent generation holds its tongue because it cannot both explore itself and explain itself.

The first charge against these young people is apathy. They do not fling themselves into causes; they are not easily moved to enthusiasm; the expression on their faces is impassive, is “dead pan”.

But I know where they learned this impassivity. They learned it at home, as adolescents, guarding themselves against their parents. In all my reading I have discovered no age in which there was so great a gulf between parent and child. A seismic disturbance has taken place in the home. Within forty years America has ceased to be a patriarchy; it is moving toward a matriarchy but has not yet recognized and confirmed it. There is nothing wrong with a matriarchy; it does not connote any emasculation of men, it is merely a shift of balance. These young people grew up in the fluctuating tides of indeterminate authority. A father was no longer held to be, ex officio, wise and unanswerable. The mother had not yet learned the rules of supporting and circumscribing her new authority. Father, mother and children have had daily to improvise their roles. This led to a constant emotion racket in the air. The child either learned a silent self-containment or fell into neurosis.

The second charge is that they “aim low”- they want a good secure job. The article in time says that, as far as their domestic life is concerned, they look forward to a “suburban idyll”.

What they want at all cost is not to find themselves in “false situations”. Life is full of false situations, especially American life today. The most frequent and glaring of them is incompetence in high places. My generation saw a great deal of this in government, the army, in culture and education. This generation is not impressed by any vested authority whatever. And their freedom to judge authority is accompanied by their willingness to be judged. Their caution reposes upon their unwillingness to exercise any authority or responsibility for which they don’t feel themselves to be solidly prepared and adequate. They hate the false and they shrink from those conspicuous roles which all but inevitably require a certain amount of it.

I have said that the Silent Generation is fashioning the twentieth century man. It is not only suffering and bearing forward a time of transition, it is figuring forth a new mentality.

In the first place, these young people will be the first truly international men and women. Compared to them my generation was parochial. Their experience and their reading - their newspapers as well as their textbooks - have impressed upon them that the things which all men hold in common are more important and more productive than the things which separate them.

For instance, we went to war against and among foreigners and “enemies.” That attitude was narrow; henceforward all wars are civil wars. ‘This generation goes forward not to punish and destroy, but to liberate oppressed and misguided brothers. The army authorities go into anxious huddles over the unabashed candour with which young men can be heard exploring ways of avoiding military service.

Today these young people are interested in the nature of belief itself. Some of us in the previous generations hurled ourselves into social reform and social revolution; we did it with a personal passion that left little room for deliberation and long-time planning. This generation is silent because these changes call not for argument but for rumination. These young people are setting new patterns for the relation of the individual to the society about him. Members of this generation exhibit a singular insistence on wishing to be appraised for themselves alone.

(Slightly edited from an article by Thornton Wilder in Contemporary American Prose)

Questions:

a) Suggest an appropriate title to the passage . (02 marks)

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b) According to the passage, what is meant by “A seismic disturbance has taken place in the home”? (02 marks)

.....

c) In a summary of not more than 120 words, summarize what the writer considers to be the characteristics of the young generation as given in the passage. (10 marks)

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d) Explain the meaning of the following words and expressions as used in the passage:
(20 marks)

i) apathy

.....
ii) ceased to be a patriarchy

.....
iii) connote

.....
iv) indeterminate authority

.....
v) fell in neurosis

.....
vi) suburban idyll

.....
vii) reposes

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viii) parochial

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ix) unabashed candour

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x) rumination

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(SPGE=10 marks)

5.40 Passage Forty

Read the passage below carefully and answer questions that follow using your own words whenever possible:

The principle of equality is a basic principle of democratic ethic. Those who appeal to it in a society that professes to be democratic, yet often it is not indict the disparity between democratic ideals and actual deeds. No individual can be free if he is denied certain elementary human rights. An unjust society is one in which there are obstacles placed in the path of human realization. When this condition exists, the only recourse may be social reform.

A paradox of the moral life is that the equality principle, like the libertarian principle, can be misused. There is often great confusion as to what the principle of equality implies and how it should be interpreted. If it is to be abused, individual liberty may be destroyed. The principle of equality may not be equated with egalitarianism. It does not maintain that all men are born equal in talent and capacity. Rather it recognizes the existence of biological and cultural inequalities and it admits differences in individual ability. The principle is not descriptive of what men are but prescriptive and normative of how they should be treated in the future.

The principles of equality involve at least three ancillary principles; first that we should grant all human beings, who are equal in dignity and value, equality of consideration and equality of treatment; second that we grant equality of opportunity by removing all false barriers impeding individual and group advancement; and third, whenever possible, that we satisfy the minimum basic economic and cultural needs of all human beings.

The principle of quality should not necessarily imply a levelling down. It should be sensitive to the plurality of human needs and to the diverse means that may be required for their satisfaction. Nor should the principle mean the destruction of standards of excellence. Thus for example, while all men should have equal opportunity to apply for admittance to a university or college (and, in my judgement, receive free scholarship tuition if they so qualify), this does not guarantee their admission if they lack talent, nor does it ensure everyone the right to graduate-unless that is they demonstrate their competence in performance. The danger of the egalitarian principle is that it will indiscriminately misapplied by well-meaning moralists and in the process destroying other meaningful moral principle can contribute immeasurably to the humanization of life and the development of genuine community based on trust and cooperation.

Another important principle that has powerful appeal today is participatory democracy. According to this principle individual ought to have some decision over their lives and that power ought to be extended to those who are affected by it. Power to the people is a slogan than has usually been applied to a political democracy. It has meant that governments ought not to govern without the consent of the governed. The moral revolution has now extended the democratic ethic and the ideal participation to other institutions to make them amenable and responsive to the views of those within them. Participatory democracy has thus become a new frontier for second reform.

The principle of participatory democracy was perhaps the most significant contribution to come out of the Port Huron statement (1962 of the SDS)- which at its inception was full of humanistic idealism. Unfortunately, moral ideals often degenerate into mere rhetorical slogans; and

participatory democracy has suffered the same fate the demand for participatory needs to be balanced against the need to maintain standards of excellence. Democracy should not be constructed as preventing those who have talent and competence from exercising leadership. To say this does not commit one, to anti-democratic elitist position. How participation works out-in the university, the hospital, the corporation-must be determined in each separate institution, in its own way, so as not to destroy the ability of the institution to function.

Participatory democracy, like liberty and equality is a vital moral principle. It recognizes that the more human beings can take part in their own institutions, the better their quality of life experience and the less their chance of alienation.

A word of caution; moral principle is when first enunciated may give way to uncritical fervor and passion. There is a tendency for men to be misled or trapped by their normal commitments to be overwhelmed by fashionable sloganeering....surely we need to reconstruct the moral conceptions we have inherited from previous age, but we must guard our new moral principles to prevent their degeneration onto forms of moral mysticism or absolutism.....

Accordingly, moral principles should be treated as hypothesis tested by how they work out in practice and judged by their actual consequences. They need to be hammered out on anvil of reason, not fed by the fires of neo-primitive passion. If so approached, the moral revolution can truly help to create a better life for all men.

Questions:

a) Suggest appropriate title for the passage? (02 mks)

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b) How different is the principle of egalitarianism from equality? (04 mks)

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c) What are the components of the principle of equality?

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d) In not more than 100 words summarize the authors views of participatory democracy? (10mks)

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e) Explain the meaning of the following words and phrases as used in the passage? @ 2mks

i) Democratic ethic.....

ii) Paradox.....

- iii) False barriers.....
 - iv) Plurality of human needs.....
 - v) Well-meaning moralists.....
 - vi) Humanistic idealism.....
 - vii) Construed.....
 - viii) Amendable.....
 - ix) Moral
mysticism.....
 - x) Anvil of reason
- (SPGE=10marks)**

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