

## S 3 ENGLISH LANGUAGE PAPER TWO. REVISION

## GRAMMAR

Dear Student,

Please carefully study the topics in this hand-out as you continue to read from home. Consult your teachers and discuss the topics thoroughly.

Then next year, if God wishes, the day you do UNEB, English Language Paper 2, quickly go through it after you have completed Paper 1 in the morning.

After the paper, try to look at it again and you will be surprised at the topics that will have come!

I'm sure you won't regret. Thank you. I wish the best drive time.

Remember to first read the 'NB' before you begin answering because it will guide you on how to answer.

**TOPIC: Some** (someone | somebody | something | somewhere) & **Any** (anyone | anybody | anything | anywhere)

1. I need.....time to think about it. (some / any)
2. Did you meet..... at home? (someone / anyone)
3. We don't have..... problem in our school. (some / any)
4. Would you like.....wine? (any / some)
5. Can I use..... of your skin lotion? (some / any)
6. You can take.....shirt you want. (any / some)
7. There is hardly.....time left for the candidates to sit their exams.
8. The announcement can be made by..... (anyone / someone)

**Some** is for positive sentences while **any** is for negative sentences and questions. However **some** can be used in questions if they are *requests* or *offers*. **Any** is also used in positive sentences to mean 'It doesn't matter'.

**TOPIC: Conjunctions: and, but, so, & or**

1. He loves singing. He loves dancing. (Join)
2. She was rushed to hospital in a bad situation. The nurse did not attend to her. (Join)
3. I am very hungry. I want a lot of food. (Join)
4. You can go to Makerere University. You can go to Busitema University. (Join)

**TOPIC: Correlative conjunctions**

1. He can stay with me. He can stay with my sister. (Use: either....or.....)
2. He cannot stay with me. He cannot stay with my sister. (Use: neither)
3. She is pretty. She is bright. (Use: not only.....but also.....)

4. He is ugly. He is dense. (Use: both.....and.....)
5. Either my mother or my sisters.....me to school every morning. (take / takes)
6. Either my sisters or my mother.....me to school every morning. (take / takes)
7. Neither Tom nor his friends showed.....fear for the punishment. (his / their)
8. Neither Tom's friends nor Tom showed.....fear for the punishment. (his / their)

NB: The **verb** form and the **pronoun** must correspond with the noun or subject that is **mentioned last**.

### TOPIC: **So.....that | Such.....that**

1. The test was very difficult. None of the pupils passed it. (Rewrite: .....so.....that.....)
2. The test was very difficult. None of the pupils passed it. (Combine beginning: So.....)
3. The test was very easy. All the pupils passed it. (Combine using: such)
4. He is a very tough teacher and every student fears him. (Use: such)
5. She is such a talented musician that her concerts always sell out. (Begin: Such.....)

**NB:** When **So / Such** is used to open the sentence, the *subject-verb* order must be inverted to *verb-subject* order: *So delicious was the food that everyone asked for more.* (Not *'the food was'*) *Such a good boy is he that he is admired by everybody.* (Not *'he is'*)

### TOPIC: **Too**

1. It is very late and we cannot leave now. (Rewrite using: too)
2. She was so afraid that she could not go out in the dark. (Use: too)
3. The price was too high. She could not afford it. (Join using: too)
4. The test was very difficult. The students could not pass it. (Use: too)

**NB:** It is wrong to put a pronoun which refers to the first subject at the end of the sentence after using too. (E.g. Don't say: The milk was too hot for the baby to take *it*.\*)

### TOPIC: **No sooner had....than | Hardly had...when | Barely had...when | Scarcely had...when**

1. The moment she saw the police, she took off. (Begin: No sooner....)
2. The moment she saw the police, she took off. (Use:.....no sooner.....)
3. We heard the alarm. We rushed to help. (Use: hardly)

4. As soon as we reached, we called our parents. (Begin: Barely.....)
5. As soon as we reached, we called our parents. (We had barely.....)
6. No sooner had the prisoner been released than he was rearrested.

(Use: scarcely)

**NB:** Only ‘*no sooner*’ is the one that is used with ‘*than*’ because of that word *sooner*. Remember that. The rest are used with ‘*when*’.

**NB:** The word *had* follows immediately after the conjunction. (Don’t say: No sooner George had left.....\* / Barely Jane had arrived.....\*)

### TOPIC: **Enough**

1. He is weak. He cannot lift that stone. (Use: enough)
2. I have bought some cooking oil. It will last for a week. (Use: enough)
3. The room is not big. It cannot accommodate five people. (Use: enough)

### TOPIC: **Few / a few | Little / a little**

1. Since there were.....members present, the meeting was called off.  
(few / a few)
2. Since there were.....members present, the meeting went on. (few / a few)
3. I am sorry there is.....hope of you getting that job. (little / a little)
4. I am sure there is.....hope of you getting that job. (little / a little)

**NB:** While **few** and **little** have a **negative** implication, **a few** and **a little** have a somewhat **positive** implication.

### TOPIC: **Question tags | Answer tags**

1. He will be pleased,.....?
2. He didn’t see him,.....?
3. They love us,.....? Yes they do.
4. Come back,.....?
5. Let’s go now.....?
6. Don’t come back,.....?
7. I’m tired,.....?
8. We used to love dancing,.....?
9. I have a car,.....? (‘have’ is the main verb)
10. I have bought a car,.....?(‘have’ is a helping verb)
11. She needs a car,.....? (‘needs’ is the main verb)
12. She needn’t buy a car,.....? (‘needn’t is a helping)
13. They love football, don’t they?.....
14. They don’t love football, do they?.....

**TOPIC: Though-clauses**

1. Despite his sickness, he went to work. (Use: even though)
2. He didn't read a lot but he passed. (Use: although)
3. Expensive as it was, the dress wasn't attractive. (Use: though)

**NB:** Avoid using 'but' after a *though-clause*.

**TOPIC: Adjective + though | Adjective + as (to express contradiction)**

1. He is rich but he doesn't have a house. (Begin: Rich as.....)
2. He is rich but he doesn't have a house. (Begin: Rich though.....)
3. Although the journey was long, we didn't get tired. (Begin: Long.....)
4. We enjoyed the food though it was cold. (Begin: Cold.....)

**NB:** Do not use 'although' in this position after the adjective. (Don't say: Expensive *although* the car was, my wife bought it for me.\*)

**TOPIC: Giving reasons using: as | since | because | for**

1. He was hungry, so he went to the nearest restaurant. (Use: as)
2. They were imprisoned because they were found guilty. (Use: since)
3. She failed her exams. She was made to repeat the class. (Use: because)
4. He didn't have enough money. He bought very few items. (Join using: for)

**NB:** 'Because' is not usually put at the beginning except with 'of' e.g. Because **of** my coming late, I didn't get a seat. (Not: Because I came late...)

**TOPIC: Passive & Active Voices**

1. The teacher punished the students. (Begin: The students.....)
2. All the food was eaten by the guests. (The guests.....)
3. The children were told to go back home. (Rewrite in active voice)
4. They love me. (Rewrite in passive voice)

**TOPIC: Relative clauses**

1. A man stole my watch. He was seen in the market yesterday. (Join using: who)
2. James assisted a boy. He is an orphan. (Join with a relative clause)
3. A garden was destroyed by his cows. It is my garden. (Join using: that)
4. My primary school trained me for seven years. It is a wonderful institution. (Join with: which)

- The students who came late were punished. (*Defining relative clause*)  
| The students, who came late, were punished. (*Non-defining relative clause*) (Explain the difference in meaning)

- The boy is here. His bike was stolen.

The relative pronouns include: *who, whom, which, whose & that*.

**TOPIC: Expressions of Purpose (in case, so that, so as, in order that, in order to)**

- He took a rain coat in case..... (it rained / it would rain)
- He will take a rain coat in case..... (it will rain / it rains)
- He worked overtime. He wanted to earn more money. (Use: **so that, so as, in order that & in order to**)

NB: With ‘in case’ we don’t use any helping verbs. Instead we use the *simple present* or *simple past* of the main verb.

<b>Wrong</b>	<b>Correct</b>
<ul style="list-style-type: none"> <li>Take the coat in case it <i>will / can</i> become cold.</li> <li>He took the coat in case it <i>would / could</i> become cold.</li> </ul>	<ul style="list-style-type: none"> <li>Take the coat in case it <i>becomes</i> cold.</li> <li>He took the coat in case it <i>became</i> cold.</li> </ul>

**TOPIC: Direct & Indirect Speech (special cases)**

- “Sit down,” he ordered us. (*He ordered us to sit down.*)
- “Tomorrow is my first day at work. I’ll never forget it,” Jane said. (*Jane said that the following day was her first day at work and that she’d never forget it*)
- “Where have you been hiding?” he asked me. “Everyone has been worried about your whereabouts.” (*He asked me where I had been hiding and said that everyone had been worried about my whereabouts.*)
- “What time will you return,” he asked. “I’ll return at 2 pm,” I answered. (*He asked me what time I would return and I answered that I’d return at 2 pm,*
- “Did you pass?” she asked. “I didn’t,” I replied. (*He asked me if I had returned and I replied that I hadn’t.*)
- “Will you go out this evening?” she asked me. “Yes,” I replied. (*He asked me if I would go out that evening and I replied that I would.*)

7. "Can you take this letter for me?" he asked. "No, I can't," I replied. *(He asked me whether I could take that letter for him and I replied that I couldn't.*
8. "Good Jesus!" she exclaimed. "I have never seen such a lovely dog." *(He exclaimed that he had never seen such a lovely dog. / She was so astonished and said that she had never seen such a lovely dog. / She was extremely surprised and exclaimed that she had never seen such a lovely dog.)*
9. "What a wonderful day we have had!" he said. *(He exclaimed that that they had had a wonderful day.*
10. "God forbid!" he said. "I cannot do such a thing." *(He swore that he could not do such a thing.)*

### **Punctuate the following sentences in direct speech**

1. What are you looking for he asked
2. He asked what are you looking for
3. When I come back jane said we shall discuss the issue
4. He is a kind man he said everyone likes him

### **TOPIC: If 1 (If + Present + future) | If 2 (If + past + would) | If 3 (If + past perfect + would have)**

1. He will go shopping in case he gets paid. (Use: if)
2. He has not been paid. He cannot go shopping. (Use: if)
3. He was not paid. He did not go shopping. (Use: if) (Use: had)
4. He wasn't admitted to college because he didn't pass. (Begin: If.....)

**NB:** **If 1** is used for something that is likely to happen in the future; **If 2** is used on what is imaginary, unlikely or wishful and **If 3** is used on what didn't happen in the past.

**NB:** It is correct to say: **If it had not been for...** e.g. *If it had not been for the assistance of my brother, I would not have finished school.* (Not: If it had not been the assistance of my brother.....\*)

**NB:** The most common mistake that students make is to mix the if-clause of If 2 with the main clause of If 3 e.g. "If I **saw** him, I **would have** told her." Guard against this mistake.

### **TOPIC: Showing preference**

1. I like fish. I don't like meat. (Use: prefer) [**Prefer** something **to** something else]
2. I like eating fish. I don't like taking meat. (Use: prefer) [**Prefer doing** something **to doing** something else]

**NB:** The two examples above are the most common ways of showing preference but there are others given in the answers below:

- I *prefer to eat* fish *rather than take* meat. [**Prefer to do** something **rather than do** something else]
- I *would prefer to eat* fish *rather than take* meat. [**Would prefer to do** something + **rather than do** something else]
- I would *rather eat* fish *than take* meat. [**Would rather do** something **than do** something else]
- I would *sooner eat* fish *than take* meat. [**Would sooner do** something **than do** something else] eating

**NB:** The last four structures of showing comparison use the *infinitive* form of the verbs (as underlined above) and NEVER the *continuous* form (as underlined below). (**Don't say:** I prefer eating fish rather than taking meat.\* | I would prefer eating fish rather than taking meat.\* | I would rather eat fish than taking meat.\*)

#### TOPIC: **Showing comparison & contrast (than /as.....as)**

1. Mukasa is not as tall as Mukisa. (Use: taller)
2. Jane is brighter than Mary. (Use: as....as....)
3. My plot is two times bigger than yours. (Use: as....as....)
4. Fishing is more attractive than hunting. (Use: less)
5. Tanzania is thrice..... (bigger than Uganda / as big as Uganda)

**NB:** Twice & thrice are only used with the 'as....as' construction and not with the 'than' construction. (Don't say: He is twice older than me.\*)

#### TOPIC: **For | Since | Ago**

1. We got married fifteen years ago. (Use: for)
2. Two days ago, we divorced. (Use: since)
3. I have not gone to the mosque for three weeks. (Begin: I last went.....)
4. He went to Canada three years.....
5. He has been living in Canada.....three years.
6. It is three years.....he went to Canada.

#### TOPIC: **Order of Adjectives (NOPSHACOMP) Number-Opinion-SH-[size/height/shape/weight]-Age-Color-Origin-Material-Purpose.**

1. Her husband is light-skinned. He is kind hearted. He is big and tall. (Rewrite: She has.....husband.)

2. I want basins for washing. I need two of them. They must be blue and made of plastic. (Rewrite as one sentence ending.....basins.)
3. She is a Ugandan musician. She is twenty one years old. She is talented. (Join the three sentences)

**TOPIC: Order of Adverbs (MAPLATI): Manner-Place-Time [how-where-when]**

1. Pick out the correct sentence
  - They work every day hard in the factory.
  - They work every day in the factory hard.
  - They work hard in the factory every day.
  - They work hard every day in the factory.

**TOPIC: In spite of / Despite / Much as**

1. He is weak but he walks five kilometres to church every Sunday. (Use: in spite of / despite / much as)
 

**NB:** 'In spite of' is made up of three words. 'Despite' is not used with 'of'. You will get zero if you write: 'inspite of' and 'despite of'

**TOPIC: For all**

1. I pleaded but I was not forgiven. (Begin: For all.....)
2. Poor as he is, he has managed to educate all his children. (Use: for all)
3. Much as he is clever, he failed the exam. (Use:..... for all.....)

**NB:** The expression '**For all**' is used to show contradiction just like the **though-clauses** and the others.

**TOPIC: But for**

1. Had the fire brigade not arrived quickly, the house would have burned down completely. (Use: but for)
2. If he had boarded that taxi, he would have died in the accident. (Use: but for)
3. If the spectators had not supported our team, we would have been defeated.

**NB:** The expression '**But for....**' simply means '**If it had not been for....**'

**TOPIC: Ever-clauses** (whoever | whichever | whatever | however | wherever | whenever)

1. Any person who doesn't respect elders is likely to be a failure. (Begin: Whoever...)



2. Any of the two routes you take will lead you to his home. (Begin: Whichever...)
3. You will not do anything to change his mind. (Begin: Whatever...)
4. You may plead as much as you can. He will not forgive you. (Begin: However....)
5. You can go anywhere. I will follow you. (Begin: Wherever...)
6. I dance every time I get a chance. (Begin: Whenever...)

**NB:** These words are written as one word, so do not separate them.

**TOPIC: No matter-clauses (No matter who/which/what/where/when)**

1. I will do whatever they tell me to do. (Begin: No matter.....)
2. Whenever you see him, he is smiling. (Use: no matter)
3. He searched everywhere but failed to find his watch. (Use: no matter)

**TOPIC: Present Participle Phrases**

1. The stranger thought he knew me and greeted me pleasantly. (Begin: Thinking.....)
2. Tom is a very talented footballer. Many teams want him. (Begin: Being.....)
3. Going to school in the morning, the dogs attacked us. (Rewrite correctly)
4. Feeling sick, the nurse gave Jane some medicine. (Rewrite correctly)
5. Sitting in the sofa, the television can be watched by the children. (Rewrite correctly)

**NB:** The subject referred to by the present participle phrase must be the one mentioned **immediately after the comma**. Without the comma you get zero.

**TOPIC: Past Participle Phrases**

1. The elephants are hunted for ivory. Their numbers have greatly reduced. (Begin: Hunted.....)
2. As she was chosen for being the best performer, Agnes couldn't control her happiness. (Begin: Chosen.....)
3. My car was stolen from the garage and abandoned on the street. (Begin: Stolen.....)
4. The baby was scared by the noise from the radio and she cried loudly. (Begin: Scared.....)

**NB:** The subject referred to by the past participle phrase should be mentioned immediately after the comma. (E.g. Don't say: Worried about my delay, I was given a call by my wife.\* Instead you should say: *Worried*

about my delay at work, **my wife** gave me a call.) The comma is compulsory so without it you get zero.

**TOPIC: The Perfect Participle (Having...)**

1. He got permission from the head master. He went back home. (Use: having)
2. As he did not pass, he was told to repeat the class. (Begin: Not.....)
3. He had never travelled on water, so he was very nervous. (Use: having)

**NB:** The negative word 'Not' or 'Never' is mentioned before 'having'.

**TOPIC: The Gerund (ing word acting as a subject)**

1. It is good to pray every day. (Begin: Praying.....)
2. If someone coughs for more than a month, it could be a sign of TB. (Begin: Coughing...)
3. It is very expensive to look after a family these days. (Begin: Looking.....)

**NB:** You must not use a comma or a pronoun in your answer as it will earn you a zero. (Don't say: Working hard, *it* always pays.\* Instead you must say: Working hard always pays.)

**TOPIC: The infinitive as a subject**

1. It is good to pray every day. (Begin: To.....)
2. If someone coughs for more than a month, it could be a sign of TB. (To cough....)
3. It is very expensive to look after a family these days. (Begin: To....)

**NB:** If you use the comma and a pronoun in your answer, you will get zero. It is wrong to say: To get a job these days, *it* is not easy. Instead you should say: To get a job these days is not easy.

**TOPIC: It is / It was**

1. We won the game by chance. (Begin: It was.....)
2. His father will take him back to school. (Begin: It is.....)
3. We received the news with excitement. (Begin: It was.....)

**TOPIC: What clause**

1. The way we danced pleased the spectators. (Begin: What.....)
2. The minister's surprise visit made us panic. (Begin: What.....)
3. Her hairy face surprises everyone. (Begin: What.....)

**NB:** The comma and the pronoun are not required in this answer and you will get zero if you use them. (Don't say: What impressed everyone, *it* was her intelligence.\* You should say: What impressed everyone was her intelligence.)

**TOPIC: That-clause**

1. I am sure you have made a mistake. (Begin: That you.....)
2. The world was made by a powerful being. This is believed widely. (Join beginning: That....)
3. She came first in class. It surprised us. (Join beginning: That.....)

**NB:** No comma and no pronoun are needed in the answer. (Don't say: That I came late, *it* annoyed my teacher so much.\*) If you use a comma or pronoun or both, you will get zero.

**TOPIC: Not until.... | It is/was not until.....**

1. I realized the importance of reading hard after I had failed my exams. (Begin: Not until.....)
2. It is only after you have reached eighteen years that you are allowed to take alcohol. (Begin: It is not until.....)
3. Not until you apologize.....forgive you. (I will / will I)
4. It was not until I saw you dancing.....I realized you are a good dancer. (that / when)
5. I did not appreciate the usefulness of my car until it was stolen. (Begin: It was not until...) Choose the better answer: (a) It was not until *my car* was stolen that I appreciated *its* usefulness. (b) It was not until *it* was stolen that I appreciated the usefulness of *my car*.)

**TOPIC: Need / Needn't**

1. People should take plenty of water every day. (Use: need to)
2. This room should be swept. (Use: needs)
3. It was not necessary for you to buy all that meat. (Use: needn't)
4. It is not compulsory for the students to wear their uniform on Saturday. (Use: need not)

**TOPIC: Not in any way / In no way**

1. She is not bothered about the indiscipline of her daughter in any way. (Begin: Not.....)
2. In no way can a man carry a child in his womb. (Rewrite ending.....any way.)

3. I shall in no way allow hooliganism in my school. (Begin: In no way....)
4. Not in any way .....let me live alone in a rented room. (my mother could / could my mother)
5. In no way.....help me when I was in need. (did he / he did)

**NB:** Avoid using double negative (e.g. I'm not in any way not responsible for your troubles.\* / In no way am I not responsible for your troubles.\*)

### TOPIC: **Position of 'I' and 'me' in a multiple subject/object**

1. I will go to Kenya. Luke will go to Kenya. (.....and..... will go to Kenya.
2. The teacher praised me. The teacher praised Mary. (The teacher praised.....and.....)
3. ....went to the same school. (A) Kenneth, Larry and me (B) I, Kenneth and Larry (C) Kenneth, Larry and I (D) Me, Kenneth and Larry
4. The old man gave both.....some mangoes. (A) I and Jessica (B) Jessica and I (C) Me and Jessica (D) Jessica and me

**NB:** 'I' is used in the subject (doer of the action) position while 'me' is used in the object (receiver of the action) position. To prove which is correct and which wrong, put each one in the space provided and you will automatically know the correct one.

**NB:** For both the object and subject positions, the speaker should mention himself or herself lastly.

### **How the instructions in the brackets are usually written and what they demand**

- (Rewrite **beginning:** We.....): This instruction is clear.
- (Rewrite **ending:**.....us.): This instruction is also clear.
- (Rewrite **using:** We.....): They have asked using the word 'using' but the capital letter and the dots show that you must use the word at the beginning.
- Rewrite **using:**.....me.....): The dots indicate that you must use the word in the middle.
- Rewrite **using:**.....us.) They have asked using the word 'using' but the dots and the full stop indicate that you must end with that word.
- Rewrite **using:** hardly): In this case you are free to use the word anywhere; beginning, middle or end. But if you use it at the beginning you must start with a capital letter.

### **The various mistakes and how they are penalized**

- Not beginning a sentence with a capital letter = ½ mark.
- Failure to capitalize any other word within the sentence that should start with a capital letter (e.g. james, tanzania, etc) = ½ mark.

- Contracting a word in your answer (e.g. isn't, hasn't, etc) if it is not contracted in the question = ½ a mark.
- Two or more of the above mistakes in one sentence = 0 mark.
- Failing to use a comma where it should be used = 0 mark.
- Using a comma where it should not be used = 0 mark.
- Joining words ( e.g. aschool, theboy, nomatter, inspite) = 0
- Separating a word that should be one (e.g. some body, how ever, what ever, in stead) = 0
- Wrong spelling of any word = 0 mark.
- Any wrong punctuation in direct speech = 0 mark.
- Lack of a question mark or exclamation mark where they must be used = 0 mark.
- Lack of a full stop = 0 mark.

### S 3 ENGLISH LANGUAGE

#### INTRODUCTION TO SUMMARY WRITING

4. Basically, **Summary Writing** involves rewriting some given information using fewer words than those in the original passage without changing the meaning. It gives the student the skill of locating and reporting some required information without being too wordy.
5. In Paper 2, the student is given a passage to read and then a summary question to answer. Normally you are not asked to summarize the whole passage as it is but given one or two things to focus on.
6. What are the steps to follow in summary writing?
  5. Read the question to know what you are required to summarise and the number of words you are supposed to use.
  6. Read the passage carefully at least two times.
  7. As you are reading, underline all the sentences that contain the points or information that is required by the question.
  8. Write the rough copy properly using **one** paragraph following the arrangement of the underlined sentences.
  9. Summarise the words you use as you write the rough copy. Do not copy all the underlined sentences as they are because when you do that you will not be summarizing at all. (Use the techniques you are going to be given in **Point 4** to reduce the number of words.)

10. Count the words you have used in the rough copy. These must be counted one by one. If they are more than the ones asked, try to carefully reduce them before transferring your work to the fair copy. If they are not more than the ones asked, just transfer your summary to the space provided for the fair copy.
7. The following are the ways through which words can be reduced:
- First of all, avoid including information from the passage that is not asked in the question. Underlined only and only the relevant sentences, that is, those sentences with the points asked.
  - For each of the underlined sentences, write only the part which brings out the exact information required by the question. If there is a part that you think is not so necessary, do not write it. For example you can have a sentence which goes like this: ***Early man lived in the damp blackness of the vast forests, just as the pygmies of Africa do to this day. (21 words)*** In case you are summarizing where early man lived, you can leave out the second clause after the comma because it is not so important and you say: ***Early man lived in the damp blackness of the vast forests. (11 words)***
  - You can leave out some words from the original sentence as long as they do not change the meaning and affect the correctness of the grammar. For example in a sentence like: ***All people must have love for their mother countries. (9 words)***, you can reduce the number of words by saying: ***People must love their countries. (5 words)*** Instead of saying: ***Early man lived in the damp blackness of the vast forests. (11 words)***, you can say: ***Early man lived in vast forests. (6 words)***
  - If a point is repeated using different words, avoid the repetition in order to reduce the number of words. For example these sentences have repetition on the issue of unemployment: ***When a country is overpopulated, jobs become scarce. The country suffers from a high rate of unemployment because of insufficient job opportunities.*** The second sentence repeats twice the point made in the first one, so you are not supposed to include it in your summary.
  - The other method of reducing the number of words is by using skilful grammatical reconstruction of a given sentence. A sentence like: ***When a country is overpopulated, jobs become scarce. (8 words)*** can be reconstructed like: ***Overpopulation leads to job scarcity. (5 words)*** A sentence like: ***A school that has no discipline finds it difficult to excel in academics. (13 words)***

can be rewritten like: **An undisciplined school finds difficulty in excelling academically. (8 words)**

- The last method of reducing the number of words is to get one word to replace a group of words with the same meaning. For example instead of saying: **These days there are a lot of thieves who are breaking into people's homes and business premises. (17 words)**, you can say: **Nowadays there are many burglars. (5 words)** Instead of saying: **A lot of people are moving from the villages to the cities and towns and semi-urban locations. (16 words)**, you can say: **There is a lot of rural-urban migration. (7 words)**

NB: However this method must not be overused since the candidate is advised to use the words as they are in the passage. It is usually used only as a last resort. You are not advised to use it as a priority.

8. The following are the things that must be done:
  2. Both copies must have a title as derived from the question.
  3. Only one paragraph must be written and it must be indented.
  4. Even if more than one issue is asked e.g. advantages and disadvantages, they must be in one paragraph.
  5. In case there are different issues, you must state it clearly whenever you are going to start summarizing another issue. For example if you are going to start writing about the disadvantages, mention it so that the examiner knows that you are turning to the other side. Below are two examples. In the first box the turning point is not shown but in the second box it is clearly indicated.

#### **ADVANTAGES AND DISADVANTAGES OF LARGE FAMILIES**

The advantages of a large family include having enough labour and earning respect for the head of the family. There also enough security and liveliness in a large household. Large families experience high expenditure, shortage of food and constant quarrels. *(It is as if all the points are disadvantages.)*

The advantages of a large family include having enough labour and earning respect for the head of the family. There is also enough security and liveliness in a large household. **However, large families have disadvantages like** high expenditure, shortage of food and constant quarrels. *(The two sides are clearly distinguished with the statement in the bold letters.)*

6. The words must be counted one by one. (**In not more than X words...** means don't add even a single word / **In about X words...** means you can use not more than five extra words.)
9. The following are the things that must not be done: (Teacher, please explain in detail)
5. Do not use incomplete sentences. The boxes below illustrate this; the first box contains incomplete sentences which are made complete in the second one.

#### **HOW HIV IS TRANSMITTED**

Having unprotected sex. When we share sharp instruments. Through accidents. Contaminated blood through transfusion. Mother to child during birth.
---

Having unprotected sex can transmit HIV. When we share sharp instruments, we can get infected. It can be got from accidents. Getting contaminated blood through transfusion spreads HIV. A mother can pass it on to her child during childbirth.
--

6. Do not write broken English.
7. Do not outline, list, number or bullet your points in any way.
8. Do not use more than two commas in one sentence to separate your points. Study the boxes below:

#### **CAUSES OF POVERTY**

Poverty is brought about by laziness, lack of resources, lack of capital, poor family background, not going to school, being paid little salary, having many dependants and being unlucky.
--

Poverty is brought about by laziness, lack of resources, lack of capital and poor family background. It is also due to not going to school, being paid little salary and having many dependants. Being unlucky is also a cause.
---

9. Do not use the colon (: ) or semi colon (; ) to introduce your points since this is equivalent to listing. Compare the two boxes below:

#### **PROBLEMS OF OVERPOPULATION**

The disadvantages of overpopulation are: pressure on the available land, lack of employment opportunities and insufficient medical care. Other problems include the following; high crime rate, shortage of food and insufficient housing. <i>(Half mark per point.)</i>
--

The disadvantages are pressure on the available land, lack of employment opportunities and insufficient medical care. Other problems include high crime rate, shortage of food and insufficient housing. <i>(Full mark per point.)</i>
--



10. Do not leave gaps in your paragraph.
11. Do not write sub-titles if the issues are more than one.
12. Do not cross out the Rough Copy with a diagonal line.

**(To be continued.....)**

## **WOWS & OOPSES**

### **English Language 112/2**

#### **Summary writing continued**

Let us look at the actions of merit that the student should apply and the wrong things that should be avoided. A merit has been called **Wow** and a demerit has been called **Oops**. The guidelines in this presentation are in line with the latest standards of the marking and evaluation of Paper 2.

#### **SUMMARY**

**Oops:** If you do not put a title on your work you are finished.

**Wow:** Put the title on both the rough and fair copies in capital letters and underline it. Derive the title from the question.

**Oops:** If you create your own fancy title or use the title of the passage you will lose marks.

**Wow:** Write the rough copy in a cute, proper and lovely way. Do not make the rough copy look **rough** as the word sounds. Use the tense used in the question.

**Oops:** It is wrong to underrate the rough copy and take it for granted since it is the real summarizing. The rough copy gives you the chance to arrange the information systematically and count the words to determine if they are within the limit.

**Wow:** As you write the rough copy, stop at certain intervals and count the words to see how far you are progressing. Do not cross out the rough copy after writing it.

**Oops:** Outlining in form of dashes, bulleting, numbering and any form of careless and casual jotting are not allowed in both copies.

**Wow:** You should strictly use one paragraph to write your summary. Even if two or more aspects have been asked, they should be put in one paragraph. If they bring two questions (a) and (b) then you should treat as normal and write a paragraph for each in the relevant spaces provided.

**Oops:** Avoid writing a block paragraph. The paragraph must be of the indented type starting with a small gap from the margin at the beginning.

**Wow:** Lifting the wording as it is in the passage is acceptable and it eases the marking since the marking guide is written in the same words. Where you are compelled to use your own words, make sure that the meaning is clear and unchanged.

**Wow:** Try to maintain the flow and order of the points as they are arranged in the passage to avoid disorienting the examiner.

**Oops:** Lack of punctuation and improper punctuation will lead you into certain trouble.

**Wow:** The most respected punctuation mark in summary is the full stop. This shows that you are a sober communicator who respects normal day-to-day communication.

**Oops:** Avoid the **curse of the comma and the colon**. This curse comes from overusing commas or semicolons in a sentence. This practice is not allowed and is heavily penalized.

**Wow:** Strictly avoid using more than two commas in a sentence when stating what you consider to be different points. Actually it is safer to use one comma to separate two points and add the third one with a conjunction. Let us illustrate what we mean here since this is a very sensitive issue:

1. *Female genital mutilation leads girls into early marriages, forces girls to get very old husbands, leads to poor performance in school, makes the girl not to enjoy her childhood, makes the girl to be prone to abuse, leads to lack of sexual enjoyment and makes the girl suffer psychological damage. (Too many commas: bad)*
2. *Female genital mutilation leads girls into early marriages, forces girls to get very old husbands, leads to poor performance in school and makes the girl not to enjoy her childhood. (Two commas and a conjunction: good) It makes the girl to be prone to abuse, leads to lack of sexual enjoyment and makes the girl suffer psychological damage. (One comma and a conjunction: better)*

**Oops:** It is also wrong to use a long string of semi colons in a similar way. You will suffer the curse similar to that of the string of commas.

**Wow:** Even if the string of commas or semicolons is used by the writer in a very long sentence in the passage (as it was done in the 2015 paper), you are expected to break it up into shorter sentences with not more than two commas.

**Oops:** Using half sentences or incomplete statements, is a big offence and a major reason why many candidates fail summary. Ensure that all your sentences are full and grammatically complete.

**Wow:** Count the words one-by-one. The counting is principally done in the rough copy so that you can reduce the words in case they exceed the word limit. The counting in the fair copy is done just to confirm what is in the rough copy. The words in the title are not counted,

**Oops:** You should avoid calculating or estimating the number of words.

**Wow:** When the question says *In about.....words*, you are allowed to use five extra words.

**Oops:** When the question says *In not more.....words*, you are not allowed to use even a single extra word.

## COMPREHENSION

### COMPREHENSION PASSAGE 2A

**Wow:** The best answers are those that are pinpointed, that is to say, short, crisp and accurate. The sentences should be short and sharp. Even half sentences and single words can be fine as long as they convey the answer.

**Oops:** Overwriting and over elaboration puts off the examiner unless it cannot really be helped. Do not write unnecessary words that might hide the answer. Make sure the examiner's eye catches the answer as immediately as possible.

**Oops:** Any mistake in the spelling will not be tolerated even if what you mean is understandable.

**Wow:** Happy is the candidate who exercises care and caution before answering. Special credit goes to the one who dutifully looks at the particular spot which carries the answer and even underlines it if possible.

**Wow:** the person who gives the answer in the same tense as that of the question is wise indeed. For example the question might be: *What does the writer do first every morning?* The answer should be in the same present simple tense: *He meditates and prays in his study room.* You might even find that the passage is in the past tense yet the question is asked in the present tense. You have to stick to the tense of the question.

**Oops:** Foolish is the candidate who will not stick to the tense in the question: *What does the writer do first in the morning?* Then the silly answer: *He meditated and prayed in his room.* This is a straight zero.

**Wow:** That question that requires the candidate to explain certain words and phrases is very important. The candidate who takes it seriously is very blessed because these days each of those answers at times fetches a full mark to make four marks.

**Oops:** When explaining those words you should avoid using the same, similar or related words in your answer. For example in explaining the meaning of the phrase *dead silence* do not say *totally silent / deathly silence / absolute silence / quiet as if everything is dead / as quiet as death / etc.* This is because each of those answers has words similar or related to the ones in the question.

**Wow:** Take the trouble to get different words to replace the ones in the question. This is called paraphrasing. For example to explain the phrase *dead silence* you can say *complete noiselessness / total lack of noise / absolute quietness / without any noise at all / etc.*

**Oops:** If the word you are explaining is a verb and you change the tense you will not get the score even if you are in the correct line. For example if you are asked to explain the meaning of the term *shared the loot* and you say *dividing the stolen things / to distribute what was stolen / apportion the booty / etc* you will not get the marks.

**Wow:** Make sure that you maintain the tense for example the above answers should be: *divided the stolen things / distributed what was stolen / apportioned the booty / etc.*

The above sections will suffice for now. They are the most sensitive in this paper and that is where most students mess up most. At a later stage we shall look at the other numbers. Perhaps what should be mentioned is that when you do not put a full stop after rewriting a sentence in 3.A you do not get the mark regardless of whether the answer is correct.

