

**PTE MOCK EXAMINATION**

**1012/1**

**ENGLISH**

**NAME:** \_\_\_\_\_

**PAPER 1**

**INDEX NO:** \_\_\_\_\_

**MARCH EXAMINATION**

**CLASS:** \_\_\_\_\_

**MARCH, 2019**

**TIME: 2<sup>1</sup>/<sub>2</sub> HRS**

**Instructions to Candidates**

1. Write your Name, Index Number and Class in the spaces provided above
2. This question paper consists of **FOUR Sections; A, B, C and D**
3. In **Section A, Questions 1 is compulsory**. In **Question 2**; select **ONE** of the options given
4. Answer **ALL** the questions in **Section B, C and D**

*For official use only*

<b>SECTION</b>	<b>QUESTION</b>	<b>MAXIMUM</b>	<b>SCORE</b>
<b>A</b>	<b>1</b>	<b>20</b>	
	<b>2</b>	<b>20</b>	
<b>B</b>	<b>3</b>	<b>20</b>	
<b>C</b>	<b>4</b>	<b>20</b>	
<b>D</b>	<b>5</b>	<b>20</b>	
<b>Total Score</b>		<b>100</b>	

**This paper consists of 10 printed page. Candidates should check the question paper to ensure that all the pages are printed as indicated and that no question is missing.**

**SECTION A : COMPOSITION (40 MARKS)**

Answer **TWO** questions. **Question 1 is compulsory.** In **question 2**, select one of the options given.

1. You are member of the health club in your college. You went on an outing with the club from Tuesday 20<sup>th</sup> June 2017 to Friday 23<sup>rd</sup> June 2017. During the outing, you are involved in each of the following activities on different days
  - i) Mountain climbing
  - ii) Entertainment by traditional dancers
  - iii) An encounter with a long-lost friend

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Choose one of the following topics and write a composition of about 350 words on it.

**EITHER**

- a) Write a story ending with the following sentences:

.....**unfortunately, that was the reward for my being honest**

**OR**

- b) Write a composition on **ways of controlling the spread of HIV and Aids among the youth**
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**SECTION B: COMPREHENSION (20 marks)**

2. *Read the passage below and then answer the question that follow*

I pushed open the dark, wooden door and tiptoed into the dental clinic with both dread and anticipation. It was the last day of the school holidays, the day before I joined form one, that I was to have my dental brace removed. The clinic looked the same as it always had. I could hear Dr. Morgan humming along with the radio, off-key as usual. As expected, a group of noisy kids climbed over the chairs, they seemed so young. They all probably had another couple of years before their braces were removed. But soon, in just matters of hours, I would be free from what linked me to them. My tie to immaturity would be broken by the removal of my hated braces.

Soon I would have the shiny, straight, white teeth my mother and dentist had promised.

After a long wait, my name was called. I sat in the familiar, plastic-covered chair and lean back for the **ordeal**. While waiting, I ran my tongue over the rough metal edges of my braces for what would be the last time. The fluorescent lights overhead has a green shades to them and made me feel slight sick. The smell in the room added to my misery. Of course I was very scared but I did not want to upset everyone in the waiting room by screaming like kids. My hands shook slightly as I held onto the arms of the chairs.

When Dr. Morgan entered the room, I wondered what pain I was going to feel. However, his **countenance**, coupled with a friendly wink, reassured me that all would be well. He began what seemed like an endless procedure of wrenching off the metal bands that had imprisoned my teeth for more than two and half years. He tugged, twisted and scrapped as my head jerked back and forth. It sounded like someone dragging fingernails across a chalkboard. With a metal pipe he suctioned up most of the metal scrappings until my mouth was as dry as a desert. For forty-five minutes I suffered but I tried to keep my heads as still as I could. My mother had always said, “Beauty is pain”. That old saying befitted what went on that sunny December afternoon.

Finally, he was through. On **wobbly** legs I made my way to the mirror and slowly, slyly smiled. There in they were- in all their glory: a whole mouthful of real, bare teeth. I stared at my new self. In just one short afternoon my whole appearance had been transformed. I could now afford the long forgotten smile. No longer did I look like the restless primary school pupils in Dr. Morgan’s waiting room. My true, **sophisticated** form one student look emerged. Braces, one characteristic of my childhood, had been forever scrapped off and rinsed away.

(Adapted from English writing and skills 5<sup>th</sup> edition, 1998)

- a) What are the feelings of the narrator before he gets in to see Dr. Morgan? (2 marks)

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- b) Mention two things in Dr. Morgan’s clinic that seemed to make the narrator’s situation worse (2 marks)

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- c) How do we know that the narrator has been to Dr. Morgan’s clinic before? (2 marks)

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d) What is the attitude of the narrators towards the braces? ( 2 marks)

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e) Why does the narrator value the removal of the braces? (2 marks)

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f) Describe the character of the narrator as revealed in the passage. (2 marks)

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g) “Beauty is pain”

(i) What does this expression mean? (1 mark)

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(ii) How does this expression apply to the narrator’s situation? (1mark)

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h) The relationship between Dr. Morgan and his patients seems friendly and reassuring. Give two reasons to support this conclusion. (2 marks)

i) Explain the meaning of the following words as used in the passage (4 marks)

i) Ordeal \_\_\_\_\_

ii) Countenance \_\_\_\_\_

iii) Wobbly \_\_\_\_\_

iv) Sophisticated \_\_\_\_\_

**SECTION C: SUMMARY AND NOTE TAKING**

(20 marks)

3. Read the passage below and then answer the questions that follow

The irony of European colonialism in Africa was that although European powers had scrambled for territories, they put very few people on the ground. The whole of British tropical Africa, where 43 million people lived, was governed by a mere 1,200 administrators. The story was largely similar in other parts of Africa which were colonized. And with such small numbers of administrators, colonial governments relied heavily on African chiefs and other functionaries to collaborate with officials and exercise control on their behalf. The British, in particular, favoured a system of “indirect rule”, using African authorities to keep order, collect taxes, and supply labour, that involved minimum of staff and expense. In many cases, however, African chiefs came to constitute no more than a new class of intermediaries paid to transmit orders. As agents of colonial rule, the role they played was far removed from their traditional position at the apex of authorities. Some chiefs were members of old royal families carefully selected for their willingness to collaborate, others had no traditional legitimacy at all. In some cases where chiefs did not exist, chiefdoms were invented.

Year by year the new colonies gradually took shape. Railway lines sneaking into the interior from the coast reached Lake Victoria in 1901, Katanga in 1910, Kano 1912, and Lake Tanganyika in 1914. New patterns of economic activity were established. African colonies became significant exporters of minerals and agricultural commodities such as groundnut, palm oil, cotton, coffee, cocoa and sisal. By 1911 the Gold Coast (Ghana) had become the world’s leading exporter of cocoa. In the highlands of eastern and southern Africa and along the Mediterranean coast of Algeria and Tunisia, European settlers acquired huge landholding, establishing the basis of large-scale commercial agriculture. In Kenya, the fertile white highlands were designated for their exclusive use. In 1991 half of the entire land area of Southern Rhodesia (now Zimbabwe) was stipulated for the use of white farmers who at time numbered no more than 2,500. In South Africa, some 87 per cent of the total area was declared white land.

(Adapted from *The state of Africa: A history of the Continent Since Independence* by martin Meredith. London: Simon & Schuster, 2011)

a) In about 90 words, summarize how the European ruled their colonies in Africa

(12 marks)

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b) Make notes on the economic development that occurred in the European colonies in Africa

( 8 marks)

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**Section D: Grammar (20 marks)**

4. a) Below is part of a composition written by a pupil. Underline all the mistakes of language, punctuation and spelling. Above each mistake, write the correction. An example has been GIVEN. Half a mark will be deducted for each miscorrection. (10 marks)

paul lived on<sup>in</sup> a remote village near the lake. One day, as he was walking from school, he had people shouting. There was a lot of noise from the nearby shops. The villagers had caught zakayo stealing the shopkeeper's motorbike. Many villagers had lost important items in the past. They were unable to identify whom had been stealing from them. They were very angry that they wanted to beat zakayo. The village elder came and stop them from beating the chief. However, they could not be appeased. They insisted at zakayo returning all what he had stolen.

- b) Complete each of the sentence below by filling in each blank space with the correct alternative from the choices given in brackets (5 marks)

- i) Please go buy some milk as there is \_\_\_\_\_ (little, a little) left in the fridge.
- ii) The perfect \_\_\_\_\_ (rung, rang) the bell at fifteen minutes past nine.
- iii) Students who bully others never \_\_\_\_\_ (get off, get away) with it
- iv) Both cars are good but the smaller one is \_\_\_\_\_ (best, better)
- v) The \_\_\_\_\_ (site, cite) for the new college is very beautiful.

- c) Rewrite the following sentence according to the instructions given after each without changing the meaning. (5 marks)

- (i) The noise from the hall kept him awake all night (change into the positive voices)
- (ii) I advised the poor man to work harder. I then gave him some money. (Combine into one sentence beginning: After.....)
- (iii) She is tired, she cannot walk any farther. (Rewrite using "too")
- (iv) The doors of the shop opened and at once a crowd of unruly youth burst in. (Rewrite beginning: Scarcely.....)
- (v) Peter said that he would come in the following day. (Rewrite in direct speech)