

Name \_\_\_\_\_ Index No. \_\_\_\_\_  
Class \_\_\_\_\_ Candidate's Signature \_\_\_\_\_  
Date \_\_\_\_\_

**1012/1**

**PI ENGLISH**

**PTE MOCK**

**MARCH / APRIL 2018**

**TIME: 3 HOURS**

**PRIMARY TEACHERS MOCK EXAMINATION  
ENGLISH  
2½ HOURS**

**INSTRUCTIONS TO CANDIDATES**

- a) Write your name, class and Index number in the spaces provided above.
- b) Sign and write the date of the examination in the spaces provided above.
- c) This paper consists of **FOUR** sections A, B, C and D. In Section A question 1 is **COMPULSORY**.
- d) Answer **ALL** the questions in section B, C and D.
- e) Answers to **ALL** the questions **MUST** be written in the spaces provided in this booklet.
- f) Do **NOT** remove any pages from this question paper
- g) Candidates should answer the questions in English.

**FOR EXAMINER'S USE ONLY**

Section	Question	Maximum score	Candidates' Score
A	1	20	
	2	20	
B	3	20	
C	4	20	
D	5	20	
<b>TOTAL SCORE</b>		<b>100</b>	

This paper consists of 13 printed pages

Candidates should check the paper to ascertain that all the pages are printed as indicated  
and that no questions are missing

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

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

1. You have been asked by your head teacher to write a report on drug trafficking into St. John's T.T.C, Kilimambogo. Using the format of report writing, write a report on the following terms of reference.

- To investigate the causes of drug trafficking into the college
- To identify when drugs are trafficked into the college.
- To identify the type of drugs trafficked in the college.
- To identify those people who traffic these drugs.

(20 marks)

2. Choose one of the following topics and write a composition of not more than 350 words  
(20 marks)

EITHER

a) Tribalism is a major obstacle to national development. Support this statement.

OR

b) Write a story that illustrates the saying; "When the deal is too good, think twice."

## **SECTION B (20 MARKS)**

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

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

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

Sooner or later, differences in behaviour and customs become more noticeable to you. This is the second stage of culture shock. Because you do not know the social customs of the new culture, you may find it difficult to make friends. For instance, you do not understand how to make "small talk," so it is hard to carry on a casual, get-acquainted conversation. One day in the school

cafeteria, you overhear a conversation. You understand all the words, but you do not understand the meaning. Why is everyone laughing? Are they laughing at you or at some joke that you did not understand? Also, you aren't always sure how to act while shopping. Is this store self-service or should you wait for a clerk to assist you? If you buy a sweater in the wrong size, can you exchange it? These are not minor challenges; they are major frustrations.

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

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

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

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

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

3. a) According to the passage, what is culture shock? (2 marks)

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b) Identify any **three** features that characterize a person in the worst state of culture shock.

(3 marks)

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c) What evidence does the author give to show that one does not understand the social customs of the new culture.

(2 marks)

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d) Give **three** features that characterize a person in the fourth stage of culture shock.

(2 marks)

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e) Why is making friends helpful in overcoming culture shock? (2 marks)

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f) How can one overcome the difficulties and frustrations of adapting to life in a new land?

(2 marks)

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g) Explain the meaning of the following words as used in the passage. (5 marks)

(i) alive

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(ii) overload

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(iii) obsession

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(iv) negotiating

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(v) adapting

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h) Suggest a suitable title for the passage. (1 mark)

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### **SECTION C: SUMMARY (20MARKS)**

4. *Read the following passage and answer the questions after it.*

The teaching profession, the world over, has always generated endless debates but has remained the most ill-defined. Despite lofty feelings expressed about it — it is “the noble profession”, “the mother of all professions” — there remains a remarkable lack of practical confirmation of these sentiments.

In many parts of the world, there is a decrease in the number of high — quality students going into teaching. Many of them end up in the classroom as a last resort when other more attractive openings fail to materialize. Several factors contribute to this. There is the obvious issue of salaries which are among the lowest in the professional world. Then there is the added problem of the place of the teacher in the society. Gone are the days when he enjoyed unquestioned respect from his pupils, parents and the community. But all this need not deter good people from teaching — after all, teachers enjoy a short working day as well as three months of holiday every year.

More fundamental, however, is the fact that the curriculum for teacher training may have failed to offer enough challenges to the bright student. This is as a result of the confusion and argument among educators, as to what constitutes optimal teacher education. There are extreme views from all angles. Some want teacher trainees taught more subject matter. They regret the approach that emphasizes how to teach without saying what to teach.

Others want the professional aspects of teaching to be more central to the curriculum so that teachers can “handle” the difficult pupil, the exceptional child, encourage self-esteem, and so on. Yet others feel that teacher training courses do not offer enough classroom experience — “Practitioners learn to practice by practicing”. There are those who are more interested in the student material: “Give me a person with a solid academic background, a person who thinks, who is aware of what is going on in the world, and I will give you a teacher who will stimulate, excite and interest our school-age children. Never mind the methodology of teaching. It can be learnt in the classroom!!”

In the search for a good teacher, many countries have introduced minimum competence examinations. But even here, there is no consensus of opinion. Critics argue that a good grade in an examination cannot tell you whether a student will make a good teacher. This argument is counteracted by another, that if an aspiring teacher cannot spell or do a simple addition, then there is little point in looking at other qualities.

As these arguments toss the teacher training programmes to and fro, the teacher training curriculum gets destabilized. And yet, they are all valid, since each one of them constitute a necessary part of a good teacher training curriculum. They are not mutually exclusive either; the truth lies in synthesis, in looking for and steering a middle course. Only then can we expect to have the best possible people in our classrooms and to give them a professional attitude that leads to a commitment to education. We need to, because in teachers lies our future.

- a) In not more than 70 words, write a summary of what the writer considers should be done to ensure that “the best possible people” with a “professional attitude” will teach in our schools (12 marks)
- b) Make notes on the reasons for the decrease in the number of high quality students going into teaching. (8 marks)

## **SECTION D: GRAMMAR (20 MARKS)**

5. 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 would be deducted for miscorrection)

ancestors

Long ago, the descendant of toads had a very smooth and a beautiful skin. They also used to walk on two legs like humans. However, he had a good habit of taking forcefully what belongs to other small animals and insects. More than once, the ancestor of toads had in a bees-hive and harassed them asking them to give him all their money. those days, bees were very gentle insects and never sting anybody but instead preferred to fly away from trouble. Hey you little creatures, pass that honey to me. All the sweet things are for me and you have no use storing honey for yourselves he always shouted to the bees as he forced his way into a hive.

- b) Complete the passage below by filling in each blank space with the most appropriate word from the choices given in brackets (5 marks)

Since she \_\_\_\_\_ (begun, began) riding horses, Susan says the thought of quitting \_\_\_\_\_ (has, have) never crossed her \_\_\_\_\_ (mind, path). \_\_\_\_\_ (he, she) however used to play \_\_\_\_\_ (tennis, tenis) which she now says will be easy to put in the back banner

- c) Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (5 marks)

- I. It started raining as soon as they arrived home. (Begin, No sooner ....).

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- II. Edith studied nursing. Her sister too studied nursing. (Rewrite as one sentence using ... and ....)

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- III. Mercy couldn't take it any more. (Add a question tag).

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- IV. The dog caught a hare. (Write in passive voice).

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- V. Both John and Tom did not attend the meeting. (Rewrite using, Neither .... nor).

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