



**EXCEL JOINT MOCK FOR SECONDARY SCHOOLS-JUBA EXAMINES CANDIDATES FOR
CERTIFICATE OF SECONDARY EDUCATION (CSE)**

12024

MOCK EXAMINATION, AUGUST 2024.

DATE: ____, AUGUST, 2024

SUBJECT: ENGLISH LANGUAGE

TIME: 3 HOURS

INDEX:

SCHOOL CODE:

SECTION:

SIGN:

INSTRUCTIONS:

Write your index and school code in the spaces provided.

- This paper consists of four sections one, two, three and four
- Section one Creative And Functioning Writing (15 marks) – choose any one
- Section two grammar (50 marks)
- Section three summary writing(15 marks)
- Section four comprehension (20 marks)

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Section	Marks	Marks obtained	Marked by	Checked by
One	15			
Two	50			
A	10			
B	20			
C	10			
D	10			
Total	100%			

SECTION ONE: COMPOSITION AND FUNCTIONAL WRITING (15 marks)

Choose one of the following topics and write a Composition or a Functional Writing of 250-300 words. Write a composition describing the most embarrassing moment you had ever experienced.

1. Write a story titled, "Trouble at Home."
2. Suggest ways of reducing the school drop-out rate in South Sudan.
3. "Getting a marriage partner from a different tribe is the best way to reduce tribalism in South Sudan." Discuss.
4. Write a letter to the director of education in your state applying for appointment as a teacher in the educational service.
5. Write a speech to present during a community meeting advising your fellow youths as a youth leader in that Payam.
6. Describe your teacher of English Language.

[illegible]

SECTION TWO (GRAMMAR: 50 marks)

PART A (10 marks)

Circle the best alternative.

1. 'I don't understand it,' he said. 'I don't' I replied.
 - A. don't I
 - B. too
 - C. either
 - D. neither
2. The defeated team left the field looking extremely....
 - A. dejected.
 - B. dismantled.
 - C. distorted.
 - D. grievous
3. It was his most..... deed, to dive into the water and save the child.
 - A. heroic
 - B. silly
 - C. daring
 - D. extraordinary
4. When he reached the station, the trainalready.
 - A. left
 - B. has left
 - C. had left
 - D. was leaving
5.me to the beach with you?
 - A. Do you take
 - B. Are you take
 - C. Will you take
 - D. You take
6. The news that we received was very disheartening. This means that the news was.
 - A. Sad
 - B. Fair
 - C. Flat
 - D. Amusing

7. Charles to buy a house.
- A. had no enough money
 - B. had no any money
 - C. didn't have enough money
 - D. hadn't some money
8. she stood by the door hoping he would notice her, but he intentionallyher.
- A. dismissed.
 - B. abandoned.
 - C. forget
 - D. Ignored.
9. The body was found in the grave where it had for centuries.
- A. lain
 - B. laid
 - C. been laid
 - D. lay
10. The boat capsized and several of us only narrowly escaped.....
- A. drowning
 - B. to drown
 - C. be drowned
 - D. being drowned.

PART B (20 marks)

Rewrite according to the instructions. Do not change the meaning.

1. It is a good thing to vote liberal leaders. (Begin: You ought.....).

2. Leave me alone. (Add a question tag).

3. He advised his sons not to quarrel amongst themselves, when he was dead but to remain united. (Rewrite into direct speech).

4. As soon as they entered the railway coach, the train streamed away. (Begin: No sooner.....)

5. Judging from appearances, I should say he is a wealthy man. (Begin: If..)

6. He is heavier than I. (Begin: I).

7. He is too big. He cannot run that fast. (Make one sentence from the two sentences).

8. That pool is too dirty for swimming. (Use: "Not")

9. My mother is short-tempered. She beat up my little sister for breaking the plates. (use... suchthat....)

10. "Call no man happy," was the reply of the philosopher, "until he has ended his life in a fitting manner."
(Rewrite into indirect speech).

PART C (10 marks)

Fill in the gaps using the words or group of words in the brackets

1. Some pets find it hard to _____ to city life. (adapt, adopt)
2. This new product has had a harmful _____ on some people. (affect, effect)
3. Does this poem contain any _____? (allusions, illusions)
4. Jane and Nina are _____ of our school (alumni, alumnae)

5. Everyone likes peanut butter, _____? (do they, don't they).
6. He is the _____ of Upper Nile University. (vice chancellor, vise chancellor)
7. My father works at the state _____ (headquarters, headquarter)
8. When did you _____ your job?(quit, quited)
9. The _____ sang nicely(choirs,choir)
10. As old as the _____ (the hills, grandmother)

PART D (10 marks)

Change the following sentences as instructed without changing the meaning (1 mark each)

1. Listen to him (Interrogative).

2. Why are you here? (Imperative).

3. I slapped her. She thought I _____ joking (use the correct auxiliary).

4. Duku has information. He must pass it to the students (give the plural of the underlined word).

5. Some of our fellow South Sudanese are literate. (write the opposite of the underlined word)

6. If I were the headmaster, I _____ English compulsory in my school (complete the sentence in if three)

7. The general was _____ to the state by aeroplane(give the past participle of fly)

8. Will you be there _____ time (on, in)

9. "don't be silly" said the teacher (write in reported speech)

10. We are doing exam now (use passive voice)

SECTION THREE (SUMMARY WRITING: 15 marks)

Read the following passage carefully and then answer the question that follows.

Should schools be wired to the Internet?

As Times wrote last October, “All kids, not just ones from families that can afford a home computer, should grow up with a mouse in their hand.” The president and I could not agree more. Access to the basic tools of the information age is to no longer a luxury for our children. It is a necessity.

Today, communications and information technology are transforming our economy and our society. In recent years, information technology has been responsible for more than one quarter of real economic growth. Jobs in information technology pay significantly more than nontechnology jobs.

But technology skills become more important long before people look for jobs. They become important as soon as children begin to learn. In decade, long series of studies, the Education Department reports that students in classes that use computers outperform their peers on standardised tests of basic skills by an average of 30%. And a 1996 study showed that students with access to the Internet not only presented their final projects in more creative ways, but also turned in work that was more complete and had better syntheses of different points of view. Numerous other studies show that children in technology-rich learning environments showed more enthusiasm, had higher attendance rates, developed better writing skills and displayed a greater capacity to communicate effectively about complex problems.

That’s why the president and I have worked so hard to enable all of our schools and libraries have affordable access to telecommunication and information technology.

Some critics view the new technology as a frivolous tool of education. But more and more computers are at the very heart of how schools teach and children learn.

Other critics say we are diverting needed resources away from other, more pressing educational priorities. But we need not limit ourselves to investing in one or the other. We can do both, and we must.

All parents want to help prepare their children for the future. Today that challenge means helping them grow up in a world in which information and communications technology dominate the economy and shape our society. We must give our children- all our children- a chance to succeed in the information age, and that means giving them access to the tools that are shaping the world in which they live. (Adapted from an anonymous source)

Question

In not more than 80 words, summarise why schools should be wired to the internet.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SECTION FOUR (COMPREHENSION: 20 marks)

Read the passage below and then answer the questions which follow.

Revising for examinations

In order to pass examinations well, one needs to lay a good foundation from the beginning. Revising well for examinations requires you to actually study and understand your facts rather than memorising them. One of the main problems that many students face is anxiety. A little bit of anxiety before examinations is okay but too much anxiety is detrimental. Excess anxiety may come from not understanding the crucial points in a topic before moving on to the next topic. When students simply gloss over facts, they fail to understand them and therefore get mixed up or confused before examinations. The confusion then makes them anxious.

A lot of the time, students get overconfident because of their ability to recognize facts rather than understanding them. The habit of making notes while reading, reviewing the notes and active testing of their understanding can actually help students determine exactly what they know and what they do not know and therefore avoid overconfidence. This can help them to plan their revision schedules well.

A diligent student is one who is able to gauge how much time is left before the examination and to allot adequate time to revise for each paper. My advice to students is this: Do not wait to rush to revise at the last minute. This will only confuse you and it will yield poor performance.

It is not good to look at the total amount of studying you need to do because this will only overwhelm you. If you break down the total amount of work into small bits or sections, it will help you feel capable of handling the work.

Another important point to consider when revising for examinations is that you need to take breaks. Avoid overworking yourself at all costs. When you take breaks, a break could be a walk, a game or even a nap, you can allow the brain to rejuvenate and get energy to embark on another task. A fatigued brain only allows you to do minimum work.

As you revise, familiarise yourself with the format of examination papers. This will aid you in your revision. It will help you to know whether you have a particular paper has compulsory questions or not, or whether you have a variety of questions to choose from or not. This will help you read skilfully.

Remember that you cannot read each and every topic you have been taught in every subject in order to perform well. If you find yourself doing so, then you are not revising effectively. Read key topics, read to answer revision questions and read your brief notes prepared for quick revision weeks before the examinations.

On the eve of the examination day, do not stay up late. It does not help to study up to 3a.m, it only increases fatigue and makes you less alert. On the day of the examination, wake up and have a good breakfast. You need all the energy to do the examination well.

Answer these questions

1. What does ‘revising well’ for examination mean? (1 mark)

2. What is the main cause of excess anxiety among students? (2 marks)

3. What can make a student overconfident? (1 mark)

4. According to the passage, who is a ‘diligent student’? (1 mark)

5. What is the usefulness of breaking down work into small bits? (2 marks)

6. What should a student do:

a) On the examination day? (1 mark)

b) On the eve of the examination day? (1 mark)

7. Why is it necessary to take a break while revising? (2 marks)

8. Why is it not advisable to revise at the last minute? (2 marks)

9. Explain the meaning of the following words and phrases as they are used in the passage (4 marks).

a) Revision schedules.

b) Diligent

c) Overwhelm

d) Memorising

10. Make notes under the heading: 'How to avoid overconfidence' (3 marks)

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