MWAKICAN JOINT EXAMINATION

END OF TERM 1 2015

FORM 2

ENGLISH 101

This paper consists of six sections as follows:

1. Functional Writing (20mks)
2. Comprehension (20mks)
3. Cloze test (10mks)
4. Oral skills (20mks)
5. Grammar (20mks)
6. Oral literature (10mks)

INSTRUCTIONS:

1. Answer all questions in the spaces provided.
2. Use grammatical constructions and a neat handwriting.
3. Observe punctuation.

*All the best.*

SECTION A : (20MKS)

Schools are almost closing. Your friend Genevieve lives in Nakuru . She has invited you to visit and stay at their home for one week.

1. Write a packing list that you would use when preparing for the visit. **(10mks)**
2. Pick the two most interesting days of your stay at Nakuru and make journal entries for the two days.

**(10mks)**

**SECTION B: COMPREHENSION (20MKS)**

Read the passage below and answer the questions that follow.

THE VILLAGE DEGREE

She was coming from the river when she noticed her primary school head teacher’s bicycle leaning against the tree in front of her parent’s house. Instinctively she decided to stealthily go round the house and hide in the kitchen. She didn’t want her teacher to see her in her torn and patched work dress. But mention of Alliance Girls’ High School made her forget about her attire. She rushed into the house, water jerrycan still on her back.

She became the heroine of the family, the village, the location and even the district. Her name appeared in the newspapers. She was the best Kenya Certificate of Primary Education in the province and her name was on the lips of everybody. The whole family crowded around the teacher to read for themselves this great letter. Even those who could not read wanted just to touch. The letter spoke of hope and freedom from poverty, and, as many of the women seemed to think, free from dependence on men in their celebration. Many older women repeated in different versions their belief that “with education you my daughter won’t have to slave’ for a man. You will be your own ‘Master’-you won’t have to depend on a man for anything”. Though Mwongeli did not understand much about what the older women meant, she was excited as they were over her apparently open path to freedom.

So Mwongeli had Joined Alliance thrilled by the prospects of freedom. There she met the best brains in the country and they were all celebrating freedom from slavery. But to her surprise, the presence of visiting boys’ school seemed to generate such excitement that she wondered whether the girls needed freedom from men. As for Mwongeli, her mother had told her not to mix men and education. In obedience, she kept the two apart and sure enough, after four more years, yet another letter came to her and there was cause for women folk in her village to celebrate again. Their daughter had been admitted to study for a degree in Electrical engineering at the university of Nairobi, the only woman in the class of twenty. Yes, she was no longer Mwongeli,, she was already a village engineer. In fact, the name Mwongeli even in its shortened form “Ngeli” was lost. Now the focus was degree. She was now “Engineer Mwongeli.”

“Aren’t you going to open the letter?” Atieno asked, startling Mwongeli out of her reverie. “It’s not urgent” Mwongeli replied in a flat tone. “I was just thinking how I can do this quietly……….you remember how the whole village hired a van to come and celebrate my masters scholarship offer? I’m usually glad to see them happy and excited but I find I have no privacy. I’d like to handle this one differently. I’ll need to read to read the letter when I have had a rest and I’ll tell you what I decide. “And with that, Mwongeli put her letter in the handbag and sat down to enjoy a cup of tea and chat with her friend.

(*Adapted From The Village Degree by Angelina Kioko in Mermaids of Msambweni and other stories Anthology)*

**Questions**

1. According to the passage, why did Mwongeli want to hide in the kitchen? (2mks)
2. Why did Mwiongeli’s name appear in the newspaper? (2mks)
3. What had made Mwongeli’s teacher visit her home? (2mks)
4. Explain the irony in the paragraph three of the passage? (3mks)
5. Which letter is being referred to in paragraph three of the passage? (1mk)
6. How many Engineering students were in Mwongeli’s class? (1mk)
7. According to the passage, what shows that children belonged to the community?

(2mks)

1. What advice did Mwongeli’s mother give her that enabled her to go through Alliance High School? (2mks)
2. Apart from doing well in school, what else in the passage shows that Mwongeli was a hardworking girl? (2mks)
3. Give the meaning of the following words as used in the passage (3mks)
4. Stealthly
5. Attire
6. Reverie

**SECTION C: CLOSE TEST (10MKS)**

**Fill in the blank spaces with the most appropriate word.**

I used to enjoy reading horror stories until I realized ***(1)***\_\_\_\_\_\_\_\_\_\_ much they affected me. I had to study late in the ***(2****)*\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to prepare for my examination. I used to be alone ***(3)***\_\_\_\_\_\_\_\_\_\_\_\_\_ the hall when everyone else was ***(4)***\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Very slight noise frightened me. I imagined that there was (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ behind me while I was memorizing the mathematical formulae. Every (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the curtains fluttered in the wind, my heart would skip a (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . When my neighbours dog barked, I broke(8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in goosebumps because dogs (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ assumed to be able to see spirits that are invisible to the human (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

SECTION D: ORAL SKILLS

I POETRY (8mks)

INFANT SORROW

My mother groaned, my mother wept;

Into dangerous world I leapt;

Helpless, naked, piping loud,

Like a friend hid in a cloud.

Struggling in my father’s hand,

Struggling against my swaddling-bands,

Bound and weary I thought best,

To suck upon my mother’s breast.

*William Blake*

Questions

1. Describe the rhyme scheme of the above poem. (2mks)
2. Mention two non-verbal cues you would use to enhance a recitation of the poem. State in which lines you would use them. (4mks)
3. Which words would you stress in line five of the poem, and why? (2mks)

**II** The following conversation takes place between a teacher and a student who has come to class late, and

seeks to join the rest. Fill in the missing part of the speech.

Student: *(Knocking at the door)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (1mk)

Teacher: Why are you late for class?

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(1mk)

Teacher: I’m sorry. I didn’t know that your mother was sick. But is realy that an excuse for being late?

Student: I would never use my mother’s sickness as an excuse.

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(1mk)

Student: I had to prepare breakfast for my siblings.

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(1mk)

Student: I will always try to wake up early so as to prepare the breakfast in time.

Teacher: That is fine. You may join the rest.

Student: *(Going to sit down)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(1mk)

III. The principal of your school visits your class during a class meeting. As the class prefect, you are sitted at

the front of the class. You note that some students are not listening. State three observations that are

evidence enough that they are not listening. (3mks)

IV. For each of the following words, write a word that is pronounced the same. (4mks)

1. Queue
2. Male
3. Him
4. Rain

SECTION E: GRAMMAR (20MKS)

1. Rewrite each of the following sentences with the appropriate form of the word in brackets.(4mks)
2. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between Makuyu and Kameno had been the greatest challenge for the people.(Enemy)
3. There has never been such an \_\_\_\_\_\_\_\_\_\_\_\_\_ in our school. (Occur)
4. Her chronic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will eventually lead to her poor performance.(Absent)
5. Mr. Makori works in the vehicle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_department. (Maintain).
6. Fill in the blank spaces with the correct pronoun from the choices provided. (3mks)
7. You and \_\_\_\_\_ have to sort this out.(Me/I)
8. I gave it to \_\_\_\_\_\_\_\_just as you had instructed me to.(she/her)
9. You must be taller than \_\_\_\_\_\_\_\_\_\_\_(he/him)
10. Fill in the blank spaces with the plural form of the nouns in brackets. (3mks)
11. The three \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were arrested by the police.(Passer-by)
12. How many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_does the computer have? (word-processor)
13. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are very powerful people in the armed forces.( Commander-in chief)
14. Arrange the adjectives given in the brackets in the right order and use them to fill in the blank spaces.(3mks)
15. They found the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_car parked outside the office(White,metallic,small)
16. They talked to the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ watchman.(old,ugly,Congolese)
17. I will buy her a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_table for a wedding gift.(wooden, coffee, beautiful)
18. **Use the correct preposition to complete the sentences**. (3mks)
19. In accordance \_\_\_\_\_\_\_the new constitution, men and women are equal partners in marriage.
20. We need to sit \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the shade.
21. Do not sit\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the glass table, it will break.
22. **Fill in each blank space with the correct collective noun.** (3mks)
23. The whole maize crop was destroyed by a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of locusts.
24. A \_\_\_\_\_\_\_\_\_\_\_\_\_ of pilgrims make a trip to Mecca each year so as to acquire the title “Alhaji”.
25. The thug was stoned to death by the angry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
26. Rewrite in reported speech.(1mk)
27. “I am going to talk to Betty about it,” Said Rolex.

SECTION F: ORAL NARRATIVE

Read the story below and answer the questions that follow.

A long time ago, a man came down from heaven. When he dropped on the ground, he was surprised to see a woman also dropping down after him. He looked into the heavens and thanked God for giving him a helper. At least, he will have someone who will help him till the land and plant crops when the rains come. After sometime, the man felt that they needed a baby, but both the man and the woman did not know how to procreate. The man visited python, as he was viewed the wisest creature on earth. Python told the man to come the next day with his wife. When they came, python went to the river, filled his mouth with water and sprayed on the bellies of the man and the woman, ”kush” “kush”. He then told them to go home and lie together. When they did, the woman gave birth to a baby boy after nine months. That is how procreation started. That is the end of my story.

Questions

1. Classify the above narrative. (2mks)
2. Identify the idiophone used in the narrative above (1mk)
3. Apart from the idiophone, identify and illustrate two other features that qualify the above story as an oral narrative. (4mks)
4. State one way in which the narrator can involve the audience during the performance of the narrative.(1mk)
5. State two functions of oral narratives.(2mks)