## PERFECT STEPS PUBLISHERS

END TERM EXAMS 2015

**0721 745374/ 0721 707626 NAIROBI**

**NAME.................................................................................................ADM NO................CLASS........**

**ENGLISH FORM 2**

**TIE: 2HRS**

**INSTRUCTIONS**

* Write your name and admission number in the spaces provided.
* Answer all the questions in this paper.
* All the answers must be written in the spaces provided.

**FOR EXAMINER’S USE ONLY**

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| **QUESTION** | **MAXIMUM** | **STUDENTS’ SCORE** |
| **Writing** | **20** |  |
| **Comprehension** | **20** |  |
| **Cloze test** | **10** |  |
| **Oral skills** | **15** |  |
| **Poetry** | **10** |  |
| **Oral Literature** | **10** |  |
| **Grammar** | **15** |  |
| **TOTAL** | **100** |  |

**WRITING**

**Write a personal journal for a three day trip to a place of your choice. (20mks)**

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**COMPREHESION**

**THE BIRTH OF MAN**

Anu, ruler of the heavens, had a son called Ea, the god of knowledge. Ea knew everything that there was to know. Every being in the world contained Ea: he knew their secrets and all their thoughts.

Ea lived in a palace high on Mount Lebanon with his wife, the goddess Damkina. They had a son named Marduk. Like many spoiled children; he was always up to mischief. He used his eyes and ears to spy on the other gods: he was forever spreading gossip and playing jokes on them.

Many of the gods took no notice. “He’ll soon grow out of it,” they said. But others took his teasing badly, and decided to kill him. They went to Tiamat goddess of the sea, for help.

Tiamat listened to their complaints. The she cackled with glee and said, “I’ll do what I can do. But remember, his father has givn Marduk twice as much power as any of us. Our own strength won’t be enough. I must make an army of monsters. Then we can win. My monsters will soon bring Marduk to heel.”

At once Tiamat began. She made fire-breathing dragons, scaly monsters with teeth and horns, spiny giants with tails like scorpions. Some glowed red like sullen fire; others were milky, indistinct as ghosts. When the army was read, Tiamat set out to find Marduk and deal with him.

The gods were in council when news of the monsters came. One by one they peered through the shutters at the advancing horde; one by one they crept back their places, trembling with fear. Not even Ea the all- knowing knew what to do.

At last one of the gods stood up and said, “Enough! What are we afraid of? Tiamat and her monsters have no quarrel with us. It was Marduk who offended them. Let marduk go out and eeal with them.”

There was a babble of argument. Some said he was right, that it was Marduk’s fault, and Marduk’s bad luck. Others said he was just a boy, too young to fight. The discussion went back and forth for hours. Outside, the army of monsters came nearer and nearer.

At last Marduk was sent for. When they told him his answer took them all by surprise. “Of course I’ll fight,” he said. “But there’s one condition. Since I’m the only one of you capable f defeating Tiamat, you must make me your King. Do that, and I’ll fight for you. ”

The gods grumbled and groaned. A boy, their King? But it was fair enough. Boy or not, if Marduk defeated Tiamat, he deserved to rule.

Marduk, King of the gods, was armed for the fight. A royal crown was placed in his hand, and the King’s sword by his side. The royal war chariot was brought in, its horses snorting and pawing the ground. Marduk fetched weapons of his own: a bow and a single arrow; storm clouds, and lightning that made his chariot flash with fire. And finally, a net, a fishing net strong enough to trap a monster.

When he was ready, he climbed into the chariot and rode out across the plain. The storm cloud billowed round his head; the lightning cracked at the horses’ heels; the golden crown glittered in the sun.

The monsters saw him, and stopped in their tracks. They were huge and fierce, but they were also newborns and knew nothing of war. They whimpered and cowered, but Tiamat gathered them and gave them strength. She breathed defiance into them until they stood round her like a hideous hedge, snorting and terrible. Behind them, well sheltered, the rebel gods watched, eager for Marduk’s death.

Marduk knew that Tiamat was his only real enemy. She was the other’s strength; she gave them their power. If he killed her, their fight would wither away and die.

But how could he reach her? Surrounded by demons, she was safe.

Then a plan, a last mischievous trick, came into his mind. Instead of challenging Tiamat, he began mocking her, laughing at her and shouting names. For a while Tiamat stood her ground; but at last, quivering with fury, she shouldered her monsters aside and rushed at Marduk to kill him hand-to hand herself.

As she hurtled past, Marduk sidestepped. He flung the net over her head and tangled her up. The more she struggled, the more she was trapped. He took his bow and his one arrow, and shot her through the heart. Tiamat was dead.

When they saw Tiamat fall, the monsters and rebel gods panicked and began rushing away in all directions. But marduk knew what to do. He unharnessed his storm winds and sent them into the underworld.

The forces of evil were defeated; now Marduk was truly King of the gods.

When the loyal gods saw Marduk’s victory, they streamed out of the palace to meet him, singing his praises and acclaiming him King. At once he began by creating a new Kingdom for himself, and setting it in order. First, he took a club and broke oen Tiamat’s skull. Her blood was carried by the storm winds over all the universe, like sap, taking new life wherever it flowed. Next, he split her body in two. Out of one half he made sky, out of the other the earth.

From among the loyal gods, Marduk appointed Anu to rule space, Enil to be the Lord of the earth and sky, and Ea to command rivers and the sea.

Lastly, he studded the heavens with stars, ordered the sun to orbit the earth, and hung the moon in the night sky. From then on, time was constant: days, seasons, years, all settled. Order had come upon the world.

To keep the gods from grumbling at the work they had to do, looking after the newly-made world, Marduk decided to create a servant race. “They will have no power,” he said. “They will be weak, no threat to us gods. Their place will be to do all the menial tasks that are not for us. To prevent them learning our skills in time, or growing strong enough to challenge us, I wil make them mortal: after a certain time, they will be bound to die. Their name will be man.”

To create man, Marduk used the body of one of the defeated gods. He cut off the immortal head, and out of the trunk a new creature was fashioned: misshapen, ridiculous, a poor copy of the immortal gods. Stumbling and shuffling, the new creature crept off to begin his lowly life. Man was born.

The gods were delighted with Marduk, their King. In his honour, they built a glittering temple in Babylon, the city of gods and men. Here marduk ruled in splendor. Every new year’s day, gods and men gathered in Babylon to worship Marduk their King, the creator who ordered the universe and brought it peace.

**QUESTIONS**

1. What was the name of Marduk’s grandfather? (2mks)

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2. Explain the meaning of the phrase “bring Marduk to heel”. (2mks)

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3. Why were some of the gods not willing to make Marduk king? (1mk)

1. He was not old enough to be king.
2. He was too enthusiastic to fight.
3. They were afraid of Tiamit.
4. He was not capable of defeating Tiamit.

4. Why was Tiamit easily defeated? (2 mks)

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5. What did Marduk use to defeat the monsters and rebe gods? (2 mks)

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6. According the story, why were human (2mks)

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7. In what ways are human beings:

i) Similar to gods (2mks)

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ii. Different from gods? (2 mks)

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8. What reality does this story explain? (2mks)

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9. Explain the meaning or the following words as used in the play.

Horde.......................................................................................................................................................... (1mk)

Chariot...................................................................................................................................................... (1mk) Glittering................................................................................................................................................... (1mk)

**CLOZE TEST (10MKS)**

The education \_1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ very small. Children are in the 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the mother and the nurse. If is 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on through lullabies. In these, the \_4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ history and tradition of the family \_5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clan are sang and by hearing 6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_lullabies daily, it is easy for the \_7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to take in this early \_8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_without any difficulty. This is one of the \_9\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by which the history of the people is passed from one generation to \_\_\_10\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**ORAL SKILLS**

**Identify the silent letter in the following words** (3 mks)

1. Bridge
2. Rhythm
3. Calm

**Use each of the following words to convey two different meanings** (6 mks)

a. Bank

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b. Square

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c. Register

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**Identify the position of the stressed syllable of the following words either in noun or verb from as shown in brackets. (3mks)**

i. Absent (verb)

ii. Produce (noun)

iii. Record (Verb)

**Write another word pronounced the same as this. (3mks)**

a. Lid .........................................................

b. Deep ........................................................

c. Bought .........................................................

**POETRY**

Read the following poem and then answer the questions that follow.

The Crow

Crows on the wing!

What grace as they swing,

Rising and diving

Like a fish in the billows,

In the willow air,

Or softly as feathers

From broken pillows

Crows on the wing;

What a symphony sings

The wind in their wings

As they swoop and they rise

To the sea: to the skies

As they float in the light

Air, like fragments of might.

Barnabas J. Ramon Fortune

**QUESTIONS**

1. What is the poem about? (2mks)

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2. Identify and illustrate two stylistic devices used in the poem. (4mks)

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3. Identify a line that suggests the crows are in a playful mood. (2mks)

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4. Give the meanings of the following words as used in the poem (2mks)

i. Swoop....................................................................................................................................................................

ii. Fragments..........................................................................................................................................................

**ORAL LITERATURE (10 MKS)**

Challenger: Two Europeans peeping through the window.

Response: Mucous

i. Identify the above genre. (1 mk)

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ii. Identify the main stylistic device in the above genre. Illustrate and explain. (3 mks)

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iii. What is the community’s attitude towards Europeans? (3 mks)

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iv. Who uses the above genre? (1 mk)

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v. Give one function of the above genre. (1 mk)

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2. Give two characteristics of trickster narratives. (2 mks)

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GRAMMAR

**Fill in the blank spaces using correct compound indefinite pronouns.** (3mks)

1. Is there\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_in the room?

2. The woman told her daughter to ask for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_she wanted.

3. The thief stole \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the room.

**Use the correct punctuation marks at the end of following sentences** (3 mks)

i. What a wonderful creature a bat is

iii. Beatrice is a hard working girl

iv. The driver will pick the visitor at the stage, wont he

**Change the following sentences into direct speech** (3 mks)

a. Halima said that was her father.

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b. Jane and Joseph declared that they love English and Mathematics.

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c. Mary said that she had Kamau’s English book.

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**Complete the following sentences by use of conjunctions** (3 mks)

i. The little girl is suffering from Malaria \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ typhoid.

ii. He worked hard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ he failed his exams.

iii. Will you take tea \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_coffee?

**Determine noun phrases in the following sentences** (3 mks)

a. Jane has come.

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b. The beautiful woman was murdered.

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c. That untidy room in the basement was locked.

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