**END OF TERM 2 2017**

**ENGLISH FORM 1**

**TIME: 2½ HOURS**

**NAME: ……………………………………………………….. ADM NO: ………… CLASS……...**

**DATE: ………………………………………………………... DATE: ……………**

**This paper consists of six sections as follows;**

SECTION A: WRITING 20MKS

SECTION B: COMPREHENSION 20MKS

SECTION C: CLOZE TEST 10 MKS

SECTION D: ORAL SKILLS 10MKS

SECTION E: ORAL LITERATURE 20MKS

SECTION F: GRAMMAR 20MKS

 **TOTAL MARKS 100MKS**

**INSTRUCTIONS**

1. Answer all questions in the spaces provided.
2. Use of ungrammatical construction will be penalized.
3. Observe punctuation and correct use of capital letters.

**SECTION A: WRITING (20MKS)**

You visited your aunt who lives in Nakuru during the April holiday and you enjoyed your stay there. Write her a letter to express your appreciation. Ask her to send you a novel you forgot at her place. (20 mks)

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

**Read the passage below and then answer the questions that follows. (20mks)**

 It is easier to cause a desert than it is to grow a forest. The students of Kimbuni Secondary School have come to realize the truth in this statement through their own experience.

 Five years ago the school had a teacher of agriculture posted to it. Both boys and girls stared at this teacher in disbelief. They wondered what kind of agriculture anyone could teach in this place which received rain only in November and then remained dry for the rest of the year. The head teacher, who was a local man, outlined to him the difficulties to expect but promised him maximum cooperation. Mr kumbi assured the head teacher that his training at Egerton College of Agriculture would see him through his endeavours. He sounded confident and enthusiastic.

 Today, Mr Kumbi is the proud patron of the school Environmental club. The Young Farmers Association and The Green Belt Movement. He has inspired such love for growing plants that each student in the school has at least one tree under his care. The species range from exotic to indigenous ones. There are several flames trees with their beautiful, red flowers, and pine trees towering over their acacia neighbours. Furthermore,wattle trees provide a source of money to the school through their sale to the tanning industry. Mr.Kumbi emphasize the efforts of the students. At no stage does he give himself credit that is so obviously his. One form IV student, Acharo, believes that the greenness of that whole compound, which has even spread to the surrounding village, is entirely the work of Mr Kumbi. Acharo pays tribute to the head teacher, Mr Mavu, but he still feels that the real knowledge and stamina came with Mr Kumbi. Acharo was in the Primary school section of his present Secondary School, so he has seen the changes take place and his word is credible.

 Acharo remembers the trips Mr Kumbi used to make in the school pick-up to bring in soil and then later seedlings. Students were sent out to collect cowdung form fields and homes. Bringing water from the stream proved cumbersome and so the head teacher approached the board of management, who together with the school committee of the Primary School section, organized for funds to buy water pump.

From such humble beginning, Kimbuni Secondary School students can now boast of enjoying a balanced diet, and a quiet retreat in the forest to read and feel that man can actually leave the world better place than he found it. Such ideas come as a contrast to what the school was five years ago when it cost parents a lot of money to buy every item on the menu. The duty of supplying water to the school was also passed on the parents; so was the cost of reblacing iron roofing sheet ripped off by the wind.

 Kimbuni Secondary school is now a model of modern Secondary School. It is surrounded by tall trees, plots of potatoes, cabbage, beans, cauliflower and *kunde.* There are also banana groves and small plantations of maize and millet. Beaming with health and pride, students lead down the valley anyone keen to know something about their happiness, to the paddocks, sties and poultry houses. There , one will find five dairy cows and their calves, over one hundred layers and broilers and pigs sties holding well over fifty animals. The school also keeps several goats and a few rabbits. The boys and girls no longer look for manure for they have more than enough for their farm needs and the school even sells farmyard manure.

 A visit to Kimbuni Secondary School provides such an invaluable experience that a number of school have made to take teams there at least once a term. It is a living proof of what an agricultural education can do for a nation and its people.

**QUESTIONS**

1. For how long has Mr Kumbi been in Kimbuni Secondary School? (1mks)

…………………………………………………………………………………………………………………………………………………………………………………………………………

1. List down the four types of trees you would expect to find at Kimbuni Secondary School.

 (4mks)

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1. According to the third paragraph, what are the economic benefits of the afforestation taking place in the school? (1mk)

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1. What part did the students play in improving the fertility of the land at Kimbuni Secondary School? (2mks) …………………………………………………………………………………………………………………………………………………………………………………………………………
2. How do the trees add peace and learning atmosphere in the school? (2mks)

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1. How did the school’s board of management assist in enabling the school to be self sufficient in food? (2mks)

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1. How has livestock keeping helped to improve the agriculture and economy of the school. (2mks)

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1. Add a question tag to the following statement. It is easier to cause a desert than it is to grow a forest,……………..? (1mk)
2. Explain the meaning of the following words as they are used in the passage. (5mks)
3. Exotic ……………………………………………………………………………..
4. Stared………………………………………………………………………………
5. Cumbersome………………………………………………………………………
6. Invaluable…………………………………………………………………………
7. Credible……………………………………………………………………………

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

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

You may want to (1)………………………approximately how many words you read (2)……….… … a minute; this way you (3)…………………………check your progress through your practice( 4) ……………………….… Estimate the number of words in a selection (5)……………………… counting the numbers of words in an average line in a selection. If the selection is (6) ….……………. too long, you can make an exact (7)………………………… of the words. Keep record in minutes and seconds of the (8) ………………………. of the time it takes you to read a selection. Then, calculate your (9)……………………..… of reading in words per minute by (10)…………….………the number of words in the passage by reading your time in minutes.

**SECTION D: ORAL SKILLS (10MKS)**

1. Provide another word that is pronounced as the following words. (5mks)
2. In ………………………………………..
3. Need………………………………….
4. Eye………………………………….
5. Grown………………………………..
6. Ate……………………………………
7. In each of the following words, write down the word that is odd one out in terms of pronunciation of the underlined sound.(5mks)
8. Chair Chord Chore Chain
9. Phase Plight Fame Freight
10. Think Than Theatre Thought
11. Cynic Cycle Cencus Chat
12. X-Mas Xenophobia Xylophone Xylem

**SECTION E; ORAL LITERATURE (20MKS)**

**Read the narrative below and answer the questions that follows**.

A long, long time ago, there was a man and his wife. They had built their hut in the middle of the forest but they had fenced round the homestead to keep wild animals from entering the compound. Now this man used to go to the smithy to join the other smiths in ironwork. This time, when he went, he left his wife heavy with child.

In this forest, there was a big ogre. As soon as the man went away the ogre came into the compound with a heavy load of firewood. When he brought the load to the compound, he dropped it outside with a big thud of this firewood.

He went inside the hut where he made some porridge. He drank it. To the expectant woman he said: “Woman with child, take this .You do not want, I shall eat it for you. And he ate all the porridge. Now this happened everyday for many days and the expectant mother grew as weak as the reeds by the riverside. When the time came for her delivery, the ogre crudely assisted her but he did not give her food. Now the woman continued to be starved and grew weaker and weaker. She became very worried yet she did not lose heart. Every day she used to spread her castor oil seeds in the sun for she hoped to make oil for the child’s skin.

One day when she had spread castor oil seed in the sun, a dove came and helped herself with some seed. The woman said to her. “You always come here to eat my seeds. Will you go if I send you?”

Said the dove, “Let me eat to my fill and then you can send me wherever you want”. The dove ate until she had had enough.

“Where do you want to send me?”

“Go to the smithy and when you see the smiths, sing these words:

Mutui uu kutuai saangalalai x2

Mukau niwasyaiyei saangalalai

Avyuviiawa ni yiimu iii saangalalai

Yisi kuya na kwivua iii

Saangalalai sa

(Blacksmith smithing on your iron x2

Your wife has given birth

Assisted by an ogre

Which eats all it has prepared)

And the dove went to the smiths and sang the song:

Blacksmith smithing on your iron x2

Your wife has given birth

Assisted by an ogre

Which ate all it has prepared.

“What is this thing—of a – bird saying, disturbing our work?” said one man throwing a stone at the dove. But the dove perched herself on another tree and sang again.

Blacksmith smithing on your iron x2

Your wife has given birth

Assisted by an ogre

Which ate all it has prepared

This time the men said;

“Haiya, perhaps this bird has a message for us. Who of us left his wife heavy with a child?”

Said one man,” I left my wife heavy.”

“Eei, take your things. Go home. This message might be yours. Your wife might have given birth and she is in danger.”

At home, the ogre was still tormenting the woman. He used to go to the shamba, dig out the sweet potatoes, prepare them and offer them to her when they were already in his mouth,” woman with child take this. You don’t want it; I’ll eat it for you.”

One day when the sun stood in the middle of the compound, her husband arrived from the smithy. He hid himself in the darkest corner of the hut and awaited the ogre. When the ogre arrived he cooked, ate all the food and slept on the naked floor. From his mouth came green, yellow and red foam that was a sign that he was fast asleep. It was then that the blacksmith came down and speared him through and through until he was dead. Then the man and his wife moved and built a new home in another place.

**QUESTIONS**

1. Classify the narrative and give reasons for your classification. (2mks)

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1. In the story, what shows that the ogre never intended to share the food with the woman?

 (2mks)

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1. Apart from the song, identify and illustrate any other two features that qualify the story as a traditional oral narrative. (4mks)

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1. With illustration, identify one character trait for each: (4mks)
2. The man ………………………………………………………………………………………………………………………………………………………………………………………………
3. The ogre

………………………………………………………………………………………………………………………………………………………………………………………………………………………..

1. Give two uses of the song in the narrative (2mks)

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1. With illustration, identify any two economic activities practiced by the community where the narrative was collected from. ( 4mks)

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1. What is the moral lesson of the story? (2mks)

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**SECTION F: GRAMMAR (20MKS)**

1. **Fill in the blank spaces with the most appropriate form of the word in brackets. (5mks)**
2. The watchman…………………………………. the lamps when he heard commotion behind the office. (light)
3. Tell me,…………………………………a wise person search for knowledge? (do)
4. Mwalimu Dida has……………………… not to run for presidency.( choose)
5. I ………………….the new suit on the day of the meeting.(wear)
6. We…………………….the National anthem when the guest of honour arrived.(sing)
7. **Punctuate the following sentences. (3mks**)
8. did you come to school last tuesday
9. i am reading ‘the river and the source’ for the third time
10. how beautiful you look
11. **In the paragraph below, underline six misspelled words and write them correctly. (6mks)**

My mother is a serious busness person. At the biggining of last term, she bought a nanny goat and two cows. She then constructed a shed big enough to accomondate the animals even after they get young ones. This will actually save time and money. We actually checked the calender and noted that the first cow will calve on the nineth of September. She will definately be happy to know that we have written a letter to the Kenya Agriculture Research Institute to pay her a visit and give her appropriate advice on farming.

1. **Join the following pairs of sentences using the most appropriate conjunction. Avoid unnecessary repetition: (4mks)**
2. The form ones will be visiting the library this afternoon

The form twos will be visiting the library this afternoon

…………………………………………………………………………………………………………………………………………………………………………………………………………

1. You can stay in the classroom and revise for the exam

You can go to the field and do some exercise.

…………………………………………………………………………………………………………………………………………………………………………………………………………

1. The family may stay in the city for Christmas

 The family may travel to Mombasa for Christmas.

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1. Jelimo had no car

 Jelimo arrived in time.

…………………………………………………………………………………………………………………………………………………………………………………………………………

1. F**ill in the gaps with the most appropriate preposition**  **(2mks)**
2. Jeremy sat………………………..the sun as he waited for his younger brother.
3. Please pour the water……………………….a clean bucket.