**MALIET JOINT EXAMINATION**

**FORM THREE - 2019**

**NAME………………………………………………………………………ADM NO……….… FORM………..**

 **ENGLISH PAPER**

**TIME: 2HRS. 30 MINS**

**INSTRUCTIONS TO CANDIDATES**

Write your **NAME** and **ADMISSION NUMBER** in the spaces provided above

Answer **ALL** the questions in this paper in the spaces provided

This paper consists of 11 printed pages.

Candidates should check to ensure that all pages are printed as indicated and no questions are missing

**FOR EXAMINER’S USE ONLY**

|  |  |  |
| --- | --- | --- |
| **QUESTION**  | **MAXIMUM SCORE** | **CANDIDATE’S SCORE**  |
| 1. **Functional writing**
 | 20 |  |
| 1. **Cloze test**
 | 10 |  |
| 1. **Comprehension**
 | 20 |  |
| 1. **Poetry**
 | 15 |  |
| 1. **Excerpt**
 | 20 |  |
| 1. **Grammar**
 | 15 |  |
| **TOTAL SCORE**  | 100 |  |

**QUESTION 1 FUNCTIONAL WRITING (20 marks)**

1. (a) You and your brother plans to visit the Coast for 3 days, prepare a packing list for the visit. (8 marks)

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(b) Write your personal journal for the three-day visit. (12 marks)

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**QUESTION 2 CLOZE TEST (10 MARKS)**

**Read the passage below and fill in each blank space with an appropriate word.**

It is a fact that the first police officers to arrive at the scene of crime will always (1) ………………… the outcome of the investigations. It is rare (2) …………………. a criminal to commit a crime without leaving some (3) …………………………….., which may assist in disclosing his identity and proving his (4) ……………………………….. I know that there is no laid – down (5) ……………………………. or single step by step procedure to crime scenes. (6) …………………….. there are fundamental principles that should guide detectives in investigating (7) …………………………………. crime and preserving evidence. For criminals acts to be (8) ……………………… investigated, detectives must maintain the scene’s integrity, preserve physical examination. Experts say that exhibit (9)……….. ……………………… crucial in any investigation and subsequent prosecutions. Detectives should not overlook anything, and all scenes should be treated as a crime scene until assessed and determined (10) ……………………………. be otherwise.

*(Adapted from: Daily Nation February 2015 compiled by Zadock Angira)*

**QUESTION 3 COMPREHENSION (20 MARKS)**

**Read the passage below and then answer the questions that follow;**

When I met Jim Gatabazi, I was a fourteen-year-old in Form one at St. Peter’s High and chances of my finishing high school were *slim*. I was a troubled teenager with an attitude, living in a neighboourhood that fostered troubled teenagers.

Gatabazi taught English and it was clear from the first day that his classroom was not going to be disrupted. It was apparent very quickly that he was quite different from other teachers I had known. Not only was he a disciplinarian, he was also a great teacher. He would never settle for my usual standard classroom work. He pushed and prodded and never tolerated the *mediocrity* that had become my standard.

On the occasion of our end of term exams, he saw my poor performance in the records, he called me aside and asked how it was possible that I was a B student in his class and a D and F student in the rest of my classes. I was already for the question. I passionately told him about my divorced parents, the local gangs, drugs, fights, police- all the evils I had been subjected to. It was then that Gatabazi patiently explained that the only person responsible for my situation was me. And the only person with potential to change my situation was me and that when I personally accept that responsibility, I could make a significant change in my life.

He convinced me that I was failing not because I was a failure, but because I was not accepting the responsibility for my results in those other classes.

He was the first teacher I had who made me believe in myself. He inspired me to become a better student and he changed my life.

Nine years later, I was preparing to graduate from Butare University when I spoke to him again. It had taken me weeks of telephone calls to find him and I knew what I had to say. When I finally did get him on the phone, I explained what his classroom toughness had meant to me, how I finally graduated from high school.

Most of all, I wanted him to know that I was about to graduate with second class upper class honours after going to school for four nights a week for three years. I wanted him to know that I could never have done it if he had not been part of my life.

Finally, I told him that I had been saving money that I could invite him and his wife to come to Butare at my expense to be part of my graduation. I’ll never forget his response. He said, “Who is this again?”

I was just one of the hundreds of students whose life he changed and he had no idea of his impact!

Gatabazi never came for my graduation, but his absence taught me another valuable lesson. His final lesson for me was that we will probably never know or understand the impact we have on other people’s lives. He taught me that we have the opportunity to affect people’s lives for the better or for the worse.

**Questions:**

1. How old was the narrator when he met Gatabazi? (1 marks)

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1. ‘Gatabazi was different from other teachers.’ Do you agree? Give evidence for your answer. (3 marks)

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1. What excuse did the narrator give for his poor grades? (2 marks)

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1. (i) What advice did Gatabazi give the narrator? (1 mark)

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(ii) Citing evidence from the passage, to what extent did Gatabazi’s advice influence the narrator? (2 marks)

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1. List **three** things that the narrator told Mr. Gatabazi when he finally spoke to him on phone. (3 marks)

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1. (i) Explain **two** lessons learnt by the narrator through his interactions with Mr. Gatabazi. (2 marks)

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(ii) Give the passage an appropriate title. (1 mark)

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1. *Rewrite the following sentences as instructed:*  (3 marks)
2. He said, “Who is this again?” (*Rewrite in reported*)

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1. He inspired me to become a better student and he changed my life. (*Rewrite by supplying question tag)*

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1. We have the opportunity to affect people’s lives for the better or for the worse.

(*Change in question tag)*

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1. Give the meaning of the following expressions as used in the passage: (2 marks)

(i) Slim ……………………………………………………………………………………………………………..

(ii) Mediocrity ………………………………………………………………………………………………….

**QUESTION 4. POETRY (15 MARKS)**

***Read the poem below and answer the questions that follow:***

A BUS RIDE by U.I. Ukwu

Two ample women, somewhat past their primes,

(the man between lost in his Daily Times)

Discuss their friends for all the world to hear.

Some seats away a gallant says “My dear”

To a strange girl who glares at him. Uncowed

He prattles on, oblivious of the crowd.

On every side there’s animated talk

On the state, on love, down to the price of pork.

Some stare through windows, hating all the noise,

Stern-faced, like masters angry with their boys.

The fop uneasy with the tramp beside

Fidgets and sighs and shifts from side to side.

A bus stop now.

Sighs and farewells, kegs and baskets,

Jostle in greatest confusion.

The queue with stampedes and rushes

T’increase the babel within

“Way please!” “Get in!” “Abinawetin!”

“Ouch1 You’ve hurt my toe!”

Time up! The bus conductor presses “Go”.

The hubbub continues. What does he care?

The more the noisier, but the richer the fair!

**QUESTIONS:**

1. Who is speaking in the poem? (2 marks)

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1. Briefly describe what the poem is about. (2 marks)

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1. Mention **three** things that different passengers in the bus do as they proceed with their journey. (3 marks)

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1. Identify **one** simile used in the poem, and discuss its effect. (2 marks)

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1. What happens when the bus arrives at the bus stop? (3 marks)

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1. Give the meaning of the following lines as used in the poem? (2 marks)

(i) T’increase the babel within.

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

(ii) The more the noisier, but the richer the fare!

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

**QUESTION 5. EXERPT (20 MARKS)**

 “What do you mean?” he asked, suddenly sitting up.

“ I hope you don’t imply that our culture comes second. Do you?”

 “Not really, my husband,” she said ruefully, beating a hasty retreat. “ Our culture is everything and it rules our lives.”

 “Good,” he said authoritatively. “Now listen, you must immediately start counseling the girls to understand their roles as potential wives of the men of Nasila. Prepare them to appreciate and accept their future responsibilities as mothers and home builders.”

 “I’ll do that, my husband,” she said quietly.

 “One other thing,” he said evenly. I’ll ask Simiren to request that young teacher called Parmuat, who is of our clan and therefore a brother to the girls, to find time to teach them a few home truths. After that we shall call *enkamuratani* to play her part before we give them away.”

 Those were the words, whose utterance she so dreaded. And once uttered, she knew, the words instantly became an inviolable edict. Now that he had spoken, the pain was already harrowing and the torment in her heart unbearable. She was torn between her love for her daughters and her dutiful role of a faithful and obedient wife of Ole Kaelo. But in her culture there was no room for dissent, especially if the subject was in conformity with the culture. Who would side with her if she were to oppose the cultural rituals?

 Her only ally would be the woman the elders of Nasila contemptuously called *entangoroi* or the wasp. Those who honoured her called her *Emakererei*, for she was said to have attended Makerere University in Uganda, where she obtained her degree in Veterinary Science. Mama Milanoi knew her well. Her actual names were Minik ene Nkoitoi. Outside Nasila, she was respected and honoured. At thirty, she was already managing an expansive government sheep ranch reputed to hold hundreds of thousands of sheep, about one hundred kilometers away from Nasila. Under her were hundreds of employees who worked at the ranch.

 In Nasila, however, she was regarded as the devil incarnate. She was hated and reviled for criticizing and campaigning vigorously against the traditions that she said abused the rights of the girl child namely girls’ circumcisionand early marriages. And that had put her in direct collision with the people of Nasila. If she aligned herself with a person who Nasila regarded as having such an obnoxious reputation, where would her marriage stand?she aligned herself with a person who Nasila regarded as having such an obnoxious reputation, where would her marriage stand?

**QUESTIONS**

1. Place the excerpt in it immediate context. (4 marks)

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1. Why was Minik ene Nkoitoi regarded as a devil incarnatein Nasila? (2 marks)

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1. Give **two** character traits of Mama Milanoi that are brought out in the excerpt. (4 marks)

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1. Highlight **three** themes that are brought out in the excerpt. (6 marks)

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1. Illustrate the use of allusion in the excerpt and explain its use. (3 marks)

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1. “What do you mean?” Rewrite in reported speech. (1 marks)

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**QUESTION 6. GRAMMAR 15 MARKS)**

1. Form abstract nouns from the following:- (5 marks)

|  |  |  |
| --- | --- | --- |
|  | WORD | NOUN |
| (i) | Infant |  |
| (ii) | Coward |  |
| (iii) | High |  |
| (iv) | Succeed |  |
| (v) | Just  |  |

1. **Fill in the blank spaces with the most appropriate word. (2 marks)**
2. Please write your name …………………. this receipt.
3. No one is allowed to vote in election unless he is …………………. age.
4. ………………………… all, remember to wake up at six.
5. “I forbid you ……………….. going there again!” Otieno’s mother said.
6. **Underline the correct alternative in the following sentences. (2 marks)**
7. Abdi sits beside/besides Henry in class.
8. Jane appreciated the advice/advise she was given by the teacher.
9. The lose/loose nut on Mr. Rashid’s car is making a lot of noise.
10. He admires the furniture/furnitures in my room.
11. **Rewrite the following sentences according to the instructions. (6 marks)**
12. There has been plenty of rain this week.

(Rewrite using ‘**how**’ and ‘**wet**’ do not use ‘**rain**’)

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1. The moment he got in the visitors arrived.

(Rewrite beginning **‘ No sooner…………..’**)

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

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

1. A crocodile is less dangerous than a cobra.

(Rewrite using ‘**as ……….. as’**)

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

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

1. Nobody failed

(Add a question tag)

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

1. The class teacher cannot be blamed. The Principal cannot be blamed either.

(Rewrite beginning: **Neither……………..)**

**………………………………………………………………………………………………………………………………**

1. They have buried the……………………………………………………………………………………………….

(**Complete the idiom**)

**ENGLISH FORM 3**

**MARKING SCHEME**

**Q. 1: FUNCTIONAL WRITING (20 marks)**

 (a) – Title – 1 mark

- No √ 1

- Items √ 1

 

(b) Title √ 2 marks - Journal √ 1 - place - √ 2 marks

 Format: - Date for 3 entries – 1 mk for each date = **3 marks**

 Content - 3 marks (for each entry)

 Language – 4 marks

**Q 2: CLOZE TEST (10 marks)**

1. determine
2. for
3. trace
4. guilt
5. formula
6. however
7. a
8. successfully
9. are
10. to
11. **mark – each = 10 marks)**

**Q 3: COPREHENSION – (20 MARKS)**

1. He was fourteen years old. (1 mk
2. Yes, he was different **1 mk**. He was a disciplinarian **½ mk**/ and also a great teacher **½ mk** he did not accept standard classroom work **½ mk**. He pushed and prodded **½ mk** and he never tolerated mediocrity **½ mk**.

 **Yes = 1mk**

**4 illus X ½ = 2 mks**

**Total = 3 mks**

1. He talked about his divorced parents **½ mk**, the local gang **½ mk,** drugs **½ mk**, fights, police **½ mk.**

**(Any 4 X ½ mks)**

1. (i) He advised him to take responsibility for his results in all his classes. (1 mk)

(ii) The teacher greatly influenced **1 mk** the narrator. He made him believe in

 himself/he helped him become a better student/changed his life – he

 eventually went to the university and graduated with honors**.**

 **(any 1 piece of evidence)**

1. – He explained how his classroom toughness had helped him succeed academically.
* That he was now about to graduate with second class upper class honours.
* He invited him to his graduation.

**(Expected all three, award correct paraphrase)**

1. (i) – He learnt that to succeed he needed to take responsibility for his results. **1 mk**
* Later, he learnt that we can all have an impact on other people’s lives. **1 mk**
* **Expect both lessons**

(ii) Any appropriate title, not exceeding 5 words.

1. (i) He wondered who was calling and who it was

(ii) He inspired me to become a better student and he changed my life, didn’t he?

(iii)Do we have the opportunity to affect people’s lives for the better or for the worse?

1. (i) Slim – Hardly any chance/not a big chance/small chance.

(ii) Mediocrity – The quality of being average or not very good.

**Q 4: POETRY – (15 MARKS)**

1. A passenger **1 mk**. He tells of what happens during a bus ride **1mk** /any other evidence.
2. It is about a ride on ride on a bus/a journey by bus. **1mk**. The narrator tells of passengers and how they behave **1mk** (women talking etc) and the commotion upon reaching a bus stop. **1mk**/ the congestion on the /etc

**Ident + any 2 ill = 3 mks**

1. Some passengers chat e.g. The two women talk/animated talk on every side **1mk**. Some read newspapers e.g. the man with his Daily Times **1 mk**. Some stare through the window **1 mk**.

**Expect all three**

1. Stern-faced, like masters angry with their boys 1 mk. It helps to deserve the stern/harsh/serious faces of some passengers. **1 mk**
2. There is a lot of jostling and pushing as some passengers alight and others board **1mk**. one passenger’s toe is stepped on in all the commotion **1mk**. there is a lot of noise as people ask for way/etc.
3. (i) The noise inside the bus is increased/more noise on the bus.

(ii) There are more passengers, and this increases the noise, but this means more money for the conductor.

**Q 5: EXCERPT – (20 MARKS)**

1. *Before*

Ole kaelo had woken up his wife in the morning after the homecoming ceremony asking her if she was aware of what the culture they had been ushered to demanded of them. She tells him that she understands but proposes that they think about the interests of the family first.

*After*

Mama Milanoi decides to play along with her husband’s demands since she knew there was no room for her to dissent. She decides to broach the subject of F.G.M with the daughters to see how much they knew about it.

1. She is regarded so since she criticized and campaigned against girl’s circumcision and early marriage, traditional practices that the Nasila people valued.
2. (i) Submissive/ obedient – This is seen from the fact that she was a faithful and

 Obedient wife to Ole Kaelo as said in the Novel. We see that she could not

 dissent with him even when she does not support his proposal that the girls be

 prepared for circumcision.

(ii) Informed – She knows so much about Minik ene Nkoitoi including her education

 background and even the different views that people held about her. She also

 knows her age and occupation. “At thirty, she was already managing an

 expansive government sheep ranch….”

1. (i) Place of women in the society- The society presented expects women to be

 submissive by being faithful and obedient to their husband as is the case with

 Mama Milanoi

(ii) Conflict – The writer tells us that Minik ene Nkoitoi campaign against girl’s

 circumcision and early marriages had put her in direct collision with the Nasila

 people.

1. Traditions – We see that people oof Nasila practice female circumcision and early marriages which is why the Emakererei is despised from campaigning against them. Ole Kaelo asks his wife to start counseling the girls in readiness for circumcision.
2. The write uses geographical allusion where it is said that Minik had attended Makerere University in Uganda. This allusion makes the story authentic and believable.
3. He asked her what she meant. / Ole Kaelo asked his wife what she meant.

**Q 6: GRAMMAR – (15 MARKS)**

1. **Abstract nouns**

**(**i) Infancy

 (ii) Cowardice

 (iii) Height

1. Success
2. Justice
3. **(2 marks)**
4. on
5. of
6. to
7. from
8. **(2 marks)**
9. beside
10. advice
11. loose
12. furniture
13. **(5 marks)**
14. How wet it has been this week! Or How we; this week has been!

**If there is no exclamation mark, deduct ½ mk**

1. No sooner did he get in than the visitors arrived.
2. A crocodile is not as dangerous as a cobra.
3. Nobody failed, did they?

**½ mk for comma and question mark, ½ for answer.**

1. Neither the class teacher nor the principal can be blamed.
2. They have buried the **hatchet.**