**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ADM NO:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CLASS\_\_\_\_\_\_\_\_\_\_\_\_ SIGNATURE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**MWAKICAN JOINT EXAMINATION (MJET)**

**END OF TERM 3 2019**

**ENGLISH FORM 2**

**TIME 2 ½ HOURS**

 **INSTRUCTIONS**

1. Write your name and admission number on the spaces provided above
2. Answer all questions on the spaces provided
3. Confirm that the paper has all sections before beginning the exam

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

|  |  |  |
| --- | --- | --- |
| **SECTION A** | WRITING | 20MKS |
| **SECTION B** | COMPREHENSION | 20MKS |
| **SECTION C** | CLOZE TEST | 10MKS |
| **SECTION D** | ORAL SKILLS | 10MKS |
| **SECTION E** | LITERARY APPRECIATION | 20MKS |
| **SECTION F** | GRAMMAR | 20MKS |
|  **TOTAL** | **100MKS** |

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

1. You are the chairperson of Amani Debate club in your school. Last Saturday, you had invited a neighbouring school for a debate in your school. The rest of the school also attended the debate; which ended at 6:00pm instead of 4:00pm as earlier agreed. This delayed other school programmes.
2. Write an apology letter to the Principal of your school, citing reasons for the delay (14mks)

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1. Write the notice that you had posted on your school’s notice board informing and inviting the rest of the school for the debate (6mks)

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

**Read the passage below and answer the questions that follow.**

We are often advised to be confident: confidence comes when we feel passionately about what we perform, what we have achieved, and what we can offer.

Lack of confidence can hinder things, ranging from how you get ahead in your career to the number of skills you are able to acquire. It is a determining factor in the way you direct your career. Confidence is conveyed from the inner to the outer through the words you speak and the posture you assume. Building confidence is not a one day affair. Neither does it take other people to build your confidence.

 I remember an interview I once conducted for secretaries, and the memory of one woman is intact. She stammered from the point she entered the office to the moment she left. Thinking that it was interview jitters, we called her again, based on her technical qualifications rather than her presentation. She presented the same problem. We settled on a different candidate because confidence was a key qualification for the job which involved dealing with clients and colleagues.

Not many entry-level and first-time job-seekers are coached or tutored on how to gain more self-confidence. Instead, we tell them to “attend a few events, meet more people and get the hang of it.” That is not the right approach. Often, by the time you “ get the hang of it.” You will have probably ruined a few chances, stepped on a few toes, and generally spoilt a few opportunities. Confidence starts from within, which means working with yourself to find an effective method on your capabilities.

Having had quite some experience interviewing and being interviewed, I have developed three sure-fire ways that not only help me before an interview, but improve my general self-confidence. You must start with one as you progress and eventually build your own self confidence.

I have learnt that confidence begins with pushing yourself towards positive attitude. Before an interview, I tell myself that I am capable of great things, great performance and that interview is only a little chat I must have to get a job. Not only do I talk myself into entering the interview room, but I also talk myself into achieving success, whether or not I need the job about 90 percent of the time, I have been successful in interviews.

Doubting oneself only leads to criticizing oneself, which plants deep roots that can be almost impossible to weed out. My mentor always used to say, “You are what you think you are.”

Secondly, beginning with one small step rather than giant leaps will ensure that you tackle interviews and first jobs with a lot of self-confidence. There are two ways to go through this.

The first one has to do with something you that like doing, such as writing a song. However, this should not be just any song but a new one created out of your love for music. My personal pre-interview confidence boost is to cook something that I have never tried before. This boosts my self-confidence to new levels. After achieving that particular goal, you must pat yourself on the back.

The third step to building confidence involves holding onto that little surge of confidence. Once you have tackled what you have previously found to be difficult, then the next step would be to focus on building your self confidence a lot further.

Ensure that this becomes not only a monthly confidence boost, but a daily one because, as we are all programmed, we must build our self-confidence habitually to maintain it. Routines have been known to help anybody to acquire and maintain confidence.

***From daily Nation 20th May 2013.***

**Questions**

1. Define confidence according to the passage (3mks)

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1. How is confidence conveyed? (2mks)

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1. What suggestions are given to first-time job seekers to help them in gaining more self –confidence?

 (3mks)

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1. What does the writer identify as a major hindrance to confidence? (1mk)

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1. According to the writer, what two key qualifications were they looking for in interview for secretaries? (2mks)

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1. Identify the **three** ways the writer mentions that help before an interview and improve in self confidence. (3mks)

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1. In **note** form, write what the writer has been doing to achieve success in interview (4mks)

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1. Explain the meaning of the following words as used in the passage (2mks)
2. Interview jitter…………………………………………………………………………………..

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1. Habitually ……………………………………………………………………………………..

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

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

Some parents prefer day schools (*1)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ boarding schools for their children. They say that boarding schools do not give them a ( *2)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to know the teachers of their children (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. These parents also feel that boarding schools lock them ( *4)\_*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of their children’s learning. This is (*5)*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_some boarding schools *( 6)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ parents to visit their children *(7)* \_\_\_\_\_\_\_\_\_ once a term. They say *(8)* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a day school provides (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ time for parents to monitor *(10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* children’s learning.

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

1. The following words have either /s/ or /z/ sound. Group them correctly (5mks)
2. Rise
3. President
4. Loose
5. advice
6. clause
7. lose
8. advise
9. precedent
10. rice
11. lice

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| /s/ | /z/ |
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1. **For each of the following words, underline the stressed syllable (5mks)**
2. Mis.use (noun)
3. re.gis.ter (verb)
4. a.larm (noun)
5. a.gree.ment (noun)
6. ap.proach (noun)

**SECTION E: LITERARY APPRECIATION (20MKS)**

**Read the narrative below and answer the questions that follow**

Once upon a time there lived a very beautiful girl known as Karia in a distant village. One day, Karia and her mother went to dig in their garden by the edge of the forest that was home to ogres that could talk and even sing. When it was time to leave, the mother called out to her daughter who was bathing in the stream near the garden, ‘Karia, we had better rush home; darkness will soon descend upon us and there are many ogres along the way’.

Karia hurriedly picked up the luggage her mother had packed and they went home. On reaching home, Karia realized that she had left her beautiful necklace by the stream where she had taken a bath. Her grandmother had given it to her saying, ‘Take good care of this necklace and pass it on to your eldest daughter.’

Karia was very depressed at the fact that she had left it beside the stream.

‘Mother, I have to go back for the necklace. I forgot it by the stream,’ Karia said. ‘No my dear daughter, it is already dark outside and besides the ogres are roaming the forest.’ She could not bear the thought of her only daughter setting out in the pitch of darkness.

The girl started crying , saying that if she waited for daylight, she would find the necklace missing. Her mother withdrew to the kitchen to check whether the food was ready, she came out only to find Karia missing.

“Karia! Karia! Karia! Where are you? Come!” She called out. It dawned on her that Karia must have gone back to the stream for the necklace. She immediately ran to her brother-in-law’s home in search of her husband panting; ‘Father of Karia, gather other men, Karia has gone back to the stream for her necklace! Oh, my only daughter…those ogres…what will I do? ‘What is wrong with my daughter? I could have bought her another necklace,’ said Karia’s father.

It took about an hour for the men to prepare themselves and set out for the search. Their hearts beat with apprehension as they pressed through the dark.

Karia had been running swiftly and by this time she was by the edge of the forest. She slowed down for the remaining part of the journey in order to catch her breath. The early morning wind chilled her skin. The thought, ‘If I failed to get back the necklace, what will I tell my granny?’ quickened her pace to where she had undressed and found that her necklace was intact. Joy flooded her heart. She quickly picked up the necklace and started on her way home with a sprinty leap, laughing at her mother’s fear of ogres.

She had hardly taken a few steps, when she met an ogre squarely planted at the middle of the path. In order to be allowed to pass she sang:

You ogre

Do not bother me

I am Njanwa’s daughter

Take this bead

And let me pass

The ogre accepted the bead and let her pass only to run through the bush past her and stop in the middle of the road. She reached the point where it stood blocking the way and then she repeated her song. By the time she was half way back home, she had run out of beads.

Having no alternative, she tearfully said,

‘Take this arm and let me pass.’

Through her sorrow and pain, she thought of the necklace and the ogre that still demanded something in exchange for passage.

After a while, she had only one leg and so the ogre decided to eat her up. Her father and the village elders came upon the satisfied ogre. They speared it and slit it open its belly. To their delight, Karia emerged, holding the beautiful necklace. There ends the story.

***(Adapted from Narratives from Africa and India for secondary schools and colleges)***

**Questions**

1. Classify the narrative above (2mks)

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1. State any two functions of each of the formulae.
2. “Once upon a time…” (2mks)

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1. “There ends my story.” (2mks)

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1. Apart from the formulae “Once upon a time…” and “there ends my story”, identify and illustrate three features that indicate that the story is an oral narrative. (6mks)

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1. Identify and illustrate two character traits of Karia. (4mks)

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1. Identify and illustrate one theme evident in the narrative above (2mks)

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1. With illustration, identify one economic activity that is practiced by the community in the narrative

 (2mks)

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

1. **Fill in the blank spaces using the most appropriate form of the word in the brackets (4mks)**
2. It was never his\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to start a fight. (intend)
3. We all got angry because of the speaker’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ remarks. (offend)
4. He is an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_expert .(electron)
5. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ believes in hard work.(true)
6. **Join the pairs of sentences into one sentence using the conjunction provided (3mks)**
7. -He has never done any fighting.

-He is a soldier.(although)

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1. –Everybody else in that country was blind.

-The one-eyed man became a king. (because)

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1. –I met the man.

-The man’s wife bought a car. (whose)

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1. **Rewrite the sentences as instructed. Do not change the meaning. (3mks)**
2. I will only go if he asks me to. (Begin ; unless)

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1. I think we are being followed by somebody. (change into active voice)

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1. “Are you writing the proposal?” asked the supervisor. (Change into reported speech)

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1. **Fill in the blank spaces using the correct preposition (4mks)**
2. The visitors arrived\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Christmas day
3. The explanation you want is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the top of page 20.
4. The student insisted \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ doing the test at night.
5. There is no possibility \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_finishing this work today.
6. **Use the simple present tense of the verb in brackets to fill in the blank spaces (3mks)**
7. Each of the books\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (cost) over three hundred shillings.
8. Neither of the parcels\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(have) what I was expecting.
9. Few people\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(believe) in superstitions.
10. **State the type of phrase underlined. (3mks)**

e.g The girl from our village won the award- noun phrase

1. The dog might eat the cake

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1. We are expecting him to come next year.

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1. Swimming costumes are very expensive

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