

**ENGLISH PAPER  
FORM 2  
MARCH SERIES  
2017**

**MARKING SCHEME**

**1. FUNCTIONAL WRITING**

You are the Christian Union secretary at Nehema Christian School. The union have pressed you to hold a rally at the school. Having alerted the union’s patron about this, he has allowed you to draft a letter inviting your neighbouring school to this rally. Write this letter. (20 marks)

**FORMAT**

- Provide your address first. **1 MK**
- the date. **1 MK**
- address of the addressee. **1 MK**

**ALTERNATIVELY** award 2 marks for the letterhead

Note that when using letterhead, there is no need of writing your address. Only begin with the date.

- Salutation **1MK**
- “RE” and write the subject. **UNDERLINED 1 MK**
- complementary close, followed by a comma, sign, then type your name and title **2 MKS**

**TOTAL – 7 MKS**

**BODY**

**Award 1 mark each for:**

- Brief description of the school (related to C.U).
- Let the recipient know what you do and to know whether you have the right to hold such an event.
- Telling them what the event is for. Mentions Christian Union rally.
- Day of the week
- Date
- Time
- Venue
- Giving instructions .
- Thanking them in anticipation.

**BODY TOTAL – 9 MKS**

**LANGUAGE – 4 mks**

Formal language

**2. Read the following story and then answer questions that follow.**

In the beginning, the Maasai did not have any cattle. One day God called Maasinta, who was the first Maasai and said to him: "I want you to make a large enclosure, and when you have done so, come back and inform me." Maasinta went and did as he was instructed, and came back to report what he had done. Next God said to him: "Tomorrow, very early in the morning, I want you to go and stand against the outside wall of the house for I will give you something called cattle. But when you see or hear anything do not be surprised. Keep very silent."

Very early in the morning, Maasinta went to wait for what was to be given him. He soon heard the sound of thunder and God released a long leather thong from heaven to earth. Cattle descended down this thong into the enclosure. The surface of the earth shook so vigorously that his house almost fell over. Maasinta was gripped with fear, but did not make any move or sound. While the cattle were still descending, the Dorobo, who was a house-mate of Maasinta, woke up from his sleep. He went outside and on seeing the countless cattle coming down the strap, he was so surprised that he said: "Ayieyieyie!", an exclamation of utter shock. On hearing this, God took back the thong and the cattle stopped descending. God then said to Maasinta, thinking he was the one who had spoken: "Is it that these cattle are enough for you? I will never again do this to you, so you had better love these cattle in the same way I love you." That is why the Maasai love cattle very much.

How about the Dorobo? Maasinta was very upset with him for having cut God's thong. He cursed him thus: "Dorobo, are you the one who cut God's thong? May you remain as poor as you have always been. You and your offspring will forever remain my servants. Let it be that you will live off animals in the wild. May the milk of my cattle be poison if you ever taste it." This is why up to this day the Dorobo still live in the forest and they are never given milk.

- (a) Classify this oral narrative. Why do you classify it as so? (3 marks)  
***A myth. Explains the origin of cattle among the Maasai, and why the Maasai love cattle very much. Maasinta speaks with God.***
- (b) Why did God instruct Maasinta to make a large enclosure? (2 marks)  
***It was to be a place for keeping the cattle that God would give him.***
- (c) Illustrate the following features of oral narratives evident in the story. (2 marks)
- i) Rhetorical questions (2 marks)  
***How about the Dorobo?  
 Dorobo, are you the one who cut God's thong?***
- ii) Dialogue (2 marks)  
***The dialogue between God and Maasinta.  
 There is a dialogue between Maasinta and Dorobo.***
- iii) Idiophone (1 mark)  
***ayieyieyie***
- (d) Discuss the main character trait of Maasinta as brought out in the story. (3 marks)

*He is obedient. He builds the enclosure as ordered by God. He also stands outside his house when told so.*

- (e) Explain the lesson that you learn from the passage. (2 marks)  
*It is good to follow instructions given. Since Dorobo exclaimed when he sees the number of cattle God gives him, God is unhappy with Maasinta thinking he is the one who make the sound. Accept any other relevant explanation.*
- (f) Explain **one economic** activity of the community in which Maasinta belong. (2 marks)  
*Livestock keeping. The large number of cattle. Milk mentioned.*
- (g) On hearing this, God took back the thong and the cattle stopped descending. (1 mark)  
*Rewrite beginning with: God... On hearing this, God took back the thong and the cattle stopped descending on hearing this.*
- (h) In your own words, explain why the Dorobo lives in the forest. (2 marks)  
*He made a sound. Maasinta had earlier been advised not to produce any sound. He made God cut his thong. any two reasons.*

### **3. CLOZE TEST**

Read the passage below and then fill the blank spaces with the most appropriate words. Use only ONE word in each space. (10 marks)

All writing is part of a bigger conversation, although many introductory and technical readings are meant to equip you with the basic skills and vocabulary to enter into higher level conversations. Many students fail to "get" their reading, because they cannot see the bigger conversation of which their assigned reading is a part. For some materials, it helps to find ...1..... who the author is, when did they live, and where? Why did the author write what you are ...2.....? For other kinds of materials, it does not really matter ...3.....wrote the material, but it does help to understand what part of your discipline the material is meant to help you to understand.

...4..... it helps to consider to whom the piece you are reading appears to be addressed. Is it meant for other scholars or people who ...5..... specialized knowledge? Is it meant for people who do not know anything about the area/field of study? Is it addressed to the general public, or ...6..... to specialists?

Active reading also means considering the author's purpose. Is the author trying to ...7..... the reader to take action? To convince the reader that someone else is wrong, and the author's view is right?

When you are just learning to read difficult texts, you are ...8..... to treat all the words the same - but they are not the same! Experienced readers are able to break a reading down into ...9..... - sometimes sentences, sometimes paragraphs, sometimes whole sections of books. The main point is that writers use words to do different things. An experienced reader will break down the reading into chunks and say "this part is giving evidence for a claim the writer made"

and "this part summarizes her argument" and "this part is telling me what is to come in the next section?"  
Some entire books may be lists and lists of facts - if you can break these up into logical groups, it  
...10..... help you to understand and remember the reading.

- 1) *out*
- 2) *reading*
- 3) *who*
- 4) *sometimes*
- 5) *have*
- 6) *just/only*
- 7) *convince*
- 8) *likely*
- 9) *parts/chunks/ portions*
- 10) *will*

#### **4. ORAL SKILLS**

*(a) Read the following sample debate and then answer questions that follow.*





Ladies and gentlemen, today we're here to talk about something very important. The topic of today's debate is whether or not the United States of America should adopt English as its official language. First of all, when we say "official language," my partner and I mean that English should be the language used in all government business, administration, and publicity. Government documents, the proceedings of official meetings, and so on could still be translated, but emphasis would be put on addressing language barriers with English as a second language (hereafter called "ESL") education rather than constant and expensive translations.

As you may have already inferred, my partner and I stand in firm affirmation of this topic: English should indeed be made the official language of the United States of America. In our first speech, I will be talking about how our country is suffering without an official language and why we need one. After taking some time to respond to our opponents, my partner will address how adopting an official language policy will be tremendously helpful to everyone, whether they presently speak English or not.

The first point we want to bring up is something vital: communication. Without it, a business owner could never sell her products. A patient could never tell his doctor what his symptoms are. If you do not speak the same language as a person, it is basically the same as not being able to communicate at all. Right now, in the United States, we deal with language barriers by making government documents and materials available in a wide array of languages via translation. The problems with this are twofold. First, this is a Band-Aid solution that forces a dependency on the beneficiary of the translations. Second, translation is not cheap and there is no end in sight. If the government continues on this course, it will have to dump money into translating all official materials at an ever-increasing rate.

The second point we would like to address is the equity of the American Dream. No matter who you are or where you are from, hard work and determination will give you a fair shot to succeed in the USA. For that to be the case, however, we need to make sure that we are doing everything possible to make sure that everyone is getting an equal chance at success. We can only do this by making sure that everyone

served by our government, which is everyone who lives in the USA, can speak the same language. If we fail in this, our government is neglecting the needs of non-native English speakers and indirectly favoring those born into families that speak English.

- i) With a reason, does the speaker belong to opposition or proposition team? (2 marks)  
**Proposition team. The speaker says he and the partner stands in firm affirmation of the topic.**
  - ii) The speaker seems to be confident and sure of what they say. In which two ways could he have prepared for this debate? (2 marks)  
 **Practicing in front of friends.**  
 **Researching on the topic.**
  - iii) The speaker highlights two challenges associated with translations. State them. (2 marks)  
 **Dependency on the translator.**  
 **It is expensive.**
  - iv) Which word would you stress in the first sentence of the last paragraph? Why? (2 marks)  
**Second – to let the audience know they are no longer listening to the first.**  
**Equity – to emphasize the need of fairness.**  
*Any other word, with a well explained reason.*
  - v) “Without it, a business owner could never sell her products.” Which intonation would you use when saying this sentence? (1 mark)  
**Falling intonation**
- (b) Write a word pronounced exactly the same way as each of the following. (5 marks)
- i) Feat **feet** ii)
  - Bale **bail** iii)
  - Flaw **floor** iv)
  - Sole **soul** v)
  - Bare **bear**
- (c) Write the silent letter in: (5 marks)
- i) Gnat **g**
  - ii) Doubt **b**
  - iii) Island **s**
  - iv) Plumber **b**
  - v) Psalm **p**
- (d) The table below has two columns bearing two sounds. It is the two sounds that make the pairs of words have difference in pronunciation. Complete the table. The first two are the examples. (5 marks)

	Sound /g/ /	Sound /dʒ/
i)	Lager	Larger
ii)	Egg	Edge
iii)	<b>Get</b>	Jet
iv)	Gale	<b>Jail</b>
v)	Bag	<b>Badge</b>

vi)	<b>Guest</b>	Jest
vii)	<b>Get</b>	Jet

(e) **Read the telephone conversation below and then answer questions that follow.**

i) Complete the conversation appropriately. (3 marks)

Ms. Zeddy: Yes, I would like to speak to Joseph Abernathy, please.  
 Receptionist: ***I'm sorry Mr. Abernathy is out of the office at the moment.***  
 Ms. Zeddy: Do you know when to expect him?  
 Receptionist: He should be back about 3:00. Would you like to leave a message?  
 Ms. Zeddy: Yes. My name is Belinda Zeddy.  
 Receptionist: Is that Z-E-D-Y?  
 Ms. Zeddy: It's with two D's7.  
 Receptionist: Okay, and may I tell him what this is in regards to?  
 Ms. Zeddy: Well, it's a rather personal matter...  
 Receptionist: ***That's okay. How can he reach you, Ms. Zeddy?***  
 Ms. Zeddy: At 0712345678.  
 Receptionist: 0712345678. Fine. I will give him the message as soon as he returns.  
 Ms. Zeddy: ***Thank you very much.***  
 Receptionist: You are welcome. Goodbye.

ii) Identify three telephone etiquette tips displayed by the receptionist. (3 marks)

***Introducing herself at the beginning.***

***Offering to take a message.***

***Uses polite words and phrases.***

***Ending in a pleasantry – goodbye***

*Any three points*

## **5. GRAMMAR**

(a) Fill in the most appropriate preposition. (4 marks)

- i) What is Kenya famous .....? ***for***
- ii) She is married .....that doctor. ***to***
- iii) I am very proud .....you. you did really well. ***of***
- iv) He is not interested .....football. ***in***

(b) Choose the most suitable pronoun from the ones given in bracket to fill the blank space. (4 marks)

- i) Do not blame ..... . We all made mistakes. (no-one, anybody, somebody) ***anybody***
- ii) I will do ..... for you since you are my friend. (someone, nothing, anything) ***anything***
- iii) There is ..... in your bag. I think it is a rat. (something, nothing, anything) ***something***

- iv) ..... is safe these days. You can't avoid insecurity. (somewhere, nowhere, everywhere) **nowhere**
- (c) Rewrite the following sentences by ending with the words underlined. Do not change the meanings of the sentences. (4 marks)
- i) I need to wash the uniform of my son.  
**I need to wash my son's uniform.**
- ii) Listen to the story of this family.  
**Listen to the family's story.**
- iii) This home belongs to James.  
**This is James'(James's) home.**
- iv) The cat is over there.  
**Over there is where the cat is.**
- (d) Punctuate the following sentences appropriately. (4 marks)
- i) I feel its supposed to rain tomorrow.  
**I feel it's supposed to rain tomorrow.**
- ii) Jonathan ran and ran but there was no way he could keep up with his brother Miguel  
**Jonathan ran and ran, but there was no way he could keep up with his brother Miguel.**
- iii) She asked is *Daily Nation* a newspaper you read regularly  
**She asked, "Is Daily Nation a newspaper you read regularly?"**
- iv) We offer around the clock coverage  
**We offer around-the-clock coverage.**
- (e) Without changing the meanings of the sentences, rewrite the following sentences according to the instructions given after each. (4 marks)
- i) Where is the boy?  
Replace the underlined words with one word  
**Where's the boy?**
- ii) He went there.  
Begin: there ...  
**There he went.**
- iii) All the girls fell in love with the **car small cute German**.  
Correct the order of the words in boldface  
**All the girls fell in love with the cute small German car.**
- iv) You have bought a nail that measures up to 2 inches.  
contract the underlined words in two words  
**You have bought a 2-inch nail.**