

1012/2
P1 ENGLISH
P.T.E MOCK
MARCH, 2019
TIME: 2½ HOURS

ENGLISH PAPER 2
2½HOURS

INSTRUCTIONS TO CANDIDATES

1. Answer **THREE** questions in section A, Question 1 is compulsory.
2. In each of the questions **TWO** and **THREE** select one option.
3. Answer **ALL** questions in section **B**
4. Answers **MUST** be written in the spaces provided in this question paper.

For Examiner's use only

Section	Question	Max	Score
A	1	15	
	2	15	
	3	15	
B	4	09	
C	5	11	
D	6	12	
	7	12	
	8	11	
	Total		

SECTION A: LITERATURE (45 MARKS)

Answer **three** questions from this section.

Question **ONE** is compulsory.

Answer **two** other questions: **One** from either “The Novel” or “The Short Stories” and the **other** from “The Play”.

1. Compulsory

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

A. S. Bukenya I met a thief.

On the beach, on the coast,
Under the idle, whispering coconut towers,
Before the growling, foaming waves,
I met a thief, who guessed I had,
An innocent heart for her to steal.

She took my hand and led me under

The intimate cashew boughs which shaded
The dowry grass and peeping weeds.
She jumped and plucked the nuts for me to suck;
She sang and laughed and pressed close.

I gazed: her hair like the wool of a mountain sheep,
Her eyes, a pair of brown-black beans floating in milk.
Juicy and round as plantain shoots
Her legs, arms and neck;
And like wine-gourds her pillowy breasts;
Her throat uttered fresh banana juice:
Matching her face - smooth and banana-ripe.

I touched - but long before I even tasted,
My heart had flowed from me into her breast;
And then she went - High and South -
And left my carcase roasting in the fire she'd lit.

Questions

- a) What is the poem about? (2 marks)
- b) (i) Who is the persona in the poem? (1 mark)
- (ii) Identify the setting of the poem. (1 mark)
- c) Briefly explain the predominant theme in the poem. (2 marks)
- d) What is the tone of the poem? (2 marks)
- e) (i) How does the poet achieve rhythm in the poem? (2 marks)
- (ii) Identify and explain two stylistic devices in the poem. (2 marks)
- f) Explain the appropriateness of the poem's title. (1 mark)

2. Either

- a) The Novel: Arrow of God by Chinua Achebe.

Read the excerpt below and answer the questions that follow.

Ulu, I thank you for making me see another new moon. May I see it again and again. This household may it be healthy and prosperous. As this is the moon of planting may the six villages plant with profit. May we escape danger in the farm - the bite of a snake or the sting of a scorpion, the almighty one of the scrubland. May we not cut our shinbone with the machet or hoe. And let our wives bear male children. May we increase in numbers at the next counting of the villages so that we shall sacrifice to you a cow, not a chicken as we did after the last New yam feast. May children put their fathers into the earth and not fathers their children. May good meet the face of every man and every woman. Let it come to the land of the riverain folk and to the land of the forest peoples.

Questions

- a) Place this excerpt in its immediate context. (5 marks)
- b) Who offered this prayer and what was the occasion. (1 mark)
- c) List the petitions in the prayer. (4 marks)
- d) Explain the position of male child in this society? Give reasons. (1 mark)
- e) Describe **two** main economic activities of this community. (1 mark)
- f) Explain **two** other religious rituals that take place in this community as illustrated in the rest of the novel. (1 mark)
- g) Illustrate the **two** regions occupied by the community. (1 mark)
- h) Identify and explain **one** theme evident in the above excerpt. (1 mark)

OR

- b) Short Stories: The Warm Heart of Africa and other Stories: Edited by Lilian Mabura - and John Mugubi.
Read the excerpt from the story. The suitcase by Ezekiel Mphahlele and answer the questions that follow.

The constable opened the suitcase and started to unpack the articles singly. "Is this your wife's?" It was a torn garment.

"Yes"

"And this? And this?" Timi answered yes to both. Why did they pack such torn clothing? The constable lifted each one up before Timi.

Timi's thoughts were racing and milling around his head. What trick was fate about to play him? He sensed there was something wrong. Had he been a dupe?

The constable after taking all the rags out pointed to an object inside. "And is this also your wife's?" glaring at Timi with aggressive eyes.

Timi stretched his neck to see. It was a ghastly sight. A dead baby that could not have been born more than twelve hours before.

A naked, white, curly haired image of death. Timi gasped and felt sick and faint. They had to support him to the counter to make a statement. He told the truth. He knew he had gambled with chance; the chance that was to cost him eighteen months' hard labour.

Questions

- a) Describe the circumstances that led to Timi being in possession of the suitcase. (4 marks)
- b) Explain the symbolism of the suitcase, in Timi's life. (2 marks)
- c) "He knew he had gambled with chance" explain this statement in relation to the rest of the story. (2 marks)
- d) Give reasons for there being many rags in the suitcase. (2 marks)

- e) Identify **one** theme evident in the excerpt. (1 mark)
- f) Identify and illustrate **one** character trait of the constable. (1 mark)
- g) Explain the following phrases as used in the excerpt. (3 marks)
- (a) racing and milling around his head.
- (b)ghastly sight
- (c)a dupe

3. The play: Said A. Mohammed, He's Far Too Much

Either

- (a) He's Far Too Much depicts vividly the dependency syndrome that has stalled growth and development in the developing world". Drawing your illustrations from the play, discuss the truth value of this statement. (15 marks)

OR

- (b) Read the excerpt below and answer the questions that follow.

Tumach: Ah.....

Heezfar: Forgive her, she doesn't understand.

Tumach: True, she really doesn't understand. (Tumach goes towards Heezfar. They hug as Tumach cries)

Heezfar: (He wipes away Tumach's tears.) Hush, hush. She hasn't figured it out. She just doesn't know yet. She still hasn't realized what riches and pleasures we have. When she does, she will come crawling back or bounding forward, or even careening side to side. You just wait!

Tumach: Really?

Heezfar: Really.

Tumach: Okay, let's sing.

Heezfar: Aaand, we sing!

Together: We sing this song,
 Song of renown and glory,
 In praise of this colour,
 This dark hue.
 (They point to their own skin.)
 Colour of coal
 Colour of ebony
 Colour of hardship
 Colour that puzzles
 Colour that frees
 That's free and wealthy.

Questions

- a) Place this excerpt in its immediate context. (2 marks)
- b) "Forgive her. She doesn't understand." Briefly explain what Heezfar means. (2 marks)
- c) Identify and illustrate any **two** major themes evident in this excerpt. (2 marks)

- d) Describe what is common between Tumach and Heezfar. (2 marks)
- e) Identify and illustrate any **three** stylistic devices used in this excerpt. (3 marks)
- f) List **four** things mentioned in the excerpt that relate to the black colour. (2 marks)
- g) Basing on the entire play, describe the riches and pleasures Tumach and Heezfar have in the cave. (2 marks)

SECTION B: Methodology (55 marks)
Answer **ALL** the questions in this section.

- 4. (a) Give **two** categories in which language skills are placed. (2 marks)
- (b) Give one reason why each of the following languages is taught in lower primary. (3 marks)
 - a) Mother tongue
 - b) Kiswahili
 - c) English
- (c) Mention **four** ways in which the learning of a second language in primary school can be made more like the learning of mother tongue. (4 marks)
- 5. (a) Suggest **three** activities aimed at developing oral language skills in upper primary. (3 marks)
- (b) You are practicing stress patterns with your standard four class. Underline the words that would receive normal stress in the following sentences. (2 marks)
 - (i) Bring those books!
 - (ii) Did you write the letter?
- (c) Give **two** basic intonation patterns in oral language. (1 mark)
- (d) Identify the diphthong sound in each of the following words and write the correct phonic symbol of the sound against the word. (2 marks)
 - (i) late
 - (ii) eye
- (e) You plan to practice a new sentence pattern with your standard three class in groups. State three reasons this would be an effective way of learning the new pattern. (3 marks)
- 6. (a) State **four** ways you would use to introduce the reading of new words using look-and - say method. (4 marks)
- (b) You are conducting a reading lesson in a standard 2 class; you decide to have pupils read aloud. Give **four** advantages of reading aloud. (4 marks)

- (c) Upper primary pupils should be encouraged to read extensively on their own. Give **four** reasons for this. (4 marks)
7. (a) You want to develop writing skills in your standard one-class. Mention three pre-writing activities that you would give. (3 marks)
- (b) Suggest **two** reasons why substitution tables are useful for practice in written work. (4 marks)
- (c) Mention **three** types of institutional writing that you would give pupils in upper primary to practice writing. (3 marks)
- (d) You have given standard six pupils a topic to write a composition on. You decide to lay emphasis on their organization of content as you mark. Suggest **two** areas that you would look into as you mark their work. (2 marks)
8. (a) Suggest **three** methods that a teacher of English may use to test listening skills. (3 marks)
- (b) Suggest **three** qualities of an English test. (3 marks)
- (c) A new teacher for a standard three class intends to conduct a library lesson but finds that the school does not have suitable library books. What **two** alternative materials for individual reading can the teacher use for the class? (2 marks)
- (d) Suggest **three** ways in which you would integrate the teaching of the effects of social media in an oral lesson. (3 marks)

End