

**MOCK EXAMINATION
ENGLISH PAPER 2
MARCH 2019
TIME: 3 HOURS**

Instructions to candidates

1. This question paper consists of **TWO** sections: A and B.
2. Answer **THREE** questions in section A. question **ONE** is compulsory
3. In each of the questions **TWO** and **THREE**, select one option
4. Answer **ALL** questions in section B

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| SECTION | QUESTION | MAXIMUM SCORE | CANDIDATES SCORE |
|--------------------|----------|---------------|------------------|
| A | 1 | 15 | |
| | 2 | 15 | |
| | 3 | 15 | |
| B | 4 | 55 | |
| | 15 | | |
| TOTAL SCORE | | 100 | |

SECTION A (45MARKS)

Answer **THREE** questions from this section.

(1) COMPULSARY

Read the poem below and answer the questions. (15marks)

LABAN ERAPU

I beg you
If you feel something like love for me,
Not to let me know it now
When I feel nothing so certain for you
Wait until you have conquered my pride
By pretending not to care for me.

I beg you

If you think your eyes will give away.
Not to give me that longing look
When you know it will force the moment
Wait until our heart beats have settled
Then put your head on my shoulder.

I beg you
Not to let us surrender to passion
Until our liking has grown to love
Let's stop and look back
Let's draw apart and sign
Let's stand back to back
Let's say good- by for the day
And walk our different ways
Without pausing to wait
For an echo to our last word

I beg you, if you find yourself interlocked
In my embrace,
To kiss me and keep me silent
Before I start making promises
That time may choose to by pass

Wait until our hands are free,
Then listen to me,
Wait until our love is primed,
Then give me your hand.

QUESTIONS.

- (1) Who is the persona? (1mk)
- (2) Using illustrations, give the subject matter of the poem? (2mks)
- (3) What is the persona pleading for in the poem?
- (4) Using illustrations give 3 features of style employed by the poet. (6mks)
- (5) What is the mood of the poem? (2mks)
- (6) What is the meaning of the following lines as used in the poem? (2mks)
 - (i) If you think your eyes will give you away.”
 - (ii) Wait until our love is primed,”

COMPULSARY

Q 3 SAID A MOHAMED HE'S FAR 700 MUCH

EITHER.

Teacher: Very well (he smiles) five minutes nap time. It's your reward (Everyone sleeps resting their heads on invisible tables)

Radio Broadcaster: This is radio far too much. The report we have just received tell us that in the village of chaos, thousands and thousands of people are dying of hunger every day the cause being drought. It hasn't rained in years, the united Nations is preparing and it's has already sent it, in the form of millions and millions of sacks of maize flour. Britain has sent second –hand clothes and dried meat. France has donated medicine that is no longer needed there.

Teacher: Something stinks here..... like something's rotted (He holds his nose)

All students: (All together) Mmmf..... MmmfMmmmf.....

(They also hold their noses. Carca, a carcass... mmf

Teacher: Where is it coming from?

All students: Where? (They sound surprised) well isn't coming from outside?

Perhaps from far too much.

Teacher: outside or inside

Students: Inside

Teacher: Outside'

Student: Outside

Teacher: Inside

Student; No inside out!

Teacher: No outside in

Student: No, inside

Teacher: Outside

Student: Perhaps

Teacher: Correct that's it: Outside

Student: No, wait it's not a stench (he relishes the smell, makes a show of enjoying

It) it's a fragrance; I sense it now, a fragrance. This perfume, this is not the smell of a carcass.....there is no dead here

QUESTIONS

(1) Place the excerpt in its context (2mks)

(2) Highlight 3 themes brought out in the extract? (6mks)

(3) Using illustration give 3 aspects of style employed by the play wright in the extract. (3mks)

(4) Describe the character of the teacher as portrayed in the extract? (4mks)

OR 3B

African states are presented as poverty stricken. Using illustrations from the play, discuss how the African states on one hand and the west on the other has contributed to this situation.

(15mks)

EITHER

Read the following except and answer the following question.

ARROW OF GOD BY CHINUA ACHOBE

Uguye who had pushed and shoved until she got to the front murmured her prayer over and over again as the chief priest approached the part of the circle where she stood.

“Great ulu who kills and saves,

I implore you to cleanse my household of all defilement. If I have spoken it with my mouth or seen it with my eye, or if I have heard it with my ears or stepped on it with my foot or if it has come through my children or my friends or my kinsfolk let it follow these leaves.

She waved the small bunch in a circle round her heard and flung it with all her power at the chief priest as he ran past her position.

QUESTION

(1) Place this excerpt in its immediate context.

(4mks)

Before

After

(2) Who is Ugoye in the story Arrow of God?

(2mks)

- (3) Identify one aspect of style in this excerpt and give clear illustrations of it?
(3mks)
- (4) Explain why Ugoye was imporing the gods to cleanse her household? (2mks)
- (5) From your reading of the text Arrow of God, give two major themes that Chinua Achebe has explored?
(4mks)

OR SHORT STORY

(4b) THE SUITABLE

Not his. This thought reminded him that he had done all this because it was not his. The incident in the bus was occasioned by the stark naked fact that the case was not his, He felt he must get home soon because it was not his. He was squatting here like an outlaw because the case was not his. Why not leave it here then, often all, why these efforts to possess it and keep it? There must surely be available articles in it. Timi mused it was so heavy. There must be. It could not be otherwise. Else why had providence been so kind to him so far? Surely, the spirits of his ancestors had pity on him, with a sick wife and hungry children. Then the wild primitive determination rose to him, the blind determination to go through with a task once began, whether a disaster can be avoided in time or not, when it is to preserve worthless or valuable articles, No, he was not going to part with the case.

QUESTIONS

- (1) Place this excerpt in its immediate context? (4mks)
- (2) With illustrations discuss the theme in this excerpt that runs throughout the short story?
(4mks)
- (3) Describe two character traits of Timis as present in the excerpt? (4mks)
- (4) What was in the suitcase? (2mks)
- (5) What is symbolic about this suitcase? (3mks)

SECTION B

METHODOLOGY (55MARKS)

- (1) State 4 functions of language in human communication? (4mks)
- (2) Explain the differences between 1st language acquisition and 2nd language learning? (4mks)
- (3) List the 2 language skills under each of the categories indicated below. (2mks)
- (i) Receptive skill
 - (ii) Productive skill
- (4) Give 3 objectives of teaching English in lower primary? (3mks)
- (5) You are teaching sentence patterns in Std 3, how do you engage learners in meanings & practice? (4mks)
- (6) How does a teacher assess the reading readiness of a pupil using a checklist? (3mks)
- (7) What is the look and say in reading? (3mks)
- (8) Give three pronunciation problems experienced by speakers of different mother tongues. (3mks)
- (8ii) Give the phonetic transcription of the following words?
- (a) Sheep
 - (b) One
 - (c) Pure
 - (d) Joke
- (9) Give 2 ways of teaching vocabulary in upper primary. (2mks)
- (10) You are teaching English in Std 5, state 3 ways you would use to practice listening and speaking skills (3mks)
- (11) State the steps of teaching writing in upper primary. ((5mks)
- (12) What is a scheme of work? (2mks)
- (ii) State the importance of the following columns in an English Scheme of Work (4mk)

(a) Objectives

(b) Remarks

(13) Explain the importance of a lesson plan to a teacher of English? (4mks)

(14) What is the importance of evaluating pupils? (4mks)

(15) How would you infuse the message against radicalization during English lessons?

(3mks)