

## MOCK MARCH, 2019

TIME: 3 HRS

### INSTRUCTIONS TO CANDIDATES

1. Answer **Three** question in section A.
2. Question ONE is **Compulsory**
3. Answer ALL Questions in Section B
4. Answers **MUST** be written in the spaces provided in this question paper.

### FOR EXAMINERS USE ONLY

SECTION	QUESTION	MAXIMUM	CANDIDATES SCORE
A	1	15	
	2	15	
	3	15	
B	4	10	
	5	13	
	6	11	
	7	09	
	8	12	
	<b>TOTAL SCORE</b>	<b>100</b>	

### SECTION: A

#### POETRY

1. Read the poem below and then answer the questions that follow: ( 15 mks)

Katembo Port

There's a strong wind that breaks on Katembo Port,  
Murmuring and throbbing like a dim, dirge drum,  
And, welling roaring waves like full – throated song,  
Knocks at one's inner spirit with its swagger,  
It's there we went fishing on memorable afternoons  
The pebbled beach stretched out wet and gleaming

with granite cliff rising crescent in translucent light:  
Vivid and layered, pocked with tiny caves.  
The canoes painted in gaudy greens, blues and reds  
With the soft smack of the water lapping their flanks  
Suggesting the colourful gaiety of canoe regattas.  
The fishermen squatted, mending their nets,  
Agile young men with untidy beards.  
The woman with slung, crying babies their backs,  
Came in groups to buy sweet, slit smoked fish.  
Evening came and people went away  
Except for the watchful boys with catapults ready.  
To shoot at the low – flying birds from the lake.

( By Paul Mukasa – Sali. In poems from East Africa.)

- (a) Describe the message in the poem. ( 2 mks)
- (b) Identify two feature of style used in the poem and explain their effectiveness. ( 4 mks)
- (c) Briefly describe the mood of this poem. ( 2 mks)
- (d) Explain the meaning of the following words as used in the poem. ( 5 mks)
- (i) Gaudy greens.
  - (ii) Granite Cliff
  - (iii) Swagger.
  - (iv) Throbbing
  - (v) Rising crescent
- (e) Identify the ‘persona’ in the above poem. ( 1 mk)
- (f) Critically examine the attitude of the poet towards Katempo Port. ( 1 mk)

2. **The Play: Mohamed Said - He’s Far Too Much**

Discuss the relevance of prologue to the play He’s Far Too Much by Said Mohamed.

**Either**

3. (a) The Novel: Chinua Achebe – Arrow of God  
The Arrow of God gives a true representative of the African People. Discuss ( 15 mks)
3. (b) Short Stories  
The Warm Heart of Africa and Other Stories ( 15 mks)  
Read the extract below and answer the questions that follow:-

“.....He remembered it was time he went home and boarded a bus to Sophia town. In the bus he found an atmosphere of revelry. The New Year Spirit he thought, an air of reckless abandon.....”

- (i) Place the extract in its immediate context. ( 2 mks)
- (ii) Who is the ‘he’ referred to in the above extract?. ( 1 mk)
- (iii) Mention and illustrate one character trait of the ‘He’ revealed in the extract and two of his other character traits found elsewhere in the story. ( 6mks)
- (iv) Discuss any two themes that emerge in this story. ( 4 mks)
- (v) Show how the writer of this story uses any one style to relay is message. ( 2 mks)

## **SECTION B: METHODOLOGY ( 55 MKS)**

### **Answer all questions**

- 4. (a) State **four** functions of language in human society. ( 4 mks)
- (b) Why is it important to use the language of the catchment area as a medium of instruction in lower primary? ( 2 mks)
- (c) Mention **three** features that affect learning of English as a second language. ( 3 mks)
- (d) What is the main objective of teaching English in Lower Primary? ( 1 mk)
- 5. (a) Give **three** reasons for teaching correct pronunciation in language learning. ( 3mks)
- (b) You have noticed that one of your pupils in std. Five always pronounces ‘ship’ as ‘sip’ and ‘fish’ at ‘fis’. Suggest **three** ways in which you could help the pupils overcome this problem. ( 3 mks)
- (c) As a new teacher posted to a school to teach English, outline **four** things you would do in preparation for your first lesson. ( 4 mks)
- (d) Give **three** reasons why a lesson plan is important to a teacher of English. ( 3 mks)
- 6. (a) What role do listening skills play in a child’s acquisition of language?. ( 2 mks)
- (b) How would a teacher of English enhance the listening skills of a learner? ( 3 mks)
- (c) Why is it important to develop pupils oral skills before introducing them to each of the following?
  - (i) Reading ( 1 mk)
  - (ii) Writing. ( 1 mk)
- (d) Highlight **four** techniques a teacher can use to present a story effectively. ( 4 mks)

7. (a) List **two** techniques of conveying the meaning of vocabulary items in an oral lessons. ( 2 mks)
- (b) State **four** learning resources that could be used in a writing lesson. ( 4 mks)
- (c) Suggest three ways of integrating the teaching of water conservation in a writing lesson in upper primary. ( 3 mks)
8. (a) What is reading? ( 1 mk)
- (b) The following are the basic steps for a reading lesson in lower primary. Describe one activity that can be carried out at each step. ( 4 mks)
- (i) Oral preparation
  - (ii) Word recognition
  - (iii) Guided reading
  - (iv) Checking understanding
- (c) List **three** ways in which a teacher can check whether standard One pupil are ready to be taught reading. ( 3 mks)
- (d) State **four** types of writing exercise that can be used to practice spelling. ( 4 mks)