

ENGLISH PAPER 2

MOCK 2019

TIME: 3 HOURS

INSTRUCTIONS TO CANDIDATES

1. This paper contains sections A and B.
2. Question one in section A is compulsory.
3. Question two in section A, answer either A or B
4. Answer a question either on a novel or short story.
5. Answer all questions in section B.

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SECTION	QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
A	1	15	
	2	15	
	3	15	
B	4	55	
	5		
	6		
	7		
	8		
TOTAL SCORE		100	

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

(15 marks)

Just a Word – Sheikha A. El-Miskery

When dogs encounter
They hesitate,
They sense a kinship
Stop, sniff, then part.

As birds glide they tune
A mutual note,
Beak to beak greetings flare
To form the music of the air.

Even cups in a tray
Make a sound as they touch;

Leaves rustle;
Yet the human voice is hushed.

Strangers silently we passed
Only to look behind:
The other's head has also turned
As if to greet my mind.

By Sheikha A. el-Miskery

- a) What is the poem about? (2 marks)
 - b) State the behaviour of the FIVE characters mentioned in the poem. (5 marks)
 - (c) Identify and illustrate TWO poetic devices used in the poem. (4 marks)
 - (d) Describe the mood of the poem. (2 marks)
 - (e) Explain the meaning of the following line as used in the poem. (2 marks)
- “Yet human voice is hushed”.

2. Answer either A or B

Heezfar: Why?

Tumach: First of all, it makes the head ache. Second, What can you an African, picture or think up that an American, a British, a Russian, a Frenchman or a German hasn't thought of already? Third, isn't there stuff, a plenty, spread all over the globe? We'll just buy it. This a world of commerce, after all.

Heezfar: True, but why haven't we ever bought a knife for this house? We'll be using sticks and splinters for all our days.

Questions

- a) Place this excerpt in its immediate context. (2 marks)
- (b) State and explain three major issues of concern emerging in this excerpt. (6 marks)
- (c) Cite and briefly explain a common or shared trait of Heezfar and Tumach evident in this excerpt. (2 marks)
- d) Identify and explain two stylistic features manifest in this excerpt. (4 marks)
- e) “We'll be using sticks and splinters for all our days”. What does this statement imply? (1 mark)

Or

b) “He's Far Too Much” is full of symbolic characterization: prove the truism of this

statement, borrowing evidence from the play.

(15 marks)

3. The short stories: “The warm Heart of Africa” (By Shemu Joyah)

Either

1. Using appropriate illustrations from the story, discuss the relevance of the title, “The Warm Heart of Africa” (15 marks)

Or

2. Read the excerpt below and answer the questions that follow. (15 marks)

“Professor, it was a bombshell. I rocked the whole of Zomba right into its foundations, and I still don’t know how I am still sane, for all my senses were just clipped off and whirled at tangent to reality: I couldn’t grasp or understand anything; my vision was blurred, and I don’t even remember clearly how the funeral went on. It took me a month to re-collect myself. Its then I realized I couldn’t stay in Zomba anymore. I resigned and quietly left in ignominy a few weeks later. And here I am drinking gin with you at Stratford, London”.

Professor Harris looked a bit relieved after his long discourse. He took a sip from his glass of gin and looked at Richardson, challenging a question, a criticism or even an insult from Richardson.

“Jesus Christ, Professor, I never thought that that woman would cause you so much pain. I feel rather guilty that I introduced you to her, and it has caused you so much pain,”

Professor Richardson said, shaking his head, still not able to fully grasp the story he had just heard.

Questions

1. Briefly explain the incident that Professor Harris refers to as “a bombshell” (5 marks)

2. Who is “that woman” that Professor Richardson talks about in the excerpt? (3 marks)

3. Discuss the character traits of the following as revealed in the extract. (4 marks)

i. Prof. Harris

ii. Prof. Richardson

4. Mention the ways in which “that woman” had caused Prof. Harris pain (3 marks)

The Novel: Chinua Achebe’s – Arrow of God

Either

1. Some retrogressive cultural practices are a hindrance to change and progress. Discuss this with appropriate illustrations from the novel. (15 marks)

Or

2. Read the excerpt below and answer the questions that follow.

The box, which was only one of its kind in Ezeulu's compound, had a lock. Only people of the church had such boxes made for them by the mission carpenter and they were highly valued in Umuaro. Oduche's box was not actually moving; but it seemed to have something inside it struggling to be free. Ezeulu stood before it wondering what to do. Whatever was inside the box became more violent and actually moved the box around. Ezeulu waited for it to calm down a little, bent down and carried the box outside. The women and children scattered in all directions.

"Whether it be bad medicine or good one, I shall see it today", he said as he carried the box at arm's length like potent sacrifice. He did not pass through his obi but, took the door in the red-earth wall of his compound. His second son, Obika, who had just come in followed him. Nwafo came closely behind Obika, and the women and children followed fearfully at a good distance.

Ezeulu looked back and asked to bring a matchet. He took the box right outside his compound and finally put it down by the side of the common footpath. He looked back and saw Nwafo and the women and children.

"Everyone of you go back to the house. The inquisitive monkey gets a bullet in the face".

Questions

- a) Briefly explain what happens just before this excerpt. (3 marks)
- b) Describe the author's attitude towards women as revealed in the excerpt. (2 marks)
- c) "The inquisitive monkey gets a bullet in the face". Explain the significance of this proverb as employed in the extract. (2 marks)
- d) From your knowledge of the rest of the text, mention what was in the box. What was Oduche's motive behind the act? (3 marks)
- e) Describe Ezeulu's character trait as revealed in the excerpt. (2 marks)
- f) Identify, illustrate and explain the significance of **the main** feature of style employed in the excerpt. (3 marks)

SECTION B: METHODOLOGY

(55 marks)

4. a) Ministry of Education lays emphasis on the use of language of the catchment area as a means of instruction in lower. Give reasons to explain this. (2 marks)
- b) State the **four** language skill in the order in which they are learnt. (4 marks)
- c) What are some of the two ways in which the learning of a second language in primary schools can be made more like the learning of mother tongue. (2 marks)
- d) Give three reasons why you think human communication is important. (3 marks)
5. a) Give 3 reasons why it is important for a teacher of English to use only English when teaching the language. (3 marks)
- b) Describe the three activities the teacher can use to ensure the meaningful practice of the sentence pattern in a lesson. (3 marks)
- c) Identify some of the pronunciation problems in the following errors in pupils pronunciation. (4 marks)
- i) Bad pronunciation as band _____
- ii) Heart pronounced as hut _____
- iii) Air pronounced as hair _____
- iv) Gate pronounced as get _____
- d) Give the phonetic symbol of the last sound in each of the following words. (4 marks)
- i) Comb _____
- ii) Boys _____
- iii) Faith _____
- iv) Key _____
6. (a) (i) Phonic method is one of the main methods of teaching reading in lower primary. What are the two advantages and two limitations of using this method. (4marks)
- Advantages
- Limitations
- b) State two reading problems a standard one is likely to experience during a reading lesson. (2 marks)
- c) You are conducting a reading lesson in standard 3 class; you decide to have pupils read aloud. What are some of the three reasons which make this necessary? (3 marks)
7. (a) List three pre-writing activities you would use in a standard one class. (3 marks)
- b) State the teaching sequence in a writing lesson in upper primary classes. (4 marks)
- c) Identify any four hand writing problems in lower primary (4 marks)
8. a) Write down CBC in full. (1 mark)
- b) List the first four elements of the schemes of work in the CBC. (4 marks)
- c) Identify three functions of a lesson plan. (3 marks)
- d) In teaching, it is important to evaluate pupils work. Mention two reasons why this is necessary. (2 marks)