**SUNSHINE SCHOOL**

**FORM 3**

**ENGLISH PAPER 2**

**(**Comprehension, Oral literature, Poetry and Grammar)

**END TERM EXAM – OCT. 2015**

**TIME: 2 ½ HOURS**

**NAME:…………………………………………………………CLASS:………ADM NO:……..**

**INSTRUCTIONS TO CANDIDATES**

(a) Write your name in the spaces provided.

(b) Answer all questions in this paper.

(c) All the answers must be written in the spaces provided in this question paper.

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| --- | --- | --- |
| **QUESTION** | **MAX SCORE** | **CANDIDATES SCORE** |
| **1** | **20** |  |
| **2** | **20** |  |
| **3** | **20** |  |
| **4** | **20** |  |
| **TOTAL** | **80** |  |

1. **COMPREHENSION (20 MARKS)**

To survive inthe business environment today it is increasingly important to harness creativity to stay a head of competition and to keep customers interested in your products. It is therefore, critical to keep on interrogating the creativity environment in an organization.

When you interrogate the creativity environment you focus on your own thinking style; you seek to define your style of thinking and solve problems. You want to ask yourself whether you encourage and tolerate intellectual conflict in your team.

You encourage an environment where people are free to express diverse views without degenerating into personal conflict. You ask yourself how you handle an opinion that is different from your own.

When you seek creativity you look out for diversity, well aware how volatile this can be; but you purpose to harness that diversity. It helps remove taboo issues. You become open, with no untouchables, both people and issue.

All can be subject to professional debate. There exist, therefore **no-go-zones** that cannot be dismantled. This is driven by the knowledge that creativity lies in dismantling the norms.

In a creative environment you continuously work on the three components of freshness and innovation. You encourage technical expertise by multi skilling and building on the already existing skills. This enlarges the scope of creativity through greater skills.

The technical skills are supported by creative thinking skills and motivation. It is the convergence of the three that produces creativity. Creativity can be generated through the three known thinking styles.

We have the **clarifiers.** These are the people who like to dig a lot into the data and the background of things, asking a lot of questions on the situation. They look at many different **angles** before choosing a specific course of action that has the most advantage.

Then there are the **developers**. They take up an idea and develop it further. They think with the idea, break it down and rebuild it to perfection. They prefer to work within known **parameters** in which they develop solutions for the identified problems. They are said to prefer to work within the box.

Finally, there are the **implementers.** They are grounded in practice. They like seeing tangible results. They, therefore, implement their ideas immediately, to see the outcomes. They are comfortable generating many possibilities and providing diverse possibilities.

Questions

1. Why is if becoming increasingly important to keep customers interested in one’s products. (2 mks)

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1. Mention two things critical when interrogating your thinking style. (2 mks)

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1. Pick a sentence from the passage that show s that one should be open minded. (1 mk)

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1. According to the writer, what enlarges the scope of creativity? (2 mks)

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1. Give this passage a suitable title. (2 mks)

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1. Using not more than 40 words, summarize the thinking style highlighted in the passage. (6 mks)

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1. They are comfortable generating many possibilities and providing diverse possibilities. (Supply a question tag). (1 mk)

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1. When you seek creativity you look out for diversity. (Rewrite the sentence to end with ‘creativity’) (1 mk)

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1. Write the meaning of the following words and phrases. (3 mks)

No-go-zone

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

Angles

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

Parameters

…………………………………………………………………………………………………..

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1. **ORAL LITERATURE (20 MARKS)**

A long time ago, a seven-headed monster appeared in a river near a village. Each morning the rapacious creature would come out of the river and attack the village. First it attacked the cattle and ate all of them. The elders and warriors of the village held an assembly to talk about their affliction, but none of them had the courage to confront the monster, not even the warriors. It ate all the cattle, the goats, the chickens, and then began eating the people. It ravaged the entire land.

It happened then that everyone who escaped the wrath of the monster deserted the village, never to return. Only one pregnant woman, who lived alone and never left her hut, remained in the village. In time, she gave birth to a boy and hid him in her hut. The two did not leave the hut for a long time.

As the boy grew up he began to ask his mother why they lived alone:

“Where is my father…where is my grandmother…my aunt and uncle?” he asked

“Don’t ask such questions,” the mother snapped. “When you are big and strong I will tell you all.”

However, as the boy grew bigger he kept on nagging his mother. “Listen then,” she said one day. “Long before you were born, a monster emerged from the river and ravaged the whole village. It began by eating the cattle. Then it ate the goats and the chickens. And finally it attacked the people. Those who could escaped deserted the village. I was saved because I was ill and never left this hut day or night. That is why I was afraid to tell you what happened to your people. If you want to find them,” she whispered, “you must look for the monster.”

From then on Mwembia began to look for the monster that had destroyed his village. Day after day he explored the banks of the river, but never saw a trace of the beast. Then he began going out into the wilderness. He travelled all over the land until he nearly despaired of ever meeting the despised beast.

One day, enraged because he had not yet met the monster, he set the wilderness on fire. The wilderness began to burn, and before long Mwembia heard a voice crying in the distance.

*Nuu ucio – ii?*

*Wacinirira ciana cia hiti*

*Na ndi nyamu ingi itangihoteka?*

Who has set my children on fire?

Who has set them on fire?

Who has set on fire the children of the invincible?

Mwembia tightened the grip on his spear and checked his sword. The monster cried out louder:

Who has set my children on fire?

Who has set them on fire?

Who has set on fire the children of the invincible?

Mwembia inspected his spear and sword again. Then he climbed up a huge tree nearby. From the top he sang:

*Ninii – ii Mwembia*

*Ndacinirira ciana cia hiti*

*Na ndi nyamu ingi itangihoteka*

It is me Mwembia; I set your children on fire.

It is me Mwembia

And I another invincible.

The monster began to climb the tree, its eyes rolling from side to side; and its mouth wide open. Mwembia held his sword more firmly. As it drew nearer Mwembia fixed his eyes on the seven headed beast. And there it was: the monster, with its enormous heads ready for attack. Mwembia did not waster a moment. His sword flew as fast as lighting. He slashed the monster’s first head. The monster raised its second head more furiously; Mwembia chopped it off. The monster began to retreat. Mwembia followed it and chopped off its third head. It began to retreat faster. Mwembia followed it further, went on cutting off its heads until he had slashed off all seven. Then he began slashing its big belly. Suddenly, he heard vioces crying: ‘My brother, Mwembia, my brother Mwembia, do not slash me.” He carefully opened the monster’s belly, and to his joy a whole village emerged: men, women, children, chickens, goats and cattle began to walk out. All the people and the wealth of the village emerged from its belly. The people thanked Mwembia, and begged him to become their chief.

He accepted the offer, and became their chief. The village was once again full of life. That is why Gikuyu say, ‘the class between heroes determines the hero.’

And that is the end of my story.

*(Adapted from the work of Muigai wa Gachanja)*

Questions

1. What type of a story is the narrative above? (2 mks)

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1. Why is the woman n the story reluctant to tell the young warrior Mwembia, what killed all her people? (2 mks)

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1. Identify and illustrate one economic activity practised by the people from which the story is taken. (2 mks)

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1. Give one character trait of each of the following characters from the story.

(i) Mwembia (2 mks)

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…………………………………………………………………………………………………..

(ii) The monster (2 mks)

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1. If you are telling this story to an audience, what would you employ to make the story interesting. (2 mks)

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1. Imagine that you have gone out to the field to collect the above genre. What two problems would you likely encounter during the field story? (2 mks)

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1. **POETRY (20 MARKS)**

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

I took my son 1

by the hand

felt the warm flow

of young blood

comfort my cold 5

heart

This way we trekked

five long miles

to attend celebrations

It was 10

the season of peace

Away with agitators

Love and brotherhood *juu*

Division and hatred *chini*

We heard of 15

selfless sacrifice

Condemned

selfishness

Damned

laziness

Extolled

Industry

Celebrated

Freedom

Carried bursting fruit baskets 20

high high high

on elevated haughty heads

Towards sunset

We set out

For home 25

my son’s little warm hand

inside mine

he is in his world

me in mine

Mother, he asked 30

Do we have

*matunda ya uhuru*

in out hut?

I laughed foolishly

Mother! 35

Yes son

Do we have

some?

Silence

May I eat one 40

When we get there?

Move on son

Darkness is looming fast

around us.

*By Micere Mugo, in Introduction to East African Poetry*

*By Jonathan Kariara and Ellen Kitonga, Oxford University press.*

(i) What is the poem about? (2 mks)

…………………………………………………………………………………………………..

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…………………………………………………………………………………………………..

(ii) What is the effect of using one-word lines in the poem? (1 mk)

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…………………………………………………………………………………………………..

(iii) Apart from the use of one-word lines, state and illustrate any other three poetic styles

used in the poem. (6 mks)

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(iv) “I took my son by the hand”. Rewrite the sentence in the passive. (1 mk)

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…………………………………………………………………………………………………..

(v) Describe the character of the following in the poem. (4 mks)

I. the son

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

II. the mother

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

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…………………………………………………………………………………………………..

(vi) “Move on son, darkness is looming first around us.” Rewrite in reported speech. (1 mk)

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(vii) What is the tone of the poem above. (2 mks)

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(viii) Give the meaning of each of the following as used in the poem. (3 mks)

1. entrolled

…………………………………………………………………………………………………..

1. haughty

…………………………………………………………………………………………………..

1. he is in his world

…………………………………………………………………………………………………..

1. **GRAMMAR (20 MARKS)**
2. **Rewrite the following sentences according to instructions after each. (3 mks)**

(i) All the workers arrived late. Begin: None………

……………………………………………………………………………………………..

(ii) The high number of people killed during tourist attacks could have been avoided.

(use …needless…)

……………………………………………………………………………………………..

……………………………………………………………………………………………..

(iii) The student was not only hardworking but also obedient.

(Rewrite beginning: Not only…)

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……………………………………………………………………………………………..

1. **Replace the underlined words with the most appropriate phrasal verb. (3 mks)**

(i) Our meeting was postponed to next week. (put)

……………………………………………………………………………………………..

(ii) I liked her the first time I saw her. (take)

……………………………………………………………………………………………..

(iii) He removed his uniform before going for games.

……………………………………………………………………………………………..

1. **Fill the sentences below using the most appropriate phrase. (2 mks)**

(i) If the country does not experience the El-nino rains, the metrological department ……………………………discredited.

(ii) If Njeri had not disobeyed the teacher on duty, she ……………………suspended.

1. **Supply appropriate pronouns from the ones provided in the brackets in the following sentences. (2 mks)**

(i) Mr Onyango and …………….. (him, he) visited us last year.

(ii) John is much better in reading than …………………….(them, they).

1. **Rewrite the following sentences in direct speech. (2 mks)**

(i) My teacher congratulated me for my good performance in English last term.

……………………………………………………………………………………………..

……………………………………………………………………………………………..

(ii) I told me that that time the following year I would be free.

……………………………………………………………………………………………..

……………………………………………………………………………………………..

1. **Rewrite the following sentences using the correct form of the word in brackets.**

**(3 mks)**

(i) The mediator made a breakthrough between the ……………………………parties. (war)

(ii) The stranger seemed to have an ……………………….appetite for more food . (satiate)

(iii) The tout ……………………………the luggage amid protests. (fling)

1. **Fill in the blank spaces with the correct prepositions. (3 mks)**

(i) The final match is …………………….20th July 2016.

(ii) She is threatening t file a petition ……………………..divorce.

(iii) They thanked him for his indulgence ………………………..letting them go down.

1. **Explain the difference in meaning between the following sentences. (2 mks)**

(i) The guests who have badges will park at the yard.

……………………………………………………………………………………………..

……………………………………………………………………………………………..

(ii) The guests, who have badges, will park at the yard.

……………………………………………………………………………………………..

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