



SCHOOL BASED ASSESSMENT

**JUNIOR SCHOOL**  
**ENGLISH: SECTION B**

**GRADE 7 - 2024**

**JS2402**

Time: 1 Hour 40 Minutes.

LEARNER'S NAME: \_\_\_\_\_

ASSESSMENT NUMBER: \_\_\_\_\_ DATE: \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_

**INSTRUCTIONS TO THE LEARNER**

Answer all the questions in the spaces provided.

**For Teacher's Use Only.**

	<b>SECTION A</b> Reading comprehension and summary writing (Questions 1-10) 15MKS	<b>SECTION B</b> Grammar use (Questions 11-25) 15MKS	<b>SECTION C</b> Oral Literature (Questions 26-37) 12MKS	<b>SECTION D</b> Class Reader (Questions 38-45) 8MKS
LEARNER'S SCORE				
TOTAL SCORE (50MKS)				
PERFORMANCE LEVEL				



This question paper consists of 8 printed pages.

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JS2402

**TURN OVER**  
**ENGLISH GRADE 7**

## **SECTION A: READING COMPREHENSION**

**Read the dialogue below and answer questions 1 to 5**

- Julius:** Hello, Moses, have you ever thought about why it's important to keep ourselves clean?
- Moses:** Yeah, Julius. I guess so. I mean, it's just something we do, right?
- Julius:** True, but there's more to it. Staying clean helps prevent illnesses and keeps us healthy.
- Moses:** Oh, right. Like washing hands to avoid germs and stuff?
- Julius:** Exactly! Also, clean habits make a good impression on others and boost our self-confidence.
- Moses:** That makes sense. What about our environment?
- Julius:** Good point! Keeping ourselves clean also means keeping our surroundings clean, which is crucial for a healthy community.
- Moses:** So, it's not just about us, but everyone around us. Got it?
- Julius:** Right. It's like a small effort that makes a big difference in our well-being and the world we live in.

1. Identify the statement that shows that Moses considered cleanliness as a routine.

2. What do you think will happen to those who fail to keep themselves clean?

3. Why is it important to keep the environment clean?

4. What does Julius refer to as a small effort?

5. Identify any abstract noun used in the dialogue.

**Read the passage below and answer questions 6 to 10.**

Emily was popular with her schoolmates and other children in her neighbourhood. She possessed an extraordinary sense of responsibility. She spent her days doing school work and helped her parents with chores in the evening and during weekends. At school, Emily was known for finishing her assignments promptly and getting very good grades. However, her commitment to responsibility did not end within the classroom walls. She took it upon herself to champion cleanliness. She led initiatives to keep the school environment clean.

Emily's classmates were proud of her. Everyone in school admired her. They emulated her and embraced virtues of responsibility and accountability. They, too, began to finish tasks on time. They also appreciated the need to maintain a clean and organised environment. Many young people from Emily's neighbourhood borrowed a leaf from her and acquired desirable attributes.

6. Why did the other learners love Emily?

7. Write a word that can best replace **promptly** as used in the passage

8. Emily's good performance can be attributed to







**Underline the word that least fits in the group.**

17. noise      tension      adventure      ambition  
18. bravery      sorrow      patience      furniture

**Identify the adverb of frequency in each sentence.**

19. Martin often goes to bed early though he prefers waking up late.

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20. Pamela frequently reminds her classmates to take their work seriously.

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**Complete the sentences with the correct preposition.**

21. The man heaved a sigh of relief when he got cured \_\_\_\_\_ the strange disease.  
22. They have the ability \_\_\_\_\_ do the task in an hour.

**Add the correct question tag to the statement.**

23. We never invited them to the ceremony, \_\_\_\_\_ ?  
24. They must show some commitment to the project, \_\_\_\_\_ ?

**Write a proverb with the same meaning as the sentence below.**

25. People who have similar qualities mostly spend their time together.

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**SECTION C**

**ORAL LITERATURE (7 marks)**

**Read the story below and answer questions 26 to 32.**

Otoyo was infamous for his cunning ways and playful nature. Not many animals liked him. He was always devising clever schemes to outsmart them. One day, he overheard a group of lions discussing a secret watering hole that promised abundant prey. Driven by his insatiable curiosity and desire for easy meals, Otoyo decided to eavesdrop on the lions' plans. As he stealthily approached the watering hole, a sudden rustle in the bushes startled him. It was an old baboon that warned Otoyo about the dangers of meddling in the affairs of the mighty lions. The baboon cautioned him against pursuing the forbidden watering hole. Ignoring the baboon's advice, Otoyo continued his quest. He had confidence in his brilliance and was certain that he would outsmart any adversary.

When Otoyo arrived at the watering hole, he discovered it was guarded by a fierce crocodile. Determined to outwit the reptile, Otoyo devised a plan. He made a costume from twigs and leaves. However, the guard was not fooled. As he attempted to sneak past, the crocodile lunged forward, catching him off guard. In the ensuing struggle, Otoyo managed to escape the crocodile's jaws, but not without consequences. His hind leg was caught between the powerful jaws, leaving him with a permanent limp. Defeated and humbled, Otoyo hobbled away, nursing his injured leg and realising the cost of his curiosity.

From that day forward, the hyena limped through the savannah, a visible reminder of his ill-fated attempt to outsmart nature. The other animals observed Otoyó's plight, learning a valuable lesson about the consequences of arrogance and the importance of heeding wise counsel. And so, the hyena with the limp became a living fable, teaching generations to come about the perils of greed and the virtue of humility.

26. Why was Otoyó unpopular with the other animals?

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27. What description best fits Otoyó as he listened to the lion's plan?

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28. Why did the baboon caution Otoyó against going to the watering hole?

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29. What is the opposite of **adversary** as used in the passage?

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30. What shows in the second paragraph that Otoyó was crafty?

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31. Write one word that best describes the crocodile.

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32. Write a proverb that best summarises the information in the passage.

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**POETRY (5 marks)**

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

In shadows cast by unseen foe,  
A silent storm begins to grow.  
HIV, a frightening name,  
An ailment that seeks its cruel fame.

From distant lands, it made its way,  
A specter looming, night and day.  
AIDS, its partner in the fight,  
A battle that steals both joy and light.

Through veins, it weaves a wicked thread,  
A blend of fear and dread.  
No discrimination in its course,  
A ruthless, unrelenting force.

Yet in the face of this dark plight,  
A spark of hope, a beacon bright.  
Communities united, strong,  
Striving to right the grievous wrong.

Education, the shield we wield,  
To break the stigma, truth revealed.  
Empathy, our common ground  
In compassion, strength is found.

33. What is the main idea in the first stanza?

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34. How has HIV been described according to the third stanza?

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35. Write one word that rhymes with **plight** and **bright**.

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36. What is the main purpose of education in regards to the fifth stanza?

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37. What does this line mean 'From distant lands, it made its way'?

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## **SECTION D**

### **CLASS READER (8 marks)**

**Read the excerpt below and answer questions 38 to 45.**

One hunter was caught. A snaky black trunk went round his body and he was tossed up into the air. The elephant waited to stamp him underfoot as soon as he fell to the ground. But he did not fall. The astonished elephant looked up. The little man had caught hold of a branch and swung himself up and got on top of it. There he sat, laughing at the beast that tried in vain to reach him with its long trunk.

An elephant doesn't like being laughed at. It is almost the only one in the entire animal Kingdom intelligent enough to know when it is being laughed at. The beast below the tree trumpeted angrily, and crashed his iron-hard forehead against the tree, which being a young one and not firmly rooted, promptly tumbled to the ground. The elephant poked among the branches in search of his victim. But the little man had scrambled out of reach.

Another hunter was not so fortunate. An elephant swung his trunk like a gigantic spinning through the air above the backs of the other elephants to fall at last between two of the huge beasts, where he lost consciousness. Before he could be trumpeted upon, other hunters seized and carried him to a safe place where a medicine man attended to him.

An elephant can tighten his trunk to make it as stiff and hard as a wooden beam. Then he can bring it down on a man or animal with a fatal force. Another hunter jumped out of the way of descending trunk. As it was about to come down the third time, the desperate hunter saw an ant-bear hole and hopped into it. He dropped down out of sight and the trunk struck the ground with a terrific blow above his enemy with his tusk but failed to reach him. Then he tried his trunk. This was a good eight-inch long and circled the neck of the hunter. The elephant pulled. There was every chance that he would succeed in hauling the man from the hole and at the same time strangle him with that terrific grip around the throat....

38. How did the hunter get up the tree?

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39. Why was the elephant surprised?

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40. What caused the elephant to trumpet angrily?

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41. Write a word that best describes the elephant according to the second paragraph.

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42. What made it easy for the hunter to escape when the tree fell?

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43. Which word can best replace **gigantic** as used in the excerpt?

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44. What would have happened if the other hunters had not come to their colleague's aid?

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45. Why was it possible for the elephant to get the hunter out of the hole?

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