

KENYA JUNIOR SCHOOL ASSESSMENT
GRADE 7
MARKING SCHEME
ENGLISH

As soon as the water starts bubbling, Achiko adds four handfuls of flour to it. This lowers the temperature of the water and it stops producing bubbles. She has to wait for the temperature to rise again before she can begin stirring the mixture of water and flour. While she is waiting to see bubbles, she checks the cleanliness of the cooking stick and holds it ready. As soon as the mixture has produced enough froth to almost submerge the flour, Achiko stirs the flour in the water three times, noticing that the temperature has dropped once more, she pauses to give it time to rise. When bubbles appear again, she stirs the mixture.

She must be careful how long she pauses or how soon she adds flour to the boiling soft mixture. This is because failure to pause for the heat to **build up** after the **initial contact** of water and flour ruins the results. Thereafter, it does not matter how high or hot the flame under the pot is, the ugali will remain half-cooked. Therefore, maximum concentration is required at this stage.

Once the bubbles in the mixture grow wild, it is time to add more flour and turn the mixture in the pot vigorously to get rid of any lumps of raw flour in the increasingly stiffening mixture. As the mixture thickens, the amount of flour added decreases until it is a matter of a **sprinkled** to complete process.

Achiko insists on silence when she is cooking ugali. She says this is important because the time people prepare Ugali is the same time ghosts of people who dies of starvation long time ago are roaming homesteads. As soon as she adds the first handful of flour to the water, she meaning fully looks at the children who are surrounding the pot. They immediately interpret the message. Repeating what her mother has told her about ugali disappearing if it is prepared in a noisy room. Achiko shocks the children by telling that whistling interfered with mixing of hot water, flour and air. Chacha, who likes whistling, has to promise never to do that again. All are silent, but eager.

In anticipation, the children watch Achiko's arms **skillfully turning** over the increasingly stiffening lumps in the pot. Her neck, back and arms grow more and more **taut** as works at the pot. While she is still cooking, she uses her finger to test the texture of the cooking **ugali**. She keeps this up until ugali is thoroughly cooked. Finally, she sets the meal before the family.

- i. Why does Achiko maintain silence when she is cooking?
(2mks)

- ✓ *Silence is important because the time people prepare Ugali is the same time ghosts of people who dies of starvation long time ago are roaming homesteads.*
- ii. Why does she have to keep on checking the fire?
(2mks)
- ✓ *For maximum concentration to avoid cooking ugali in appropriately*



- iii. Why does the water have to boil before she adds the flour?
(2mks)
✓ *To cook at the right temperature.*
- iv. Explain why Achiko is always anxious about her cooking.
(2mks)
✓ *It welcomes ghosts of people who died because of starvation.*
- v. Explain what message the children get from Achiko's look before she starts stirring the mixture.
(2mks)
✓ *To keep silence.*
- vi. According to the passage, why is whistling bad?
(2mks)
✓ *It interfered with mixing of hot water, flour and air*
- vii. State one superstition that is associated with cooking ugali in this passage?
(1mk)
✓ *Silence has to be kept because ghost of people who died due to starvation roam at the time of cooking ugali.*
- viii. Explain the meaning of following words and phrases as used in the passage.
(2mks)
- ix. Popular *well known/ famous.*
- x. Commendable *recommended/praised as good*

GRAMMAR.

- a.) Fill in the blanks below with the correct form of the present simple tense in brackets. (13mks)

Cows are important animals in our country. We all feel that if the country encourages) and pumps money into the dairy industry, it will have enough milk to go round but research into agricultural potential of this land shows that we are able to produce twenty times more milk than we produce today.

The need for this is seen on the radiant face of a child when given milk. The face says. "This is heavenly,' thus the child congratulates the farmer and at the same time passes a vote of confidence in his country, the source of the milk. The milk, therefore preaches patriotism.

b.) Complete the following sentences by filling in the blank spaces with the correct form of the words in bracket. (5mks)

- i. Neither the headteacher nor his deputy is around.
- ii. Neither the prefects nor the monitors have the lost bell.
- iii. He told me that none of the girls was allowed to sit for the exams.
- iv. One of my friends is coming to my home tomorrow.
- v. Whether the principal or the teachers is to blame.



c.) Write five sentences using the following verbs. (5mks)

- i. Swim
As appropriate
- ii. Cultivate.
- iii. **As appropriate**
- iv. Read.
- v. **As appropriate**
- vi. Promise.
- vii. **As appropriate**
- viii. Borrow.
- ix. **As appropriate**

d.) Fill in the blank spaces in the following sentences with the most appropriate preposition. (5mks)

- i. He took **off** his clothes and dived into the pool.
- ii. She will preside **over** the function.
- iii. The exercise was conducted in accordance **with** regulations.
- iv. Mutiso arrived at the airport just **on** time to catch the plane.
- v. He cannot prevent me **from** going if I want to.

e.) Choose the correct alternative from the word(s) given in brackets to complete each of the following sentences. (5mks)

- i. This is one of those stories that **seems** seem/seems) to have no ending.
- ii. He is the longest serving of all Kenyan's attorneys **general**.
- iii. A range of issues _____ (was/were) discussed.
- iv. The chaos **have** has/have) been quelled by the police.
- v. They have remained hopeful in spite of many **crises** they have faced.

f.) Fill in the blanks in the following sentences with appropriate article. (5mks)

- i. Braille is system of reading and writing by touch for **the** blind.

ii. The king wanted **an** heir to his throne.

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