

**ENGLISH FORM 2 MARKING SCHEME 2024 TERM 1**

**Q1: FUNCTIONAL WRITING**

**(20 Marks)**

You intend to hold a birthday party during the April holidays.  
Write a letter to your best friend inviting him/her for the party.  
Include the following in the letter:-

- i. Activities (at least three)
- ii. Any other information e.g dress code

Format	<b>(5mks)</b>
Address (sender)	(1mk)
Date	(1mk)
Salutation	(1mk)
Complementary close	(1mk)
Sign..... Name .....	(1mk)

Content **(10mks)**

Invitation	(1mk)	
Date, time, venue	(3mks)	
Greetings	(2mks)	
Introduction		} example of activities (3mks)
Cutting of cake		
Presentation of gifts		
Any other information	(1mk)	
Language	<b>(5mks)</b>	

**Q2: CLOZE TEST (10MKS)**

**Fill in the blank spaces with the most appropriate word.**

‘I am done! I am done!’ My voice echoed in the forest. I wept aimlessly. I did (1) **not** know whether I was weeping because my friend was dying(2) **or** because I had very little hope of (3) **seeing** the next sunrise.(4) **Darkness** fell like a heavy(5) **blanket** covering the whole country around us. A hyena, which was apparently watching (6) **our** helplessness, made a noise which sounded like a hoarse laughter.(7) **It** frightened me so much that I could hear my own(8) **heart** beating. I shouted as

(9) loud as my empty stomach would allow me and the (10) hyena ran to the forest. From that day

to this, when I am telling this story, I have never been confronted by such a problem.

### Q3: COMPREHENSION (20 MKS)

Read the passage below and answer the questions that follow

#### TATII'S PROBLEMS

She has lived a state of uncertainty since 1982. Her life has been dreary and full of disappointments. Her parents have been strict and demanding. She has had not time to visit her friends and cousins living upcountry. Every time, she has asked her parents to let her go and pay a visit to her friends, they have said, "You cannot go to visit your friends until you have finished your studies. Life had become very difficult in this country because of too many jobless young people. The situation has been made worse by the great number of examinations failures. No daughter of ours is going to be like these unemployed people. So you see, Tatii, you cannot go upcountry until your 'O' levels are over.

It has been like that for the past four years. Her life has been that of a zombie. She has listened to her mother's sighs and her father's preaching. The 'O' level results are out and her parents won't believe that she has not passed.

What is she going to tell them? She had hoped to please her parents by securing entrance to the university, but all is now lost. Yes nearly lost. All would have been lost if Mrs. Ngueso, the school career teacher, hadn't been called in to calm down Tatii and advise her parents.

Poor Mrs. Ngueso! She has had quite a task to save Tatii from her harsh parents. Tatii's father has been the most difficult one to convince that Tatii is not the only girl who has failed her 'O' level examinations. As soon as he had seen Mrs Ngueso, he had started complaining that teachers no longer caned the children to make them work hard enough to pass their examinations. at some point in his discussion with Mrs. Ngueso, Tatii's father had nearly lost his temper. But Mrs. Ngueso had been his match! She had braved his sour looks and insisted that it was Tatii they had met to discuss and not just any other school child.

She said, Tatii has worked well, but I has constantly appeared as if she has lacked the social support she needed to succeed. Tatii is a very girl but she has been very unhappy. Particularly lately. Sir, the girl needed moral support from you, her parents, as well as from school. The school can give some moral support and the academic support a child needs. But most of all the parents have always been expected to encourage their children in the most crucial movements of their life. May be you and to some extent the school, owe Tatii some assistance.

Now Tatii's mother spoke for the first time. "Baba Tatii, let us do as Mrs. Ngueso says. The child has been very unhappy. I haven't told you this but since the appearance of the examination results I have lived in fear. Tatii has behaved very strangely at times. Her friends have reported that she was planning to run away from home. Please let us give her a second chance"

Tatii's father turned and looked at his wife for the first time since Mrs. Ngueso arrival. He saw in her pleading eyes the pain of a loving mother. He quickly looked away. At that moment he realized how very blind he had been to his wife and daughters suffering. He rose to leave, turned and extended his hand to Mrs. Ngueso and said; Thank you very much, mwalimu Tatii will be in school at the beginning of term. Then he left the room.

- a) Why does the author describe Tatii's life as having been dreary? ( 1mk)

**Tatii was not allowed to mix with friends. Parents were strict and demanding**

- b) What excuse have Tatii,s parents constantly given for not allowing her to visit her relatives and friends. ( 2mks)

**Tatii must wait until she has done her 'O' level otherwise she might fail and end up without a job.**

**There are many jobless young people because of the high number of examination failures.**

- c) Why Tatii was so unhappy after the results of the examinations came out. ( 2mks)

**Tatii had failed and was afraid of her parent's reaction.**

- d) What was Tatii's father's reactions to her results? ( 2mks)

**Tatii's father was angry with Tatii and accused her of not having worked hard enough.**

- e) State the reasons Mrs. Ngueso gives for Tatii's problems (2mks)

**Lack of moral and social support from her parents and lack of support from the school are the cause of Tatii's unhappiness**

- f) What evidence is there in the passage to show that Tatii's mother was more understanding than the father? ( 3mks)

**Mother is the first to accept Mrs. Ngueso's argument and is aware of Tatii's strange behavior since Tatii failed. She also pleads for a second chance for Tatii.**

- g) Describe one character trait of the following with evidence from the passage. ( 4mks)

Mrs. Ngueso	Understanding/ calm/ determined	She was in control of herself. She stuck to her point of view.
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Tatii's father	Obstinate/ short unreasonable	harsh/ tempered/ harsh/	His attitude towards Tatii is Mrs. Ngueso has quite a task to save Tatii from her harsh parents
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h) Explain the meaning of the following words and phrases as used in the passage (4mks)

- i. Dreary – **dull, boring, miserable**
- ii. Demanding – **asking too much**
- iii. Zombie- **lifeless person**
- iv. Securing entrance - **get admitted**

#### Q4: ORAL LITERATURE

(15 Marks)

Read the passage below and then answer the questions that follow:

##### THE WICKED CHIEF

There lived once a wicked chief Nobody liked him, because of his wickedness. He was wicked to old men and women. By pretending to be kind he tried to be popular to young men who lived in that country. When the chief won over young men, they all liked him. One day, the chief called all the young men and told them, "My friends, don't you see?" They asked, "What?" you should kill all of them. Everybody should kill his father." Ah: (that they should kill their fathers). As a result, everybody whose father was old brought him to be killed. This one went and brought him to be killed. This one went and brought him to be killed, the other went brought his father to be killed. They killed all the old men, leaving one only. He was a father of a man who said no. "Why should the chief kill all old men and why would I send my father to be killed?" He got down and went to dig a large hole and concealed it nicely. He sent his father there, where he had dug. He fetched wood and put it across and covered it with soil, making a small hole for air to pass through.

At that time, they had finished to kill all the old men. When the chief finished executing them, he then called all the young men. "My friends we have now finished killing all our old men. This is a cow I am giving to you. I am so happy we have got rid of these old men, so go and kill the cow. When you have killed the cow, cut the best part of its meat and bring it to me. If you don't bring it, you yourself are not safe." (That is all right) eh; The young men rushed out and slaughtered the cow, which is the best part of the meat of a cow? They were worried They went and cut the liver and sent it to him. He asked whether or not that was the best part of the meat. They answered yes. They added part of the bile. He said that wasn't the best part of the meat and they should go and find it quickly. The people became more worried.

Every night the young man secretly took food to his father. One day he took food to his father, who asked about the news of the town. He said, "My father, now we are suffering. When we killed all the old men, the chief gave us a cow to go and kill. When we killed the cow, he said we must both find the sweetest and the best part of the meat and bring to him, that if we do not bring them, we are not safe ourselves. This is what is worrying us." The old man laughed, but asked him if he knew the sweetest part

of the meat. He said no. He again asked if he did not know the bitterest part. He said no. "Then the sweetest and the bitterest is the tongue. When you go, cut the tongue and sent it to him and say that is the sweetest part of the meat and the bitterest."

The man rushed home while all the people sat down, undecided about what to do. If something had not happened they might have thrown the whole meat away and run away. When the boy arrived he said, "My friends take the tongue of the cow in." they cut the tongue for him, and he took it to the chief's palace. He went and threw it down and said, "Chief, see the sweetest part of the meat and the bitterest part also." The chief sat down quietly and finally said, "You did not kill your father. Speak the truth. You have not killed your father."

He said, "It is the truth, I didn't kill him. When all the other men were killing their own fathers I went and hid mine." He said, "You are the son of a wise old man. The sweetest and the bitterest part of a meat is the tongue. As for that all these young men are fools. Why should somebody send his father to be killed? But if you want the sweetest part of the meat, find the tongue, were it not for your tongue, you would not have an enemy: it is also because of your tongue that you will not have a friend."

1. Classify the above narrative.(2mks)

**Human tale-The clever young man saves his father.**

**Accept Trickster-the young man pretends he's killed his father but hides him in a hole and feeds him.**

2. State and illustrate two characteristics of oral narratives present in the narrative above(4mks)

**Opening formula**

**Fantasy- Father living in a hole**

**Repetition-killing of old people repeated**

**Dialogue- Between the chief and the young man/father and son**

**Moral lesson- We should be wise**

3. Give one economic activity practiced by the community from which this narrative was taken.(2mks)

**Livestock keeping- Cow**

4. Explain any one moral lesson that can be learned from this narrative.(1mk)

**We should make wise decisions**

**We should respect the old people**

5. Apart from the above genre, identify three others.(4mks)

**(Trickster)**

**Monster/Ogre**

**Myth**

**Legend**

**Aetiological**

**(Mark any 3)**

6. Why do you think the chief wanted all old men to be killed?(2mks)

**He wanted to test whether the young men were wise- You are a son of a wise old man. As for that...are fools.**

7. Identify and illustrate:

(a )Any one characteristic of the chief (2mks)

**Brutal/Wicked- Orders all fathers to be killed.**

**Pretentious- By pretending to be kind; he became popular with the young.**

**Intelligent/Keen- Easily noticed that the young man did not kill his father.**

(b)Any one character of the young man who didn't kill the father (2mks)

**Wise- You are a son of a wise old man.**

a) If you were narrating this story to your classmates, what would you do to make the narration interesting? (3 marks)

**Facial expression**

**Eye contact**

**Gestures**

**Dramatization**

**Voice projection**

**Costumes and props**

**Q5: ORAL SKILLS (15 MARKS)**

a) Supply words that are pronounced the same as the following (5mks)

- i. Witch Which
- ii. Mail Male
- iii. Sent Scent/cent
- iv. Hart Heart
- v. Cue Queue

b) Write the silent letter in each of the following words (5 mks)

- i. Psalms \_\_\_\_\_ p
- ii. Breadth \_\_\_\_\_ d
- iii. Solemn \_\_\_\_\_ n
- iv. Rapport \_\_\_\_\_ r
- v. Comb \_\_\_\_\_ b

c) **Read** the following set of sets of words, paying special attention to the parts underlined then write the odd one out on the space given (5 mks)

- i. aunt                      august                      author                      \_\_\_\_\_ aunt \_\_\_\_\_
- ii. april                      ape                      apart                      \_\_\_\_\_ apart \_\_\_\_\_
- iii. pulse                      pulpit                      pull                      \_\_\_\_\_ pulse \_\_\_\_\_
- iv. Come                      insult                      salt                      \_\_\_\_\_ salt \_\_\_\_\_
- v. Tough                      House                      Mouth                      \_\_\_\_\_ tough \_\_\_\_\_

**Q6: GRAMMAR (15 Marks)**

- a) Fill in the blanks in the sentences below using the correct word in the brackets.
- i. Maliti's \_\_\_\_\_ **breath** \_\_\_\_\_ smelt of alcohol. (breath/breathe)
  - ii. If you \_\_\_\_\_ **incite** \_\_\_\_\_ the students, there will be unrest. (insight/incite)
  - iii. The class \_\_\_\_\_ **conducted** \_\_\_\_\_ a debate this morning. (contacted/conducted)
- b) Rewrite the following sentences in the plural.
- i. A night flight is more comfortable for me.  
**Night flights are more comfortable for us.**
  - ii. The commander-in-chief is the most powerful person in the armed forces.  
**The commanders-in-chief are the most powerful people in the armed forces.**
  - iii. This is a rule of thumb in a library  
**These are rules of thumb in libraries.**
- c) Supply suitable quantifier phrases to complete the sentences below.
- i. I gave her \_\_\_\_\_ **pieces of/a piece of** \_\_\_\_\_ advice to help her improve her manners.
  - ii. She only needs \_\_\_\_\_ **a handful of** \_\_\_\_\_ flour to make the dough stiff.
  - iii. There is \_\_\_\_\_ **a lot of** \_\_\_\_\_ noise coming from that room.
- d) Fill in each gap with a possessive pronoun.
- i. This country belongs to us. It is \_\_\_\_\_ **ours** \_\_\_\_\_.
  - ii. These balls belong to the boys. They are \_\_\_\_\_ **theirs** \_\_\_\_\_.
- e) Rewrite the following sentences using quotation marks, apostrophe or hyphen where applicable.
- i. Do not travel alone at night.  
**Don't**
  - ii. Nyiro won in the **by-elections**.
  - iii. My **mother-in-law** is a great person.
  - iv. "Avoid using the staircase," the manager instructed the employees.