**PATHWAY EVALUATION EXAMINATION - 2020**

**English Paper**

**FORM 2**

**February**

**MARKING SCHEME**

1. **FUNCTIONAL WRITING**

Your friend has had problems paying for their school fee. As a class, you have taken a step to organize a fundraising ceremony to help them raise fee. The class has picked the school principal to be the chief guest while three other teachers have been identified as other guests. Also agreed on are three people to be responded through and a master of ceremonies. Design a card that you would send to the guests inviting them to this ceremony. (20marks)

**Format – 7 marks**

* Host name – 1 mark
* Introduction (e.g. totally invites) – 1 mark
* Honorifics – 1 mark
* Chief guest – 1 mark
* Other guests – 1mark
* Master of ceremonies – 1mark
* R.S.V.P – 1 mark

**Content – 9 marks**

* What ceremony is for and for whom – 2 marks
* Day and date – 1 mark
* Time – ½ mark
* Venue – ½ mark
* Listing the principal as chief guest – 1 mark
* Listing three teachers as other guests – 1 ½ marks
* Naming master of ceremonies – ½ mark
* Instruction – 1mark
* Conclusion – 1 mark

**Language and general impression – 4marks**

* Formal language
* Borderline – 1mark

1. **Read the passage below and then answer the questions that follow.**

A long time ago fire was scarce and only those who were very skilled at controlling fire had it whenever they wanted. Others who needed fire would go to such people to tap some fire from them.   
But there was a little village where the only man who could control fire was also a monster. He had huge teeth and he looked **horrible**. Whenever people came to his house to tap fire, they would laugh at him and he would get so angry that he would sometimes eat them up.   
In the same village, there lived a man who had seven children. The family needed fire, so the man sent his first child to get fire from the monster.   
When the child arrived at the monsters house, the following exchange too place *[as a song in Yoruba]*:   
Monster: *Kí lo wá se*   
Child: *Mo wá mú ná, èru bà mí*   
Monster: *Èru kí ni?*   
Child: *Èru eyín re*   
*Ó wá fi s?énu káló*   
  
Monster: What do you want?  
Child: I’m here to tap fire but I am afraid   
Monster: Afraid of what?   
Child: Afraid of your teeth   
Then he swallowed the child   
  
The father waited for his first child and after a while, he sent his second child to go after the first one. When the second child arrived at the monster’s house, the same exchange took place:

Monster: *Kí lo wá se*   
Child: *Mo wá mú ná, èru bà mí*   
Monster: *Èru kí ni?*   
Child: *Èru eyín re*   
*Ó wá fi s?énu káló*   
  
Then the father sent his third, fourth, fifth, sixth and seventh child, one after the other but none of them returned. So the father went in search of his children.  
  
When he got to the monster’s house, he asked for his children and the monster told him that his children had been **naughty**. The monster said they had come to look at his teeth rather than get fire which is why he ate them. When the father heard this, he brought out his axe, killed the monster and slit his belly where he **rescued** all seven children.

1. Classify this narrative. Give evidence to support your answer. (3marks)

**Ogre/Monster narrative. There is a monster that eats up people.**

1. With proves, identify **two** features specific to the narrative mentioned in (a) above evident in this story. (4marks)

* **There is an ogre. He eats people.**
* **There is a happy ending. This is because the ogre is killed at the end and the man rescued his children.**

1. Why did the man send his children to the monster to tap fire? (2marks)

**The monster was the only man who could control fire in their little village.**

1. Why did the father go to search for his children? (2marks)

**He had sent all his seven children but none came back.**

1. What reason does the monster give for swallowing the man’s seven children? (2marks)

**The monster said they had come to look at his teeth rather than get fire.**

1. Describe **one** character trait of monster as depicted in the story. (2marks)

**He is greedy. Swallows the man’s seven children.**

1. Explain the lesson you learn from this story. (2marks)

**We should learn to know who to trust. The man’s children are eaten up because the man didn’t know who he was sending his children to.**

1. Explain the meaning of the following words as used in the story. (3marks)
2. Horrible **horrifying**
3. Naughty **ill-disciplined**
4. Rescued **Saved/ freed**
5. **CLOZE TEST**

**Read the passage below and then fill the gaps with the most appropriate words. Use only ONE word in each space. (10marks)**

One of the major causes of teen pregnancy is absence of affectionate supervision from parents or guardians. In the current society, parents are either too busy or too permissive. Apart from the provision of …1……………………………..needs, parents and guardians are not involved in emotional stability of the girl child.

Teenagers, especially girls go ……2………………………………..intriguing situations and changes in which they need parental support to understand and accept the changes. In case they lack this affectionate supervision from their parents, they …3…………………………… answers from boyfriends who “seem” to be giving the affection and attention that ends up in a pregnancy.

Another …4…………………………..cause of teenage pregnancy is peer pressure. As children grow to teenage hood, there is increased pressure to fit into …5…………………………….. peer groups. The peers may then push the girl into having sex in order to fit well in their group. In …6…………………………………..to this, the modern society allows the teenagers to have a lot of time and space with the opposite sex on their own, which results to instances of pregnancy at teenage hood.

Other factors key to …7……………………….concept is sexual abuse as well as the use of drugs and alcohol. Teenagers are exposed to alcohol and drugs making them lose control ……8…………………….their sexuality when drunk thus leading to pregnancies. Sexual abuse on the other hand occurs …9…………………………….. the girls go for sex for pleasure without understanding the sexual impact. It is also …10…………………………………… when an adult sexually victimizes a teenage girl or a minor.

Lack of sex education in schools to teenage girls has also contributed to increased teen pregnancy. This is because it leads to the indulgent in sexual activities without understanding the possible effects. It is therefore important to let girls understand issues surrounding sex and their sexuality as well as the possible impacts.

This is the duty of teachers, religious, parents, and the entire society to impart the knowledge (Christensen and Rosen 1). On the other hand, the media has contributed to teenage pregnancy by advertising and showing programs, talk shows, as well as playing songs that advocate for sex. This makes teenagers practice what they see on the media thus ending up with pregnancies.

* + - 1. **basic**
      2. **through**
      3. **seek**
      4. **major**
      5. **certain**
      6. **addition**
      7. **this**
      8. **over**
      9. **when**
      10. **evident**

1. **ORAL SKILLS**
2. Write a word pronounced exactly the same way as: (6marks)
3. Berry **bury**
4. Urn **earn**
5. Nit  **knit**
6. Peal **peel**
7. Shear **sheer**
8. Tide **Tied**
9. Write whether you would use a falling or rising intonation to say the underlined word in the sentence. (6marks)
10. We are never going to get their on time. **Falling intonation**
11. He ran away, didn’t he? **Rising intonation**
12. I was given pens, rulers, pencils and books. **Rising intonation**
13. How mean you are! **Falling intonation**
14. Should I call Killion, or Sharon? **Falling intonation**
15. When will you be ready? **Falling intonation**
16. Underline the silent letter(s) in: (4marks)
17. Wrist **w**
18. Climb **b**
19. Subtle **b**
20. Pneumonia **p**

1. You have participated in a debating contest before and did well. It is the turn of your friend to participate.
2. How would you advise your friend to prepare for this debate? (4marks)

**I would advise them to:**

* **Research on the topic.**
* **Write down the researched points.**
* **Rehearse/practice.**
* **Groom and dress decently.**

1. How would you help your friend to participate during the contest? (6marks)

**I would help in in knowing the ned to:**

* **Speak loud enough to be heard.**
* **Stress important words.**
* **Pause at key points.**
* **Vary the tone of his voice.**
* **Explain/support his/her points.**
* **Pronounce the words correctly.**

1. Considering the pronunciation of the letter(s) in boldface, identify the odd word out. (4marks)
2. Mousta**ch**e, **sh**ape, **ch**impanzee **chimpanzee**
3. Li**c**e, ro**s**e,obviou**s**  **rose**
4. B**a**nana, f**u**n, s**o**n **banana**
5. B**u**ry, f**e**rry, sh**a**me **shame**
6. **GRAMMAR**
7. Fill in the most suitable form of the word in bracket. (4marks)
8. Jeffery acts and sings **magnificently.** (magnificent)
9. It is a **truly** beautiful animal. (true)
10. Marshes can be very **peaceful** (peace)
11. Wetlands **primarily**are caused by water saturating an area. (primary)
12. Rewrite according to the instructions given. Do not change the meaning of the sentences.(4marks)
13. What an amazing coincidence this is!.

*Begin: This…*

**This is an amazing coincidence.**

1. People who are not aware can be trapped in the marsh.

*Begin: unwary…*

**Unwary people can get trapped in the marsh.**

1. There is a boy coming.

*Rewrite as a question*

**Is there a boy coming?**

1. This is a shiny ornament.

*End: …is!*

**What a shiny ornament this is!**

1. Rewrite by punctuating appropriately. (4marks)
2. For many reasons it is a good idea to eat vegetables

**For many reasons, it is a good idea to eat vegetables.**

1. Thats a logical conclusion Kate

**That’s a logical conclusion, Kate.**

1. For one thing why did the moving van arrive in the middle of the night

**For one thing, why did the moving van arrive in the middle of the night?**

1. Whew lets go home

**Whew! Let’s go home!**

1. Fill the blank using ‘so’, ‘and’, ‘but’, ‘nor’, ‘or’, ‘for’ or ‘yet’. (4marks)
2. One of the bags was opened slightly, **and** I could see something shiny inside.
3. The noise woke me up, **so** I went to the window.
4. They did the assignment **but** forgot to collect their books.
5. The girls came late **yet** they were not punished.
6. Fill in the most suitable preposition. (4marks)
7. The boys played football **at** noon.
8. A team must defend its goal**from** its opponents.
9. At night, the lights are turned **on.**
10. the fans are seated **in** the large, modern stadium.