

1012/1

P1 ENGLISH

P.T.E MOCK

MARCH, 2019

TIME: 2½ HOURS

PRIMARY TEACHER MOCK EXAMINATION

ENGLISH PAPER 1

2½HOURS

INSTRUCTIONS TO CANDIDATES

1. This question paper consists of **FOUR** sections A, B, C and D
2. Answer **ALL** questions in sections B, C and D
3. Answers to the questions should be written in the spaces provided in this question paper.
4. Candidates should answer questions in English.

For official use only

Section	Question	Max	Score
A	1	20	
	2	20	
B	3	20	
C	4	20	
D	5	20	
T O T A L		100	

1. SECTION A: Composition (40 marks)

Answer **TWO** questions: Question 1 is compulsory. In question 2 select **ONE** of the options given.

1. Compulsory

You have seen an advertisement of a teaching post in one of the private primary schools. You meet the pre-requisite qualifications. Submit your application to the proprietor of the school. Attach your curriculum vitae. (20 marks)

2. Either

(a) Write a composition that ends with the following sentence.

-----“that is why I was determined not to get washed away to shore of failed dreams and ambitions” (20 marks)

OR

(b) Escalating cases and trends of terrorism and threatening our national security. Discuss. (20 marks)

2. SECTION B: (20 marks)

Read the following passage and answer the questions that follow.

In African societies rain was regarded as a great blessing and whenever it rained people rejoiced unless excessive rain damaged crops or caused harmful flooding. Whether they were farmers or pastoralists, the entire *livelihood* of the people depended on rain.

Near the equator there were generally two rainy periods and two dry ones in the year. Further away from the equator these two sets of seasons tended to merge and produce one long period of rain and one long dry season. In either situation, if the rain was delayed, considerably it meant that for that season there would be either insufficient harvest or none at all and this caused a lot of anxiety to everyone.

In many societies the change of the seasons was marked or observed with ceremonial activities. These were rites to mark many occasions like the start of the rain, the planting, the first fruit, the harvest of the crops and the beginning of the hunting or fishing season. These communal rites and activities were extremely important in strengthening community consciousness and solidarity and were educational.

Occasions for the young people concerning both social and spiritual matters. Rainmaking was one such common rite and rainmakers were some of the most important individuals in almost all African societies.

Among the Koma, rainmakers lived in caves and drank milk mixed with water. People went to them in *procession*, taking gifts. Part of the rainmaking rite involved bringing a skin full of water to the rain makers, which he drank publicly. The rainmakers among the Udhurs nearby performed complicated rituals using red, white and blue rainstones, Katab rainmakers addressed their prayers direct to God, but if rain came they offered thanks to their most remote forefathers. The Lugbara believed that God gave special mystical power to the rain maker and diviners. In the Sudan region, rainmakers had a special class and enjoyed the power and authority above others.

In some societies the power and knowledge of rainmaking were handed down from an individual to his near relatives. Though the majority of rainmakers were men, there were also women rainmakers as exemplified by the rain-queen of the Luvedu. Their work was not only to 'make' rain but also to 'stop' rain during their wedding parties - and not without success. When a rainmaker failed to produce rain this could not only lead to the loss of this *prestige* but might even endanger his life. This was because the physical life of the people, as well as their prosperity and wellbeing depended on rain.

(Adapted from African Religious and Philosophy by John Mbiti)

Questions

- a) Under what circumstances would Africans not rejoice about rain? (2 marks)
- b) What would happen if the rains were delayed? (2 marks)
- c) (i) How did the people mark the change of seasons? (1 mark)
(ii) What purpose did these practices serve? (1 mark)
- d) How did the Katab rainmakers thank when they got rain? (1 mark)
- e) According to the passage, how did one become a rainmaker? (2 marks)

- f) How do we know that rainmaking was a preserve of men? (2 marks)
- g) What were the main functions of rainmakers? (2 marks)
- h) Why does the writer refer to the rain makers of Nigeria and Uganda. (2 marks)
- i) When would the rainmakers life be in danger and why? (2 marks)
- j) Explain the meaning of the following words as used in the passage. (3 marks)
- (i) Livelihood
 - (ii) Procession
 - (iii) Prestige

3. SECTION C: Summary and Note Making

Read the passage below and then answer the questions which follow.

No one can teach a student to think, because no one can teach anything to a student who does not already have basic thinking skills. Teachers remind their students to think clearly; they coax them and challenge them to think; they criticize them for thinking badly; but none of this will help a student who cannot recognize a contradiction or has no sense of what is relevant to what. Philosophers of today sometimes justify their subject in the general curriculum by claiming (among other things) that it teaches students to think - or at least to think better. The arrogance of this claim does not go unnoticed among their students, who have done a great deal of thinking before they come under their care. And if the students had not, if they did not already know how to think, and to think well, what hope could their teachers have to overcoming this deficiency with teaching? Sophisticated learning depends on resources already in the command of the student: resources including basic concepts and the abilities to draw inferences and reject contradictions when these become evident. But students come equipped for more than this sort of reasoning. They already know how to tell whether an image is appropriate or far-fetched (for example), and they are experts at picking out and labeling for oblivion all of the many things they find irrelevant to their concerns. This thinking ability is theirs from childhood, and has grown as they grew, so that they are no strangers to validity or relevance, even if they are unable to explain the terms.

(Adapted from Socratic Education)

Questions

- a) In about 60 words summarize the argument that a teacher does not teach a student to think. (12 marks)
- b) Make notes on how a teacher helps a student to think. (8 marks)

4. SECTION D: Grammar (20 marks)

- a) Below is part of a composition written by a pupil. Underline **ALL** the mistakes of language, punctuation and spelling. Above each mistake write the correction. An example has been given. Half a mark will be deducted for each miscorrection. (10 marks)

Everybody was chearing Kirui. They new that although he was steel one of the last runners after two rounds he would steel won the race. We've sin him win races before,

may be this is his way of ranning said some people. He knew that running infront of others early in the race made on tired quikly.

- b) Complete the passage below by filling in each blank space with the correct alternative from the choices given in brackets. (5 marks)

When the doctor _____ (late/let) him in, he walked into the clinic with _____ (difficult/difficulties). John complained of pain in the _____ (west/waist). The doctor gave him tablets to ease the _____ (discomfort/comfort). He was advised to _____ (until/for) the pain to subside before walking back home.

- c) Rewrite the following sentences according to the instructions given after each without changing the meaning. (5 marks)

(i) He did not win the election. This was a great surprise.
(Begin: His failure.....)

(ii) The noise in the hall kept him awake all night.
(Change into the passive voice)

(iii) I advised the poor man to work harder. I then gave him some money.
(Combine into one sentence beginning: After.....)

(iv) Patrick said he would come the following day.
(Rewrite in direct speech)

(v) I'd rather stay at home than go out
(Rewrite beginning: I'd prefer.....)

End