

# KENYA NATIONAL EXAMINATION AND ASSESSMENT PREDICTION SERIES

## ENDTERM 2 ASSESSMENT 2025

### GRADE 7

### ENGLISH PAPER 2

### MARKING SCHEME

#### SECTION A: COMPOSITION (15 MARKS)

##### TASK 1: COMPOSITION

**1. Write a composition beginning: Yesterday was a very unusual day at school. It started with a strange announcement over the loudspeaker.**

Yesterday was a very unusual day at school. It started with a strange announcement over the loudspeaker. The principal's voice, usually stern and clear, crackled with an unfamiliar urgency. "Attention all students," she began, "due to unforeseen circumstances, all classes will be held outdoors today. Please proceed to the main field with your textbooks and stationery." A ripple of excited whispers swept through the classrooms. Outdoor classes? This had never happened before!

My friends, Mwende and David, exchanged bewildered glances with me. We quickly gathered our things, our minds buzzing with possibilities. As we streamed out onto the vast, green field, we saw teachers setting up makeshift "classrooms" under the shade of the acacia trees. Some students spread out their mats, others found comfortable spots on the grass. Our English teacher, Mr. Kimani, with a twinkle in his eye, gestured towards a large tree near the goalposts. "This will be our reading nook for today!" he announced cheerfully.

The fresh air and gentle breeze made learning feel different. We read our stories aloud, the chirping of birds providing a natural soundtrack. During break time, instead of being confined to the usual playground, we had the entire field to ourselves for games. Laughter echoed across the open space as we played tag and football under the bright sun. The initial strangeness quickly transformed into pure enjoyment. Lessons that normally felt tedious somehow became more engaging in this new environment.

As the day progressed, we learned about plants from our science teacher while observing real specimens, and our art class became a landscape painting session, using the vibrant surroundings as our inspiration. Lunch was a picnic on the grass, a lively chatter filling the air. When the final bell rang, signifying the end of this extraordinary school day, a sense of contentment settled over us. We packed our bags, our hearts full of memories from a day that had broken the usual routine in the most wonderful way. It had been an unforgettable experience, proving that sometimes, the most unusual days can be the most rewarding.

## SECTION B: LITERARY ANALYSIS (25 MARKS)

### TASK 2: ORAL LITERATURE (10 marks)

#### 2. Read the story below and then answer the questions that follow.

Once upon a time, there lived a clever rabbit named Kimani. One day, Kimani wanted to cross a wide river, but there was no bridge. He saw many crocodiles in the river. Kimani had an idea. He called out loudly to the crocodiles, "My friends, the chief wants to know how many of you there are! Can you all line up from this side of the river to the other so I can count you?" The crocodiles were curious and lined up as Kimani had asked. Kimani then hopped onto the back of the first crocodile and jumped from one crocodile to another, counting as he went. When he reached the other side, he called out, "Thank you for helping me cross!" The crocodiles realized that Kimani had tricked them. They were angry, but Kimani had already reached the other side safely.

#### (a) Identify the following in this story. (2 marks)

- i. The main animal character: **Kimani (the rabbit)**
- ii. A group of animals mentioned: **Crocodiles**

#### (b) If you were telling this story to a friend, give two ways you would make it sound exciting. (2 marks)

- i. I would use different voices for Kimani and the crocodiles to make the dialogue more engaging.
- ii. I would use hand gestures and facial expressions to show Kimani hopping across the crocodiles and the crocodiles' surprise when they realized they were tricked.

#### (c) What does Kimani's action of asking the crocodiles to line up show about him? (2 marks)

Kimani's action shows that he is **clever** and **resourceful**. He thinks quickly and devises a smart plan to overcome a difficult situation.

#### (d) Give one example of what Kimani said to trick the crocodiles. (1 mark)

"My friends, the chief wants to know how many of you there are! Can you all line up from this side of the river to the other so I can count you?"

#### (e) What lesson can we learn from this story about being clever? (2 marks)

We can learn that **cleverness can help us solve problems and overcome obstacles**, even when faced with bigger or stronger adversaries. It teaches us to think creatively and use our intelligence.

### TASK 3: POETRY (5 marks)

#### 3. Read the poem below and then answer the questions that follow.

My Little Garden I have a garden, small and neat, With flowers blooming, oh so sweet. Red and yellow, blue and white, A lovely rainbow, a joyful sight. The bees fly in, the birds all sing, Happiness the garden brings. I water them and watch them grow, My little garden, how I love you so!

#### (a) What is the main thing in the poem? (1 mark)

The main thing in the poem is **the speaker's garden**.

**(b) Name two colors of flowers mentioned in the poem. (2 marks)**

- i. Red
- ii. Yellow
- iii. Blue
- iv. White (Any two are acceptable)

**(c) What feeling does the speaker have for their garden? (2 marks)**

The speaker has feelings of **love, joy, and admiration** for their garden. They clearly cherish it.

#### **TASK 4: DRAMA (10 marks)**

**4. Read the section of a conversation below and then answer the questions that follow.**

**The school playground during break time. Two friends, Amina and Ken, are talking.**

AMINA: Ken, did you see the new painting in the art room? It's so colorful!

KEN: No, I didn't. I was playing football. Who painted it?

AMINA: Our classmate, Sarah. It's a picture of a beautiful sunset. (Their teacher, Mr. Otieno, walks towards them.)

MR. OTIENO: Amina, Ken, what are you two talking about? Break time is for playing and resting.

KEN: We were just talking about Sarah's painting, Sir. It's very good.

MR. OTIENO: Oh, yes! Sarah is a talented artist. You should all encourage each other's talents. Now, go and enjoy the rest of your break. (Amina and Ken run off to join other learners.)

**(a) Where does this scene of the play take place? (2 marks)**

This scene takes place on **the school playground during break time.**

**(b) What are Amina and Ken talking about at the beginning of the scene? (2 marks)**

Amina and Ken are talking about **a new, colorful painting in the art room, which was painted by their classmate, Sarah.**

**(c) What does Mr. Otieno say about Sarah's painting? (2 marks)**

Mr. Otieno says that **Sarah is a talented artist** and implies her painting is very good.

**(d) What advice does Mr. Otieno give to Amina and Ken? (2 marks)**

Mr. Otieno advises them to **encourage each other's talents.**

**(e) What do Amina and Ken do after their teacher speaks to them? (2 marks)**

After their teacher speaks to them, **Amina and Ken run off to join other learners** and enjoy the rest of their break.