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Transparency, Honesty and Accountability Defined

KCSE ENGLISH PP2
1996-2016 QSNS

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101/2
ENGLISH
PAPER 2
(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)
OCT/NOV 2005
2 ½ HOURS

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

The word 'stress' has different meanings for different people. Stress may be viewed as events and situations that cause tension, pressure or negative emotions. It may also be seen as the response to these situations. Psychologists define stress as the feeling we have when we interpret a situation as being threatening or challenging and our personal resources are strained by our attempt to deal with this situation.

The circumstances that cause stress are called stressors and they vary in severity and duration. For example, caring for a sick person may be an on-going source of a major stress whereas getting stuck in a traffic jam may cause a mild or a short-term stress.

Stressors can be classified into three general categories according to their source. The first one is 'catastrophe' which is a sudden often life-threatening disaster that pushes people to the outer limits of their coping capabilities. Events such as war, earthquakes and rape continue to affect the victim's mental health long after they have happened, hence causing major stress.

The second one is 'major life changes'. This occurs for example, after the death of a spouse, divorce or loss of a job. Adapting to the new circumstances becomes very stressful.

The third type is 'daily hassles' which arises from job situations, relationships and everyday living circumstances. Examples include living in a noisy neighbourhood and commuting to work every morning in heavy traffic. The hassles often seem like minor irritants but when they accumulate over a period of time, they can cause a significant amount of stress.

The effects of stress are many. Doctors acknowledge that stress contributes to a wide variety of health problems. These include heart irregularities, breathing difficulties, headaches, muscle tension, skin problems and ulcers. Others are allergies, high blood pressure, insomnia and asthma attacks.

Stress also has mental and social effects. For example, people who experience a high level of stress for a long time and who cope poorly with it may become irritable and socially unstable. Moreover, they have anxious thoughts and difficulties in concentrating and remembering things.

How then is one supposed to handle stress? Coping with stress depends on our attitude and the actions we take in order to deal with stressful situations. The actions taken depend on one's personality. For instance, some students believe that no matter how hard they study, they will always fail. This belief leads to their appraising exams as being more of a threat than a challenge. Obviously, this increases their stress levels. In contrast, other students believe that though they may have failed the previous term, there is time for improvement. They have confidence that their actions can overcome potentially unsettling situations and view them as challenges rather than threats.

More practically, one can reduce or avoid stress by having a relaxation response. This is done by assuming a comfortable position, breathing deeply, and relaxing the muscles. Focusing on a single word or favourite prayer, with eyes shut, also helps a great deal. By practising relaxation for fifteen to twenty minutes once or twice a day, one should be able to achieve positive results in lowering stress levels.

(Adapted from Psychology by Wade, Carole and Carol Tauris, USA: Harper Collins (1990))

- (a) In about 50 words, summarise the various definitions of stress. (6 marks)
- (b) In not more than 90 words, explain the types of stress discussed in the passage. (8 marks)
- (c) Make notes on how to cope with stress. (6 marks)

2. (a) Rewrite each of the following sentences according to the instructions given after each Do not change the meaning. (5 marks)

- (i) All the students passed the examination.
(Begin: None . . .)
- (ii) "Are you taking part in the walk?" My father asked.
(Rewrite in indirect speech)
- (iii) He was very sick and so he could not go to work.
(Rewrite using too . . . to)
- (iv) Women have not had greater opportunities for following careers at any time in history than they have now. (Begin: At. . .)
- (v) Their proposal was not at all practicable. (Rewrite using: "proposed")

(b) Complete each of the following sentences with the correct form of the word in brackets. (5 marks)

- (i).....Mwala's remark was a (repeat) of what Mworira had said.
- (ii)..... He told us a (move) story.
- (iii) You will not be allowed in without(identity).
- (iv)..... Mark's (decide) affected everybody.
- (v)..... She was (continue) from college after failing three times.

(c) For each of the following sentences replace the underlined phrasal verb with one word that has the same meaning. (5 marks)

- (i) Amina was commended for keepine up her good performance.
- (ii) You need to cut down on the expenses.
- (iii) Students are advised to keep out of trouble.
- (iv) His performance did not measure up to the expected standard.
- (v) It's not good to walk out on one's family,

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

(i)..... This is one of those stories that (seem, seems) to have no ending.

(ii)..... He is the longest serving of all Kenya's (attorney generals, attorneys general).

(iii) A range of issues(was, were) discussed.

(iv)..... The chaos , (has, have) been quelled by the police.

(v)..... They have remained hopeful in spite of the many.....(crisis, crises) they have faced.

Construct a sentence to show the distinction in meaning between each of the following pairs of words. (6 marks)

(i)..... boarder
border

(ii)..... council
counsel

(iii) bear
bare

(f) Fill in the blank space in each of the following sentences with the most appropriate preposition (4 marks)

(i) He took his clothes and dived into the pool.

(ii) She will preside the function.

(iii) The exercise was conducted in accordance the regulations.

(iv) Mutiso arrived at the airport justtime to catch the plane.

101/2
ENGLISH
PAPER 2
(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)
OCT/NOV 2006
2 ½ HOURS

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

During the last couple of decades, the developing world has made enormous economic progress. This can be seen most clearly in the rising trend of incomes and consumption: between 1965 and 1985 consumption per capita in the developing world went up by almost 70 percent. Broader measures of well-being confirm this picture-life expectancy, child mortality, and educational attainment have all improved markedly.

Against that background of achievement, it is all the more staggering-and all the more shameful-that more than one billion people in the developing world are living in poverty. Progress in raising average incomes however welcome, must not distract attention from this massive and continuing burden of poverty.

The same is true of the broader measures of well-being. Life expectancy in Sub-Saharan Africa is just 50 years, in Japan it is almost 80 more than 110 million children in the developing world lack access even to primary education while in the developed world, anything less than universal enrollment would rightly be regarded as unacceptable. The starkness of these contrasts attests to the continuity toll of human deprivation.

It should be noted that even in the developing world, poverty levels differ from region to region, country to country and even location to location within same country. For example, nearly half of the world's poor live in South Asia, a region that accounts for less than one third of the world's population. Sub-Saharan Africa accounts for a smaller, but still highly disproportionate share of global poverty- Within regions and countries, the poor are often

concentrated in certain places: in rural areas with high population densities. Often, the problems of poverty, population, and the environment are intertwined; earlier patterns of development and pressure of rapidly expanding populations mean that many of the poor live in areas of acute environmental degradation.

It is also true that the weight of poverty falls heavily on certain groups. Women in general are disadvantaged. This is because in poor households, they often shoulder more of the workload than men, are less educated, and have less access to remunerative activities. Children, too suffer disproportionately, and the future quality of their lives is compromised by inadequate nutrition, health care, and education. This is especially true quality of their lives is compromised by inadequate nutrition, health care, and education. This is especially true for girls, for their primary school enrolment rates are less than 50 percent in many African countries.

Obviously, reducing poverty is the fundamental objective of the economic development in any country. It is estimated that in 1985, more than one billion people in the developing world lived in absolute poverty. Clearly then, economic development has a long way to go. Knowledge about the poor is essential if governments are to adopt sound development strategies and more effective policies for attacking poverty. How many poor are there? Where do they live? What are their precise economic circumstances? Answering these questions is the first step toward understanding the impact of economic policies on the poor.

- a) What evidence does the author give to show that incomes and consumption trends are rising in the developing world? (2mks)
- b) How does the author feel about the progress made so far by the developing world? (2mks)
- c) Why does the author mention Japan? (1mk)
- d) What is odd about the poverty situation in South Asia? (2mks)
- e) Explain the relationship between poverty and a high population (3mks)

f) Rewrite the following sentence in the singular

“They are also less educated, and have less access to remunerative activity”(1mk)

g) Why is a girl doubly disadvantaged in a poor country? (3mks)

h) In about 55 words, summaries, the main argument of the author (4mks)

i) Explain the meaning of the following words as used in the passage (2mks)

Staggering

Compromised

2. Read the poem below and answer the questions that follow:

Touch by Hugh Lewin

When I get out

I'm going to ask someone

To touch me

Very gently please

And slowly,

Touch me

I want

To learn again

How life feels

I've not been touched

For seven years

For seven years

I've been untouched

Out of touch

And I've learnt

To know now

The meaning of

Untouchable.

Untouchable-not quite
I can count the things
That have touched me

One: fists
At the beginning
Fierce mad fists
Beating beating
Till I remember
Screaming
Don't touch me
Please don't touch me

Two: paws
The first four years of paws
Every day
Patting paws, searching
Arms up, shoes off
Legs apart-
Probing paws, systematic
Heavy, indifferent
Probing away
All privacy.

I don't want fists and paws
I want
To want to be touched
Again
And to touch.
I want to feel alive
Again
I want to say

When I get out

Here I am

Please touch me.

(From poets to the people, edit by Barry Feinberg)

- a) Where do you think the persona is? Briefly explain your answer. (3mks)
 - b) What do you think the persona means by “touch”? (3mks)
 - c) Using two illustrations, describe the persona’s experience during the seven years (4mks)
 - d) What is the significance of the word “paws”? (2mks)
 - e) Which device does the poet use to reinforce the theme? (2mks)
 - f) Explain the meaning of the following words as they are used in the poem (2mks)
 - Prodding
 - Indifferent (4mks)
 - g) What does the poem reveal about human need? (4mks)
3. a) Fill in the blank spaces in the following sentences with the most appropriate word(s) (3mks)
- i) If we had gone to bed early last night, we.....rested enough.
 - ii) If I..... the recruiting officer, I would not take bribes.
 - iii) Every one of the students now.....a role to play in keeping the school compound clean
- b) Rewrite the following sentences to remove gender bias. (3mks)
- i) A professor should give his student opportunities to develop their skills
 - ii) My sister was appointed chairman of the Water Project Committee
 - iii) The firemen took a long time to arrive at the scene of the accident.
- c) Fill in the blanks with the correct alternative from the choices given (3mks)
- i) Who.....a fire outside my house? (Light/lighted/Lit)
 - ii) Since the introduction of community policing in our estates.....of theft have reduced. (incidence /incident/incidents)
 - iii) an elephant looks after.....calf (it’s/its)

- d) Rewrite the following sentences according to the instruction given after each. Do not change the meaning. (6mks)
- i) The choir entertained the visitors (beginning: the visitors.....)
 - ii) If we do not keep environment clean, the health officer will close our café (Rewrite using “unless”)
 - iii) That patient could not stand without support. She also could not sit straight. Rewrite as one sentence using: “neithernor”)
 - iv) The school team would not have won the game if it had not been for the captain’s quick action. (begin: Had.....)
 - v) Jomo Kenyatta the first president of Kenya was a great orator (Punctuate the sentence)
 - vi) We learn from the legend that Mekatilili was a powerful leader (Begin: the legend...)

101/2
ENGLISH
PAPER 2
(COMPREHENSION, LITERARY)
APPRECIATION AND GRAMMAR
OCT/NOV 2007
2 ½ HOURS

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

You may think that expecting food to change your life is too much to ask. But have you considered that eating the right food at the right time will increase energy, help you manage weight and ward off major illness?

Researchers have found that eating a meal with plenty of protein leaves you feeling more satisfied for longer when compared to a meal loaded with low - quality carbohydrates. Your body takes longer to digest protein, leading to a gradual increase in blood sugar. The high protein breakfast will therefore carry you through the morning and more importantly, through your tea break, many high carbohydrate meals are absorbed quickly and send blood sugar on a roller coaster ride, taking your appetite with it and depleting your energy.

Many foods contain antioxidants, but fruits and vegetables may be the richest source. Behaving like chemical warriors, antioxidants neutralize molecules known as free radicals before they damage arteries and body cells. This protects you from heart diseases, high blood pressure, cancer and diabetes. You can now see why antioxidant foods should be consumed in generous portions

Actually, forget pills – antioxidants work best when consumed in foods. In fact, nutritionists recommend that we eat five portions of fruit and vegetables a day. It's less daunting than it sounds: a portion equals a piece of fruit, three tablespoons of cooked vegetables or a glass of fresh juice.

And do you desire to relive yourself of some baggage? Calcium is the latest weight – loss star to appear on the scene. Scientists stumbled on its magic by accident. From a study that measured the blood pressure of obese people. It was discovered that those who took one large tub of yoghurt a day in their diet lost an average of eleven pounds of body fat in one year, even though they did not eat less.

A follow- up study found that people on a high calcium diet lost weight and fat than did people on a low – calcium diet - and again, both consumed the same number of calories. Researchers believe calcium encourages fat cells to stop “ getting fatter” instead, the cells burn extra fat without you having to go anywhere near a gymnasium.

It probably sounds strange to say that you can eat more in order to lose weight. Obviously, the question you should ask immediately is, “Eat more of what?” We are talking about foods rich in fibre. They have what is referred to as low- energy density; that translates to few calories relative to weight. This means that you can down a mountain without fear of calories overload.

Fiber also aids weight loss because it’s filling. Most high - fibre foods take a lot of chewing, triggering your body’s fullness sensors. Moreover, you absorb the food more slowly so you feel full longer.

Will the wonders of food ever cease? Not if researchers in nutrition keep their pace. Let them keep the good news flowing- such as the fact that we don’t have to starve ourselves to lose weight and keep diseases at bay.

(Adapted from Reader’s Digest, January 2004)

- (a) From the information given in the first paragraph, how can you improve your life? (1 mk)

- (b) In not more than 35 words, summarize the effects of eating Carbohydrates (4 mks)
- (c) Explain how free radicals contribute to the occurrence of high blood pressure and cancer (2 mks)
- (d) In what two forms can antioxidants be consumed (2 mks)
- (e) In fact, nutritionists recommend that we eat five portions of fruit and vegetable a day.”
- (f) What is the attitude of the author towards calcium as a weight – cutting measure? (3 mks)
- (g) According to the passage, how can you use up excess fat? (2 mks)
- (h) Identify an instance of irony in the passage (2 mks)
- (i) Explain the meaning of the following expressions as used in the passage (3 mks)
- Daunting
Baggage
Down a mountain

2. Read the poem below and then answer the questions that follow

“Sympathy”

I know what the caged bird feels, alas!
When the sun is bright on the upland slopes;
When the wind stirs soft through the springing grass
And the river flows like a stream of glass
When the first bird sings and the first bud opes
And the faint perfume from its petals steals
I know what the caged bird feels!

I know why the caged bird beats his wing
Till its blood is red on the cruel bars
For he must fly back to his perch and cling
When he rather would be on the branch a swing

And a pain still throbs in the old, old scars
And they pulse again with a keener sting
I know why he beats his wings

I know why the caged bird sings, ah me
When his wing is bruised and his bosom sore
When he beats his bars and would be free
It is not a song of joy or glee
But a prayer that he sends from his hearts deep core
But a plea, that upward to heaven he flings
I know why the caged bird sings!

(Adapted from the poem by Paul Laurence Dunbar in America
Negro Poetry,

edited by Arna Bontemps. New York: Hill and Waug,
1974

- (a) Explain briefly what the poem is about (3 mks)
- (b) What does the poet focus on in each of the three stanzas?
Give your answer in one form (6 mks)
- (c) How would you describe the persona's feelings towards
the caged bird? (4 mks)
- (d) What can we infer about the persona's own experiences? (3 mks)
- (e) Identify a simile in the first stanza and explain why it is
Used (2 mks)
- (f) Explain the meaning of the following lines
 - (i) And the faint perfume from its petals steals (1 mk)
 - (ii) And they pulse again with a keener sting (1 mk)

3. (a) use the correct form of the word given in brackets to fill in the gap in each sentence (3 mks)

(i) The Of the right of expression is a violation of human rights (deny)

(ii) Saving the child from the burning house was a Act (hero)

(iii) They were asked to the alarm (active)

(b) Rewrite the following sentence as instructed

(i) We can control the spread of HIV/ AIDS by educating the public
(Begin: the spread of)

(ii) The man was arrested. His cattle destroyed the maize in the school farm (Rewrite as one sentences)

(iii) Mount Kilimanjaro is the highest mountain in Africa.
(Rewrite using "higher" in stead of highest")

(c) Use the correct form of the verb given in brackets

(i) Measles..... not common among adults. (be)

(ii) Every morning, either the puppy or the kitten..... For me at the door. (wait)

(iii) The ministry of health has An extensive inoculation programme for children under five years. (Begin)

(d) Complete each of the following sentences in the most suitable way

(i) If you really loved Kenya, you Buy Kenyan products more

(ii) I would have cleaned the toilet if the detergent available

(iii) Hardly had she left the house the guests arrived

(e) Choose the most appropriate conjunction from those given below to fill in the gap.

(When, what, while, which, who)

(i) She wouldn't tell me I wanted

(ii) He walks to work everyday, Keeps him healthy

(iii) they waited as the secretary's office, the suspect left by a back door.

101/2
ENGLISH
PAPER 2
(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)
OCT./NOV. 2008
TIME: 2 ½ HOURS.

1. For Africans living abroad, nothing is more irritating than the constant diet of negative news on Africa. The only silver lining is that Africa is way down the list of news importance for the Western media. Most of the time Africa is ignored but when it does make it into the newspapers, radio or TV, then it is always portrayed as sinking in corruption, wars, famine and disease. If you set out to find a positive story on Africa, you may have to wait until your grand children have grown old.

What is more unfortunate is that whereas the rest of the world is divided into nations, Africa is lumped into one big sorry mass. A civil war in a tiny country in Africa elicits screaming headlines such as “Africa returns to barbarity”. Civil wars in Europe are not European civil wars but civil wars in Bosnia, Serbia and so on. No one bothers to mention that out of Africa’s 54 countries, only two may be engaged in civil wars. That means 52 countries are peaceful. But the impression you get from the Western media is that all of Africa is at war with itself.

The same goes for diseases, especially AIDS. Hardly does a week go by without the ‘experts’ from the West predicting how Africa’s entire population will be wiped out in fifty years’ time. If all the predictions made about the impact of AIDS had been correct, most African countries would have been entirely depopulated by now.

According to the Western media, Africa is corrupt . All of Africa, all the time. It is interesting to note that in America, for example, only the executives of a given company are said to be corrupt while all African leader are seen as being irredeemably corrupt.

The point being put across is that Africa is guilty unless proven innocent. Western journalists assigned to cover Africa are in most cases the most junior and the least experienced in the organization. They are given this version of a 'Hopeless Continent' for so long that when they land in any African country, they immediately set out to confirm their prejudices. And you can always find what you are looking for.

The situation is similar to the search for weapons of mass destruction in Iraq. In Africa, Western journalists set out to find corruption, decay and mismanagement. And if they cannot find it, they will invent it on the basis that “ it must be there somewhere”

The causes of this generalized negative view of Africa are complex. When you confront Western journalists, they deny that their view of Africa is prejudiced. They are probably telling the truth because they report what they see- but they see what they want to see. And what they want to see, subconsciously is a version of backward, primitive and uncivilized Africa. So, while we feel irritated and even angered by the Western media's portrayal of Africa, we must remember that many journalists cannot help but see Africa the way they programmed to do. The only way this can change is if the programming is changed. But how do you go about doing so?

The first step is to create space for dialogue between the Western media and Africans. It is during such discussions that Africans will be able to tell their side of the story. If this happens, then the Western media will see Africa as we do –a glorious continent full of promise but going through a rough time at present.

(Adapted from African Business, May 2004)

- a) What is the likelihood of finding a positive story on Africa? (2mks)
- b) Why are Bosnia and Serbia mentioned? (3mks)
- c) Why is the word “experts” on the third paragraph put within quotation marks? (3mks)
- d) Rewrite the following sentence to begin: Had....
“If all the predictions made about the impact of Aids had been correct, most African countries would have been entirely depopulated by now.”
(1mk)
- e) According to the passage is Africa more corrupt than America? Explain your answer. (3mks)
- f) Give two reasons why African stories are mainly assigned to the most junior and inexperienced journalists (4mks)
- g) How can we
- h) Explain the meaning of the following expressions as used in the passage: (3mks)
 - Silver lining
 - Sorry
 - Irredeemably

2. Read the poem below and then answer the questions that follow.

The splash
Under warm sunshine,
A pond of water rests, calm and serene.
The blue sky inhabits the middle of the pond,
And its sides reflect the greenery,
Spotted with the yellow and the red,
The red and the violet
The water, the sky, the vegetation,
Hand in hand convey harmony and peace.

Then comes the splash!
 And a tremendous stirring surges:
 Reflections distort,
 Giving way to a rushing flow of triples
 Ripples innumerable,
 All fleeing from the wound.
 Time elapses,
 Ripples innumerable
 All fleeing from the wound
 Time elapses,
 Ripples fade,
 Reflections regain their shape,
 And once again emerges the pond
 Smooth and tranquil.
 But the stone!
 The stone will always cling to the bottom

Yusuf O. Kassem

- a) What do you think this poem is about? (3mks)
- b) What is implied by the use of color imagery (lines 4, 5, 6)? (4mks)
- c) Identify and explain two stylistic devices used in this poem
other than color imagery. (4mks)
- d) Describe the tone of this poem (3mks)
- e) Explain the meaning of the last two lines. (3mks)
- f) Explain the message of the following words as they are used
in the poem: (3mks)
 - Surges
 - Fade
 - Tranquil

101/2
ENGLISH
PAPER 2
(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)
OCT/NOV 2009
2 ½ HOURS

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

In the eighteenth century, the field of science was virtually closed to women. In France, the countess wrote a highly regarded book about Newtonian physics, but its very excellence spoke against her. The manuscript was so good that it was widely assumed that it had been written by the countess's tutor rather than by the countess herself. Sadly enough, the tutor Samuel Konig, did nothing to discourage the rumour about the book's authorship. Instead, he took full credit for the countess's efforts. In England, the leading nation in science, the situation was worse. Women were strictly prohibited from admission to scientific societies. Indeed, the English denied women access to all forms of scientific study.

Italy, however, was something of an exception to the general European rule, and a number of provincial scientific societies did admit women. It is perhaps not surprising, then, that the one woman who crashed the barriers erected against her gender was an Italian, Laura Bassi (1711-1778). Bassi actually became a respected scientific figure at a time when women were generally thought to be too intellectually limited for the rigors of scientific study. By all accounts, she thoroughly disproved the sexist notion that women and sciences were opposed to one another.

Bassi was one of the lucky women of her era. Her father was an enlightened lawyer in Bologna, Italy, who believed that women should be

educated. Thus, young Laura was schooled by the family times, particularly Newtonian physics. Because her father encouraged her to display her erudition at social gatherings, Bassi's reputation as a learned woman grew. Tested by a group of professors and scholars anxious to prove that a woman could not possibly be so clever, Bassi astonished the skeptics with her intelligence, learning, and eloquence. Local scholars were so impressed that in 1732 they invited her to join the Bologna Institute of Sciences and to study for a degree at the University of Bologna. On May 12, 1732, Bassi became only the second woman ever to gain an academic degree. A few months later, she became the world's first female professor.

But despite her breakthrough, those in charge of the University of Bologna had very rigid ideas about what Bassi could or could not do as a professor. For example, she had no say over her schedule. To the University's leaders, she was an intriguing oddity. They might trot her out for display to curious visiting scholars, but they would not let her lecture on a regular basis. Nor, for that matter, could she pursue her own studies or research. Still, Bassi was not an easy woman to control, and to a degree she managed to go her own way.

In 1749, to escape university restrictions, Bassi began offering private lessons in experimental physics. She also began championing Newtonian physics at a time when it was relatively unknown in Italy, and she promoted Newton's findings about gravity even in the face of widespread intellectual resistance. In addition, Bassi corresponded with the leading physicists of the day. Thus, she kept her country abreast of new scientific theories. In 1776, when Bassi was sixty-five, the university acknowledged her contributions to scientific thought by bestowing upon her an unheard of honour for a woman: She was appointed chair of experimental physics, and her husband, the father of her eight children, was appointed her assistant.

Contrary to expectation, Bassi's achievements did not pave the way for other women. This is because many of her male colleagues had been disturbed by her extraordinary progress and were reluctant to let any other female follow in her footsteps. After Bassi's death in 1778, it took more than a century, and the arrival of Marie Curie, for another woman to find herself at home in the male-dominated world of science.

Adapted from reading for Results by Laraine Fleming (2008) New York: Houghton Mifflin.

- a) Why was it widely assumed that the countess's tutor had written the book on Newtonian physics? (2 mks)
- b) In what way was France better than England in the treatment of women interested in the sciences? (3 mks)
- c) Rewrite the following sentence using the word "surprisingly" (1 mk)

It's perhaps not surprisingly, then, that the one woman who crashed the barriers erected against her gender was an Italian, Laura Bassi.
(3 mks)

- d) According to the passage, what was a professor expected to do? (3 mks)
- e) For what selfish purpose did the University of Bologna use Bassi? (2 mks)
- f) What evidence is given to show that Bassi was difficult to control? (3 mks)
- g) Why do you think the author mentions the fact that Bassi had eight children? (3 mks)
- h) Explain the meaning of the following expressions as used in the passage (3 mks)
 - Erudition.....
 - To a degree.....
 - Find herself at home.....

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

Hare, the cleverest and funniest of animals, was once on good terms with Elephant and Hippo. He knew very well that he was weaker than his mighty friends, yet oddly enough he was always seeking ways of showing that he was, infact, much stronger than they.

While drinking at the lakeshore one day, he met Hippo, “How are you, brother, you big –for –nothing brute?” He began. “I’ve been waiting a long time to prove how much stronger than you I am. It’s time you recognized your betters and gave me the respect I deserve.”

“What!” Hippo retorted, unable to believe his ears, “do you really dare to address me like that, you worthless little creature? Have you forgotten I’m the biggest and strongest of all the water creatures?”

Hare’s reply was deliciously cool. “You may well be, “he said, “but I’m the strongest of all animals wherever they live; and from now on be sure you remember it. If you want to see how weak you are let’s meet here in three days’ time and try a little tug-of-war. I promise you I’ll haul you clean out of the lake into the forest”. Such imprudence infuriated Hippo.

“stop this idle prattle!” he retorted. “Go home and eat for a few years. You ‘ll need to before you start dreaming of pulling me from the lake.”

And so they parted. Now as it happened, Hare, as yet, had no idea how he could outwit Hippo. He spent the remainder of the day deep in thought. by late afternoon the rather obvious idea of tying one end of a rope to a tree-trunk was taking root in his mind when suddenly his friend Elephant appeared.

His mind raced like the wind. “Hello, you long-eared oaf!” he shouted.

“Why on earth do you keep swinging your snout like that?”

Elephant was not amused. He replied in rather hurt tones. “What’s wrong with you today, Hare?” he asked. “Have you taken leave of you senses?”

You sound like someone who's never slept a night in his grandfather's house. Have you forgotten how to respect your elders?" Hare pretended that he had. "stump- footed fool!" he roared. Don't talk such nonsense. It's you who should recognize your betters and one day I'll teach you how."

Elephant was growing weary. "Look, I' am busy today," he said, "run along and find a child to play with – someone like yourself."

Hare now pushed out his tiny chest, quite swollen with self-confidence. "all right, " he shouted, "I'll offer you challenge. Come here in three days and I'll prove I'm stronger than you by dragging that great carcass of yours out of the forest and into the lake." And without more ado, he turned on his heels and bounced off into the forest.

Three days later, Hare took the longest rope he could find and ran to the shore to find Hippo. He gave his friend one end, saying, "Here, catch this and hold tight. Do nothing until you hear a horn blowing then pull as hard as you can." Taking the rope, Hippo sank back complacently into the water, his big eyes twinkling merrily on the surface of the lake. The rope's other end Hare carried to Elephant who reliable and punctual as ever, was waiting in the forest. Raising his voice to his huge friend, Hare shouted, "Hold this and stay put. Don't pull until you hear a horn blowing. Now I'm Off to drag you into the lake."

And away he sped, hiding himself in a clump of bushes where he enjoyed a clear view of both animals. In the forest, elephant waited patiently; in the lake Hippo smiled to himself, convinced in his heart that it was all just a bad joke. Hare now blew his horn, and with a crashing of trees and a wild cascading of water, the colossal beasts began their tug-of-war. Hour upon hour the struggle went on, forest and shore echoing to the noise of their furious grunting and trumpeting.

At last, seeing his friends reduced to complete exhaustion, Hare again blew the horn and told them to stop.

Then quickly rolling in the dust, he ran down to the shore and addressed himself to Hippo. "Brother", he began, "I hope you now realize your mistake. You see, I 'm not only clever but remarkably strong as well. From now on perhaps you'll respect me." They shook hands and parted, Hare leaving his friend to go to Elephant. "Well, you wouldn't believe me," he said, speaking boldly to Elephant, "Now you've learnt your lesson. You may be as big as a mountain, but basically you're a weakling." Puzzled and dumbfounded, Elephant shook his head, and after reluctantly shaking hands, lumbered away into the forest.

(From keep My Words by Onyango- Ogutu and A. A. Roscoe)

EAEP Ltd.

- a) From the first paragraph how can we tell that Hare was not contented with his State? (2 mks)
- b) Why is it ironical that Hare is asking to be respected? (2 mks)
- c) From the information in paragraph 5, explain what Hippo's attitude towards Hare is. (3 mks)
- d) From the information in paragraph 5, explain what Hippo's attitude towards Hare is. (3 mks)
"Now as it happened, hare as yet, had no idea how he could outwit Hippo"
(1 mk)
- e) In about forty words, summarize Elephant's feelings about Hare. (6 mks)
- f) Both Hippo and Elephant do what Hare says. What does this prove? (3 mks)
- g) Explain the meaning of the following expressions as they are used in the story:
 - i) Imprudence (1 mk)

ii) Taking root (1 mk)

iii) Lumbered (1 mk)

3. a) Identify, underline and correct the four words that have been mis-spelt in the paragraph below. (4 mks)

We didn't give him the privilege of representing us on the District Environmental committee because he has a tendency of disagreeing with everyone. He embarrasses himself by pretending to be so knowledgeable.

- b) Rewrite the following sentences as instructed. (3 mks)

i) She realized that she had made such a serious blunder.
(Rewrite using "What")

ii) Just in case you change your mind, call this number
(begin: should ..)

iii) I don't know either of them. (End..to me)

- c) Fill in the blank spaces with correct preposition. (4 mks)

i) Nyawira, get.....the wet wall immediately!

ii) My sisters and I will share this piece of land
ourselves

iii) We wondered if there was needsuch equipment

iv) Mwela dipped the bucketthe well.

- d) Use the correct form of the nouns given in brackets. (4 mks)

i) These (Student) phones were confiscated.

ii) There are many..... (Hero) who fought for our independence

iii) How many (editor-in chief) were invited?

iv) This must be your..... (Father-in-law) car

ENGLISH
PAPER 2
(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)
OCT/NOV 2010
2 ½ HOURS

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

Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more alive: seeing new sights, eating new food, hearing the foreign sounds of a new language, and feeling a different climate against your skin stimulate your senses as never before. Soon, however, this sensory bombardment becomes sensory overload. Suddenly, new experiences seem stressful rather than stimulating, and delight turns into discomfort. This is the phenomenon known as culture shock. Culture shock is more than jet lag or homesickness, and it affects nearly everyone who enters a new culture - tourists, business travellers, diplomats and students alike. Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.

In the first stage, you are excited by your new environment. You experience some simple difficulties such as trying to use the telephone or public transportation, but you consider these small challenges that you can quickly overcome. Your feelings about the new culture are positive, so you are eager to make contact with people and to try new foods.

Sooner or later, differences in behaviour and customs become more noticeable to you. This is the second stage of culture shock. Because you do not know the social customs of the new culture, you may find it difficult to make friends. For instance, you do not understand how to make "small talk," so it is hard to carry on a casual, get-acquainted conversation. One day in the school cafeteria, you overhear a conversation. You understand all the words, but you do not understand the meaning. Why is everyone laughing? Are they laughing at you

or at some joke that you did not understand? Also, you aren't always sure how to act while shopping. Is this store self-service or should you wait for a clerk to assist you? If you buy a sweater in the wrong size, can you exchange it? These are not minor challenges; they are major frustrations.

In the third stage, you no longer have positive feelings about the new culture. You feel that you have made a mistake in coming here. Making friends hasn't been easy, so you begin to feel lonely and isolated. Now you want to be with familiar people and eat familiar food. You begin to spend most of your free time with students from your home country, and you eat in restaurants that serve your native food. In fact, food becomes an obsession, and you spend a lot of time planning, shopping for, and cooking food from home.

You know that you are in the fourth stage of culture shock when you have negative feelings about almost everything. In this stage, you actively reject the new culture. You become critical, suspicious, and irritable. You believe that people are unfriendly, that your landlord is trying to cheat you, that your teachers do not like you, and that the food is making you sick. In fact, you may actually develop stomachaches, headaches, sleeplessness, lethargy, or other physical symptoms.

Finally, you reach the fifth stage. As your language skills improve, you begin to have some success in meeting people and in negotiating situations. You are able to exchange the sweater that was too small, and you can successfully chat about the weather with a stranger on the bus. Your self-confidence grows. After realizing that you cannot change your surroundings, you begin to accept the differences and tolerate them. For instance the food will never be as tasty as the food in your home country, but you are now able to eat and sometimes even enjoy many dishes. You may not like the way some people in your host country dress or behave in public, but you do not regard their clothes and behaviour as wrong -just different.

In conclusion, nearly everyone moving to a new country feels some degree of culture shock. Symptoms may vary, and not all people experience all five

stages. Newcomers with a strong support group may feel at home immediately in the new culture, while others may take months to feel comfortable. Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible are ways to overcome the difficulties and frustrations of adapting to life in a new land.

(From: Writing Academic English, Alice Oshima and Ann Hogue, Pearson Education, Longman (2006))

- (a) According to the passage, what is the meaning of culture shock? (2 marks)
- (b) Identify any three factors that can cause culture shock. (3 marks)
- (c) What evidence does the author give to show "you understand all the words, but you do not understand the meaning"? (2 marks)
- (d) Give any three features that characterize a person in the worst state of culture shock. (3 marks)
- (e) In note form, give the difficulties experienced in the second stage of culture shock. (4 marks)
- (f) Why is making friends helpful in overcoming culture shock? (2 marks)
- (g) Explain the meaning of the following words as used in the passage: (3 marks)
 - alive
 - obsession
 - negotiating
- (h) Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible are ways to overcome the difficulties and frustrations of adapting to life in a new land. (Rewrite the sentence above without changing the meaning. Begin: You)

(1 mark)

2. Read the poem below and then answer the questions that follow.

"Song of the wagondriver". B.S. Johson

My first love was a ten-ton
truck They gave me when I
started, And though she played
the bitch with me I grieved
when we were parted.

Since then I've had a dozen more,
The wound was quick to heal,
And now it's easier to say
I'm married to my wheel.
I've trunked it north, I've
trunked it south, On wagons
good and bad, But none was
ever really like The first I ever
had.

The life is hard, the hours are long,
Sometimes I cease to feel,
But I go on, for it seems to me
I'm married to my wheel. . . ;
Often I think of my home
and kids, Out on the road at
night, And think of taking a
local job Provided the
money's right.

Two nights a week I see my
wife And eat a decent meal,
But otherwise, for all my
life,
I'm married to my wheel.

(From The Earth is Ours: Poems for Secondary Schools. Selected by Ian
Gordon)

- (a) Briefly explain what the poem is about. (2 marks)
- (b) What is contradictory about the persona's relationship with his first truck?
(2 marks)
- (c) The persona is facing a real dilemma. Which is it? (2 marks)
- (d) Identify and illustrate any two literary devices that the poet uses. (4 marks)
- (e) What makes the persona's job demanding? Give your answer in note form.
(4 marks)
- (f) Explain the meaning of the following lines: (i) Sometimes I cease to feel
(i) Sometime I cease to feel (2 marks)
(ii) Provided the money's right (2 marks)
- (g) Explain the meaning of the words below as used in the poem.
(i) grieved (1 mark)
(ii) trunked (1 mark)
3. (a) Rewrite the following sentences in Direct Speech. (2 marks)
(i) The tourist exclaimed that Kenya was a beautiful country.
(ii) Halima told James to go where she was.
- (b) Rewrite each sentence below to make it communicate more sensibly.
(2 marks)
(i) They left the field full of sweat.
(ii) Powerful and comfortable, the buyer really liked the car.
- (c) Fill in the blank spaces with an appropriate pronoun. (3 marks)
(i) The children and ought to leave immediately if we want to arrive there before dark.
(ii) The organisers have invited Mwamburi and but I don't intend to go.
(iii) Since she obtained the highest grade, the school should give the award to no one else but

(d) Fill in the blank spaces -with the correct form of the verb in brackets,
(3 marks)

- (i) A flock of birds (fly) away from this lake every week.
- (ii) I wondered why they had (sing) that particular song.
- (iii) The ball must have been (hit) too hard.

(e) Rewrite each of the following sentences as instructed. (3 marks)

- (i) It is amazing that the couple takes care of so many orphans.

(Begin: That.....)

- (ii) What we need in Kenya is patriotism.

(End: in Kenya.)

- (iii) My students don't drink. My students don't smoke.

(Join into one sentence using 'neither')

(f) Fill in each blank space with the appropriate word. (2 marks)

- (i) I stopped the child from chewing a of grass.
- (ii) The doctor told her to take the of medicine according to the prescription.

101/2
ENGLISH
PAPER 2
(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)
OCT/NOV 2011
2 ½ HOURS

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

When I visited my mother last May, much of her sitting room had been converted into what I half jokingly called a Barrack Obama shrine. Since Obama had declared his candidacy for president, my mother had diligently collected everything about the man that she could get her hands on. Magazines, newspaper articles, and T-shirts formed the bulk of her collection, all of it in pristine condition and not to be handled except with utmost care. Almost overnight, all things Obama had become a staple of my mother's conversation. His message of unity and transcendence, his unwillingness to be cowed by "a chorus of cynics," all of this inspired in my mother a late-life surge of confidence. It had even led to her changing the way she answered her phone. Instead of her usual "Hello," she took to lifting the receiver and announcing, "This is our moment."

By the night of Obama's remarkable triumph, she had digested far more than his trademark phrases. Still, she was more than thrilled when, during his victory speech at Chicago's Grant Park, he once again proclaimed, "This is our moment." Obama's victory seemed "just too good to be true, overwhelmingly good," she told me. "There are no words to describe how I feel. 'Elated' is not good enough."*

Hers is a voice tempered and made scratchy by seventy-seven years of living, and decades of making herself heard in a house crowded with loud, boisterous youngsters. My mother is special to me, of course, but in many respects she's a typical black woman of her generation. A child of the Depression, she married

young, and stayed home to raise six children. She remembers Jim Crow quite well and, like many of her peers, has more than a few chilling firsthand tales of travel in Mississippi (where her father was born), Missouri, and other places known for white residents' historically open and violent hostility towards African Americans. She is faithful, fearless, and frank, adept at blessing you with gentle encouragement while demonstrating her unerring skill at telling it exactly like it is. While her experience, her lifetime of dearly purchased knowledge, deeply informs my own life, there are parts of it to which I have no access. Her memories contain mysteries that I can only guess at. To hear her answer her phone with such an uncautiously optimistic phrase was a startling, wonderful surprise.

[Adapted from What Obama Means: For Our Culture, Our Politics, Our Future.

by Jabari Asim. New York: Harper Collins Publishers, 2009]

- (a) What does the author of this passage suggest by referring to his mother's living room as a shrine? (2 marks)
- (b) Why does the author's mother like and support Barack Obama's candidacy? Give two reasons. (2 marks)
- (c) Explain why the words: "This is our moment" particularly thrilled the mother. (2 marks)
- (d) Why does the author's mother find Obama's victory "just too good to be true"? (2 marks)
- (e) Give one reason why the author uses his mother and not himself to explain the significance of the Obama campaign and victory? (2 marks)
- (f) A child of the Depression, she married young. (Rewrite using: for) (1 mark)

- (g) Describe the relationship between the author and his mother. Illustrate your answer. (4 marks)
- (h) The author's mother remembers Jim Crow. Do you think this memory is positive or negative? Illustrate your answer. (2 marks)
- (i) Explain the meaning of the following as used in the passage: (3 marks)
- (i) staple of my mother's conversation;
 - (ii) surge;
 - (iii) digested.

2. Read the passage below and then answer the questions that follow.

Once upon a time, there lived a boy called Nzoko. He liked two things more than anything else: the forest and mitsic. Scarcely did a moment pass before he sang or quietly whistled a little tune to himself.

The boy's father kept goats, and when Nzoko returned from school, he always took them out to graze in the forest. Once there, he would begin singing, first repeating all the songs he knew and then trying out a few new ones. The murmuring of the river, the rustle of the wind in the trees, even the hum of the bumble bees, all made little tunes for him. One day, he cut a short piece of wood from a willow trees, whittled it down, pierced holes into it and made a flute. On his flute, the tunes sounded lovelier than ever before-One warm day. Nzoko heard something moving in the bushes around him. On looking up, and to his amazement, he saw a little fairy man. "Do you know what I have come for? the fairy asked. "No", I'm ... I'm ve..jy so..rry but don't," answered the boy.

"Well." the fairy said, " the spirits of the forest have been long listening to your flute and they are con-vinced only the fairy piper can play as well as you do. So I have come to hear for myself and I will reward you well if you impress me too."

Nzoko did not need telling twice. He was quite at ease with the little man now, and he began to play music so sweet that it entranced the fairy, making him stay on until the moon rose over the distant hills. Before leaving, he asked Nzoko what reward he desired most. "The fairy fiddle, please. For I have heard it said that it is the finest in the whole wide world," the boy replied expectantly.

"The fairy fiddle!" exclaimed the fairy, greatly astonished. "That is the most precious gift, and onlone who fulfils these three conditions will obtain it. Now listen carefully, Nzoko: your playing must be so enchanting that it will charm the birds into stopping their own music to listen; your music must make animals stop their fighting and finally, your tunes must heal the sick. Take this ring, and when you have worked hard enough, and only then, turn it and it will bring you the fairy fiddle," the fairy said and then vanished.

In the following days. Nzoko played every song over and over, trying to make each better and better. He tried to silence the music of a blackbird with his own but to no avail. However, he didn't give up and one sunny afternoon, there suddenly gathered a wide circle of birds: robins and wrens, finches and blackbirds, cuckoos and wagtails. And they listened. Could this be the first condition fulfilled?

Several days later, he heard a great din coming from a farm. On checking, he saw a fox running after cackling hens, wanting to turn them into a meal. Without realizing it, Nzoko started playing his flute loudly and as if by magic, the fox melted away. Thus, the second condition was fulfilled.

On yet another day. as he drove the goats home, he heard a child cry weakly in agony. He peeped through the window of the cottage and saw a little girl lying in bed, pale and worn. The mother must have gone to look for herbs. Nzoko's eyes welled with tears, and as if driven by some force beyond him, he started playing a merry tune on his flute, then a merrier one still. And, slowly, very slowly, colour began to creep back into the girls face and after a little while she asked for food. The third and last condition fulfilled?

Nzoko leapt for joy and turned the ring, and there, right there in front of him, was the most wonderful fiddle there ever was.

(Adapted from *Your Ora! Literature* by Henry Mbarwa (1989). Nairobi: Kijabe Printing Press)

- (a) From the second paragraph, what inspired Nzoko to create new tunes?
(2 marks)
 - (b) Why do you think the boy's reply to the fairy is broken with dots?(3 marks)
 - (c) How do we know that Nzoko was very eager to play the flute for the fairy man?(2 marks)
 - (d) Give two reasons why you think the fairy set conditions for Nzoko before he could get the fairyfiddle.(4 marks)
 - (e) Why do you think the narrator mentions six different kinds of birds?
(2 marks)
 - (f) With an illustration for each, describe any two character traits of Nzoko.
(4 marks)
 - (g) What can we learn about the values of this community?(3 marks)
- 3. (a)** Rewrite the following sentences according to the instructions given after each. (3 marks)
- (i) Aisha asked Tom to return her key the following day. Rewrite in direct speech)
 - (ii) The teacher asked them where they had been the previous Friday.
{ Rewrite in direct speech)
 - (iii) It is a pleasant surprise to meet you again after all these years. (Rewrite beginning: What ...)

(b) Complete the sentences below with the correct form of the verb. (2 marks)

(i) Each of the boys..... given a present.

(ii) Either Joyce or her daughters..... coming.

(c) Briefly explain the difference between the following pairs of sentences. (4 marks)

I (i) They collected all the money they needed.

(ii) They needed all the money they collected.

II. (i) Four of those students were admitted to the university.

(ii) Those four students were admitted to the university

(d) For each of the following sentences, provide the appropriate noun formed from the word 'break' to fill the blank space. (3 marks)

example

The story of the of prisoners from the maximum security prison was carried by all the dailies.

Answer: breakout

(i) Scientists have been working hard to find a cure for HIV-AIDS without a

Major.....

(ii) The of their friendship was caused by unfaithfulness.

(iii) The business has operated for quite some time but is yet to reach thepoint.

(e) For each of the following sentences, use the correct form of the word in brackets

to fill in the blank space. (3 marks)

(i) Once the sun has I cannot sleep any more, (rise)

(ii) How long have you here? (dwell)

(iii) It is advisable that we forgive those who wrongus. (condition)

101/2
ENGLISH
PAPER 2
(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)
OCT/NOV 2012
2 ½ HOURS

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

Some fifteen thousand years ago an artist drew on the walls of a cave in Spain a picture of his Stone-Age neighbour robbing a bees' nest of its golden store. In the centuries that have since gone by, no one has ever discovered or invented a purer and sweeter food than honey.

Because of its chief ingredient, Levulose, or "fruit sugar", honey is almost twice as sweet as cane sugar. Table sugar, like salt, has but one taste. Every honey has its own. It would take an epicure's lifetime to discover, sample and enjoy all the possible vintages that bees distil from the thousands of species of nectar-bearing plants.

Honey is the purest of all foods. When properly ripened, its concentration of sugar is so high that bacteria cannot live in it for more than an hour or two. It is said that in one of the royal Egyptian tombs was found honey that was thirty-three hundred years old - darkened and thickened by time, but pure honey still. No knavery can corrupt honey without detection. If diluted with water, it ferments. Nor can the wax of the honeycomb, product of the bees' own glands, be successfully imitated.

This ancient and mysterious food is one of the wonders of the world, the product of an intricate relation between bees; the high peak of insect evolution, and flowers, the loveliest part of the green world. Nature has adapted the forms of flowers to entice bees, and the bodies of bees to fit and pollinate the flowers and to use their pollen and nectar. Some ten

thousand species of flowers would be extinct but for the bees, and bees could not live without the flowers.

The honey bee is the most faithful and provident of the flowers' lovers. While a butterfly or a bird would move from flower to flower, a honey-bee is loyal to one sort of flower at a time. So she brings to each bloom none but its specific pollen, and she makes but one kind of honey at a time.

At the height of the nectar flow in late spring and early summer, bees literally kill themselves with work. It is the destiny of every good worker to die flying, straggling to bring back one last load to the hive. It takes about three hundred pounds of honey just to keep one colony alive; thus to gather a surplus, so that you and I may have some, the hive's workers must fly many million miles more.

Each drop of nectar is an ocean holding minerals, enzymes and foods. It contains traces of iron, copper, manganese, potassium, sodium, phosphorous, proteins and vitamins. This explains why many diabetics can tolerate honey but not table sugar, and why it helps babies to retain calcium and so grow stronger limbs and better teeth.

Only certain plants with truly exquisite nectars produce a honey you would want to eat. Many others yield nectar from which are made dark-coloured, strong flavoured honeys that bakers and confectioners use in immense quantities. Tobacco companies buy millions of pounds of low-grade honey a year for preserving, flavouring, moistening and mellowing tobacco.

Such honeys also go into lotions and cough medicines. For thousands of years connoisseurs have been buying their honey with Discrimination. The ancient Athenians got their most delicate honey from Mt. Hymettis. It was famous because it came from a little wild flower called thyme.

Perfect as it is as a food, honey is more; it is a slow-formed, perfect drop upon a growing tip of evolution. To take that drop upon the tongue is to partake of a sacrament with nature.

(Adapted from New Horizons in English. A course for secondary schools, Book 4 by Alice Kiai et al, E.A.E. Publishers.

- (a) What amazing fact about honey do we learn from the first paragraph?
(2 marks)
- (b) Why is the bees' nest described as "golden store"?
(2 marks)
- (c) Using information in the third paragraph, summarize the unique qualities of honey in not more than fifty words. (4 marks)
- (d) In what ways are bees and flowers interdependent (3 marks)
- (e) This ancient and mysterious food is one of the wonders of the world.
(Re-write adding a question tag) (1 mark)
- (f) What is the writer's attitude towards the bee?
Give reasons from the passage to support your answer. (3 marks)
- (g) Identify and explain the metaphor in the seventh paragraph.(3 marks)
- (h) Explain the meaning of the following words as used in the passage.
Chief (1 mark)
Knavery. (1 mark)

2. Read the poem below and answer the questions that follow.

He is a jolly good boss
Sits behind a shiny mahogany desk,
Dreamy and contented like an over-fed python
That has just swallowed a bearded goat.

He is a good-natured fellow
Always patting the rumps of secretaries in tight skirts
Which say: marry me if you dare
Laughs absent-mindedly and sinks back into dear
oblivion He is an industrious head
Gets dog-tired early in the morning from signing a few
papers

Whose contents he is mildly aware of
And leaves for lunch and for the day at 11.30 a.m.

He is a humorous chap
Jokes about how he is underpaid and over-worked to
his juniors. Who laugh subserviently to conceal their
indignation And grudging envy.

He is a mighty generous comrade
Braggs about his christ-heart.
Being a proud donor of a few bastards
To guileless girls under him,
And believes his is a God-sanctioned mission
That dates back to Abraham.

He is a jolly good boss,
A perfect paragon of leadership.

Kitche O. Magak.

- (a) What is the message of this poem?
- (b) Give evidence from the poem which indicates that the juniors are suffering quietly (2 marks)
- (c) Explain the image in the line
“Dreamy and contented like an overfed python” (3 marks)
- (d) Identify and comment on two aspects of irony in the poem (4 marks)
- (e) Explain the meaning of the following as used in the poem :
 - i) oblivion.....
 - ii) Guileless.....
 - iii) God sanctioned mission.....
- (f) Identify two instances of alliteration in the poem (2 marks)
- (g) Why are the last two lines in the poem significant (2 marks)

3. Rewrite the following sentences according to the instructions give after each (3 marks)

(i) Esther said Patricia had stolen her dress

(Begin : Esther accused..)

(ii) This kind of dance fascinates the youth more than it does adults

(Begin : The youth.....)

(iii) There are very few students in the classroom

(Useany...)

(b) Fill in each blank space using the correct form of the word in brackets (3 marks)

(i) We.....(regular) visit our grandparents in the village.

(ii) The company has been in.....for twenty years, (exist)

(iii) The man agreed to accompany her to the market after a lot of
(persuade)

(c) Appropriately punctuate the following sentences to indicate parenthesis. (2 marks)

(i) When we meet next and I am not sure when a lot of things will have changed.

(ii) Any information that you have including minor details should be submitted to the office.

(d) Complete each of the following sentences using the correct phrasal verb formed from the word given in brackets. (3 marks)

(i) The bombat around midnight, (go)

(ii) You have toto her what to do. (spell)

(iii) Mwangi has the lights because he wants to sleep, (turn)

(e) Fill in each of the blank spaces with an appropriate word. 4mrks

(i) A short story revolvesa main character.

(ii) The teacher was gratefulthe students' input.

(iii) He has been leave since last week.

(iv) Her life was riddled contradictions.

101/2
ENGLISH
PAPER 2
(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)
OCT/NOV 2013

- 1.** Read the passage below and answer the questions that follow.
(20 marks)

To understand garbage, both industrial and domestic, you have to touch it, feel it and smell it. You have to pick through hundreds of tons of it, counting and weighing all the daily newspapers, the directories, the soiled diapers, the lipstick cylinders coated with grease, the medicine vials still encasing brightly colored pills, the forsaken toys, and cigarette butts. You have to sort and weigh the volume of all the organic matter, discards from thousands of plates: rice; ugali; fish heads to which justice has hardly been done; rotting water melons bleeding from gaping holes; the half eaten bananas, mostly still within their peels, black and incomparably sweet in the embrace of the final decay.

To understand garbage, you need thick gloves, a mask and a vibrant immune system. However, the knowledge harvested from a dumpsite makes up for the grim working conditions. To an archaeologist, ancient garbage pits are among the happiest finds. Every archaeologist dreams of discovering spectacular objects - but the bread and butter work of archaeology involves the most common and routine kinds of discards.

Interestingly, much conventional wisdom about garbage and its disposal consists of myths and assertions that turn out, upon investigation, to be misleading or dead wrong. For example, plastics are assumed to constitute the highest quantity of waste matter. For the record, the item most

frequently encountered in a dumpsite is plain old paper. At one point, there was a lot of talk about how technology, computers in particular, would bring about "paperless office" -- a risky prediction, given the way things have turned out. Personal computers and printers grace many offices and homes today. Consequently, where the creation of paper waste is concerned, technology is proving to be a fertility drug rather than a contraceptive.

Concerning plastics, it is true that the number of plastic objects has been increasing over the years. Nevertheless, the proportion of space they take up in a dumpsite has hardly changed. The explanation appears to be the result of what is called "light-weighting" - making objects in such a way that they retain all their functional characteristics but require the use of less resin. These days, even the plastic in disposable diapers ensures that they enter the house very light but leave it much heavier than ever before. The result is that many more plastic items can be squeezed into a given volume.

Plastics are the Great Satan: gaudy, cheap, a convenient scapegoat for people who claim we waste and consume too much. Although it is paper more than anything else that is filling up the dumpsites, in its defense one frequently hears the claim that paper biodegrades while plastic remains inert and will take up space until the end of time.

Not really

The reality is that the dynamics of a modern dumpsite are very nearly the opposite of what most people think. Biologically and chemically, a dumpsite is much more static than we commonly assume. For some kinds of garbage, biodegradation goes on for a while and then slows down to a virtual standstill. For other kinds, biodegradation never gets underway at all.

[Adapted from "Five Major Myths about Garbage , and Why they Are Wrong" by William Rathje and Cullen Murphy, appearing in *The Presence of Others* (1994). New York: St Martins Press]

(a) From paragraph one, name two examples of industrial waste and two examples of domestic waste. (1 marks)

(b) According to the passage, how does a banana change as it rots? (2 marks)

(c) Why do you think a vibrant immune system is said to be important in Understanding garbage? (2 marks)

(d) In the following sentence replace the underlined expression with one word. (1 mark)

I however, the knowledge harvested from a dumpsite makes up for the grim working conditions

(e) Why do you think the author puts the words "paperless office" in quotation marks? (2 marks)

(f) Explain how technology has become a fertility drug rather than a contraceptive. (3 marks)

(g) What can we infer about resin? (2 marks)

(h) In point form, summarize the reasons why the author feels paper waste poses a greater danger to the environment than plastics. (4 marks)

Rough Copy

fair Copy

(i) Explain the meaning of each of the following expressions as used in the passage. (3 marks)

bread and butter work

static;

gets underway

3.

Read the poem below and answer the questions that follow.

OUT-CAST

They met by accident

He proposed the idea

She gave her consent
All the way to the altar

The casualty was male
And his pigment was pale
Unlike his alleged sire
Who was black with ire

The recourse was legitimate
He disclaimed responsibility
So they had to separate
The boy remains illegitimate

Last month, not long ago
They both took their go coincidentally by
accident
No will, no estate
Nothing to inherit

The poor boy is hardly ten
And knows no next-of-kin
He roams the streets of town
Like a wind-sown out-cast

G. Gathemia .
(From: Boundless Voices).
Edited by Arthur I. Luvai

- (a) Briefly explain what the poem is about. (4 marks)
- (b) Have I ever met any time used dubious or underhand methos?"
rewrite in reported speech (1 mark)
- (c) Identify and explain three aspects of foregrounding the author uses in
this excerpt. (6 marks)

(d) Pick out a phrase in this excerpt that may suggest that Peter Stockman exaggerates or even falsely accuses Dr. Stockman of insubordination. Explain your answer. (2 marks)

4. (a) Rewrite the following sentences according to the instructions after each. (4 marks)

- (i) It was difficult but we completed the task. (Begin: Difficult...)
- (ii) He said that he had not insulted me. (Use: 'denied' ...)
- (iii) I will not at any cost support your evil plans. (Begin: At no cost...)
- (iv) She is renovating her house so that she may sell it. (Rewrite using: 'with a view'...)

(b) Explain the difference in meaning of each of the following pairs of sentences. (2 marks)

- (i) I. Even I attended the ceremony.
II. I even attended the ceremony.
- (ii) I. Bring an umbrella if it rains.
II. Bring an umbrella in case it rains.

(c) Replace each of the underlined words with a phrasal verb. (3 marks)

- (i) The meeting was postponed to a later date.....
- (ii) After consultations the man agreed to assume the role of manager.
- (iii) The number of smokers has decreased because of the cancer awareness campaign.

(d) Fill in each of the blank spaces with the appropriate form of the word in brackets. (3 marks)

- i. The chairman expressed doubts about the.....of showing the film on children's television, (suit)

ii. We could not understand him. His actions were completely..... (explain).

iii. Wearing a mask, he was totally.....(recognize)

(e) Fill in each of the blank spaces with the appropriate form of the word in brackets. (3 marks)

(i) If they had worked hard, they.....the examination, (pass)

(ii) If the athlete had maintained the pace, she.....(overtake)

(iii) Unless the ambulance arrives in time, his life(save)

101/2
ENGLISH
PAPER 2
(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)
OCT/NOV 2014
2 ½ HOURS

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

Developers' bulldozers have been leveling thousands of acres of rain forest every day in recent years to make way for human habitation. As a result, one plant or animal species a day is added to the list of those that have become extinct on this planet. This destruction must stop. Rain forests must be protected because they offer the human race many irreplaceable resources.

Rain forests are a special category of forests found only in the tropical regions of the world, usually close to the equator. True to their name, rain averages 80 inches a year in these forests. This rain, coupled with the warm tropical temperatures, creates dense lush vegetation. Little light gets through to the ground, but on the canopy and immediately below on the trees. plant and insect life abounds and is rich with benefits for humanity.

One major use of rain forests is biomedical. The plants and animals found there are a source of many rare compounds used by pharmaceutical companies. It is the products of such companies that sufferers of Parkinson's disease and certain mental conditions have to thank. And the discoveries have just begun. Scientists say that rain forests contain over a thousand plants that have great anticancer potential. To destroy life forms in these forests is to deprive the human race of further medical advance.

Another reason for saving rain forests is the crucial role they play in maintaining the global natural balance. Living organisms exist with each other, meaning that when one is eliminated, another can over-multiply to the detriment of the environment. For example, when developers clear forested areas to make way for "civilization", birds lose their nesting sites and no longer eat the insects there. These insects flourish and attack farm crops. The subsequent destruction of agriculture causes a serious food shortage and as we know, a hungry nation cannot develop.

Most important, rain forests must be protected because their trees regulate the planet's oxygen supply. They help to balance atmospheric conditions by manufacturing oxygen and absorbing carbon dioxide. Carbon dioxide creates what is called the "greenhouse" effect, a process that is responsible for global warming which in turn could lead to the submerging of coastal regions and islands. Can you imagine waking up one morning to the announcement that Mombasa, Malindi, Lamu and Rusinga Islands are no more?

Also, rain forests regulate the climate. If they are destroyed, the greenhouse effect could change rainfall patterns so that areas formerly used for agriculture become deserts. We may not be there yet, but are we not already contending with uncharacteristic long dry spells that bring about famine?

In future, the pressure on rain forests will become worse, not better, given that the human population keeps growing. The pessimist believes nothing can be done. The optimist, on the other hand, strongly believes that people can work together to slow, even reverse, the pace of destruction. Stand up to be counted.

(a) Referring to the first paragraph, say why the destruction of the rain forests must

Be stopped.

(2 marks)

(b) Why are the forests described in the passage called rain forests?

(2 marks)

(c) Rewrite the following sentence beginning "So close"

"The huge evergreen trees are so close together that their branches overlap and form an enormous towering canopy"

(1 mark)

(d) How will medical advance be affected by the destruction of rain forests? (3 marks)

(e) Explain why the author has put the word "civilization" between quotation marks. (2 marks)

(f) In not more than 40 words, summarize the effects of the greenhouse effect. (4 marks)

Rough copy

Fair copy

(g) What kind of pressure do you think the author is talking about in the last paragraph? (2 marks)

(h) Explain the meaning of the following expressions as used in the passage (4 marks)

(i) deprive;

(ii) detriment;

(iii) contending with;

(iv) Stand up to be counted.

2. Read the excerpt below and then answer the questions that follow.

The day finally arrived and it was a day as full of beauty as the day in which Owuor Kembo of Sakwa, in full battle regalia and a leopard skin loin piece had come to pay suit to the great Chief Odero Gogni of Yimbo for the hand of his daughter Akoko Obanda. Yet some things were different. A stone's throw away was the church with its tall steeple bearing a cross at the top ; - ^ a symbol of the new and different way of life, yet in some ways reminiscent of the reverence once paid to Were - the god of the eye of the rising sun who had guided the people. Further along was the school - the place of learning without which one was as a blind man in a strange house. All round was evidence of the rule of the white people who were good administrators but often unjust and unheeding to the pleas and aspirations of their black subjects. Indeed in the Central Province and in Nairobi especially among the Kikuyu, there were rumours of mass uprising against the colonial powers.

Oloo the son of Sigu, otherwise known as Mark Anthony, arrived with his entourage of six including his uncle, at mid-morning. Aware of the importance and the impact of presence and carriage he arrived in his military fatigues, a colobus monkey headdress and a spear in his hand. He was after all a soldier. It was an intriguing combination of the old and the new. Anyone else might have looked odd but Oloo looked dashing. His complexion was deceptively light and it drew questioning glances from his hosts and hostesses. Had their daughter decided to marry a ja-mwa - a foreigner? Apart from Akoko who must have left her mother's womb with a broad outlook, all of them were strictly parochial and marriage to even a Luhya from across the border was considered a catastrophe. It was therefore a relief when the suitors broke into pure Luo with the dialect of the middle region of Ramogi. Their daughter was a prize, a beacon, a source of pride for the entire clan. They simply could not bear giving her away to a stranger.

"Brothers, we greet you and bring you many greetings from the people of Seme. My nephew, Oloo, son of my late brother Sigu, came to me and said: 'Father, I have found a girl and I want to get married'. Now I am a reasonable man and I know the ways of Chik, so I asked him: 'Son, one does not just find a girl in the air. One sends &jawan 'gyo to go and spy a girl and find out her antecedents and character. Is she a thief or a witch? Is she lazy or shiftless? Might there be consanguinity between you and her? Who is her mother and father?' I tell you my brothers, that I was flabbergasted to hear that none of these things had ever crossed his mind. He knew that her mother's name was Maria and her grandmother's name was Akoko and that was all.

You will therefore forgive us brothers because we do not know you and you do not know us. We only came because we had faith in our son who has always been a reasonable man. We therefore wish to introduce ourselves before we go on. I am Semo Rakula of Seme, our village is near the strange rock - upon - a - rock, Kit-Mikai. We are the descendants of that great warrior, Nyagudi Kogambi. Oloo and these young men are my sons and a nephew. Oloo is a man of learning and what is more, a soldier who has fought for the white man in distant lands. Now he is a clerk with a big Kambi (company) in Nakuru, where he gets a good salary. So should this suit be acceptable to all you need have no fear that your daughter will starve.

I tell you these things because there are things a jawan 'gyo would have found out for you. Thank you brothers". A pot of kong 'o was moved near him and he drew a long refreshing draught. Some things never change - a spokesman always needs to irrigate his throat.

- (a) What role had Akiko played in preparation for this day? (2 marks)
- (b) What feelings does this day arouse in Akoko? Explain your answer
(3 marks)
- (c) Why was Christianity not so strange after all in this community?
(3 marks)
- (d) How can we tell that the narrator has a positive attitude towards schools? (2 marks)
- (e) Make notes on what we learn about Oloo from this excerpt.
(5 marks)
- (f) What concerns should be addressed before a man and a woman are allowed to marry? (3 marks)
- (g) Why do you think Oloo's uncle says what he says in his speech?
(3 marks)
- (h) "Their daughter was a prize, a beacon, a source of pride for the entire clan".
(Rewrite the sentence beginning: Not only.....). (1 mark)
- (i) Explain the meaning of the following expressions as they are used in the passage: (3 marks)
- (i) unheeding
 - (ii) intriguing.
 - (iii) parochial..
3. Read the song below and then answer the questions that follow.

Listen! Dear Bride
Oh my sister,
listen! From
this day, you
won't go
dancing, From
this day, you
won't go to the
dance, From

this day, you
won't go
dancing, You'll
dance only on
the path to the
river.

My sister, will
you listen?
From this day,
you won't sit
chatting, From
this day, you
won't sit to
chat, From this
day, you won't
sit chatting,
You'll only
chat on the
path to the
farm.

Daughter of
my mother
listen! From
this day, you
won't enjoy
teasing, From
this day, you
won't enjoy to
tease, From
this day, you
won't enjoy
teasing, You'll

only tease the
baby on your
lap.

Listen, my dear
sister! You'll
dance only on
the path to the
river. You'll
chat only on
the path to the
farm. You'll
tease only the
baby on your
lap. From this
day, life will
change.

Have you
heard, daughter
of my mother?
You will not
go dancing,
dance today.
You will not sit
chatting, chat
today. You will
not enjoy
teasing, tease
today. From
this day, life
will change.

- (a) Who do you think are the singers of this song? Give reasons for your answer, (3 marks)
- (b) Identify two features which qualify this text as a song. (4 marks)
- (c) Briefly explain what the society's expectations of a married woman are, according to this song.(3 marks)
- (d) Give two purposes that this song can serve.(4 marks)
- (e) How do you think a bride responds when this song is sung during a wedding? (3 marks)
- (f) What is the relationship between the fourth stanza and the stanzas that come before it?(2 marks)
- (g) Explain the effect of using the phrase "daughter of my mother" instead of "my sister". (1 mark)

4. (a) Rewrite the following sentences as instructed. (4 marks)
- (i) T would gladly have helped them were it not for the shortage of funds at the time. (Begin: But...)
 - (ii) What we need are such ideas. (Begin:. It is ...)
 - (iii)The Board of Governors has been looking into the matter. (End: ... Board of Governors.)
 - (iv)"How often do you come here?" Mathenge asked his friend. (Rewrite in indirect speech ...)

- (b) Rewrite the following sentences, correcting the error in each.(5 marks)
- (i) Most people prefer playing football than hockey.
 - (ii) Emachar is the most highest paid employee in this company.
 - (iii) I demand to know what is this.
 - (iv) The fact that you cannot be able to do it does not mean it is impossible,
 - (v) "My names are John Kamau Mwangi," the little boy murmured.

(c) Use the correct form of the word in brackets in the sentences that follow. (4 marks)

- (i) Each category of verbs (behave) in a different way.
- (ii) I wonder why the bell is being (ring) this early,
- (iii) I could not remember the (define) of the word,
- (iv) The (enormous) of the crisis was shocking.

(d) Rewrite the sentences below, replacing the underlined idiomatic expression with words of similar meaning, (2 marks)

- (i) There are some who will try to rock the boat during the meeting.
- (ii) Can we stop flogging a dead horse and instead move on to something more useful?

101/2

ENGLISH

PAPER 2

**(Comprehension, Literary
Appreciation and Grammar)**

Oct./Nov.2015

21/2 hours

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

(20marks)

Most people believe that when someone is lying they smile more than usual, but research shows the opposite is true-they smile less. The difficulty with lying is that the subconscious mind acts automatically and independently of our verbal lie, so our body language gives us away.

This is why people who rarely tell lies are usually caught, regardless of how convincing they may sound. The moment they begin to lie, their body sends out nervous energy which appears as a gesture that can contradict what was said.

Professional liars, have refined their body gestures to the point where it is difficult to ‘serve the lie, and people fall for it, hook, line, and sinker. They do it in one of the two ways. First they practice what ‘feel’ like the right gestures when they tell the lie, but this only works when they have practiced telling a lot of lies over long periods of time. Second, they can reduce the gesturing so that they don’t use any positive or negative gestures while lying, but that’s also has to do.

Try this simple test-tell a deliberate lie to someone face –to-face and make a conscious effort to suppress all body gestures. Even when your body gestures are consciously suppressed numerous small micro-gestures will still be transmitted. These include facial muscular twitching dilation and contraction of pupils, sweating, flushed cheeks, eye-blinking rate increasing from blinks per minute to as many as 50 blinks per minute, and many other micro-signals that indicate deceit. Research using slow –motion cameras shows that these micro-gestures can occur

with a split second and it's only people such as professional interviewers, salespeople, and the very perceptive who can read them.

It's obvious then that to be able to lie successfully you need to have your body hidden or out of sight. Police interrogation often involves placing the person on a chair in the open placing him under these circumstances. Lying is easier if you're sitting behind a desk where your body is partially hidden, or if you're peering over a fence, or from behind a closed door. The best way to lie is over the telephone or in an email.

(Adapted from the Body language by Alan and Barbara Pease.

London: Orion, 2004)

- a) According to the passage, what is the connection between lying and smiling? (2marks)
- b) According to the passage, how do professional liars manage to hide their deception? (4marks)
- c) The passage suggests a simple test which involves telling a deliberate lie and consciously suppressing all body gestures. What are the results? (2marks)
- d) Explain how police interrogators use their knowledge of how body language relates to spoken language. (2marks)
- e) Make notes on the relationship between lying and our body languages as revealed in the passage. (5marks)
- f) How can we tell that the authors of this passage do not approve of lying? (2marks)
- g) The subconscious mind sends out nervous energy. Rewriting beginning: nervous (1 mark)
- h) Explain the meaning of each of the following as used in the passage.
 - i. Fall for it, hook, line and sinker ; (1mark)
 - ii. Perceptive. (1mark)

2. Read the excerpt below and then answer the questions that follow.

There is a knocking at the door. The women don't answer. Enter IRONSHIRTS. The PEASANT WOMAN bows low:

CORPORAL: well, here she is. What did I tell you? What a nose I have I smelt her?

Lady, I have a question for you. Why did you run away? What did you think I would do to you? I'll bet it was something unchaste. Confess!

GRUSHA :(while the PEASANT WOMAN bows again and again): I'd left some milk on the stove, and I suddenly remembered it.

CORPORAL: or maybe you imagined I looked at you unchastely? Like there could be something between us? A carnal glances, know what I mean?

GRUSHA: I didn't see it.

CORPORAL: but it's possible huh? You admit that much. After all, I might be a pig. I'm frank with you: I could think of all sorts of things if we were alone. (To the PEASANT WOMAN :) shouldn't you be busy in the yard? Feeding the hens?

PEASANT WOMAN: I had nothing to do with it. She left it on my doorstep, I swear it.

CORPORAL: suddenly seeing the CHILD and whistling): ah, so there's a little something in the crib! Blockhead, I smell a thousand piasters. Take the old girl outside and hold on to her. It looks like I have a cross-examining to do. (The PEASANT WOMAN lets herself be led out by the PRIVATE, without a word.) So, you've got the child I wanted from you! (He walks towards the crib.)

GRUSHA: officer, he's mine. He's not the one you're after.

CORPORAL: I'll just take a look. (He bends over the crib.)

GRUSHA: looks round in despair.

GRUSHA: looks he, mine! He's mine!

CORPORAL: fine linen!

- a) Briefly describe what happens before the events in this excerpt.
(3marks)
- b) Explain what the playwright achieves by using dirty humor in this excerpt.
(4marks)
- c) Identify and describe the dramatic irony in this excerpt.
(2marks)
- d) What does this excerpt reveal about the character of the peasant woman?
(4marks)
- e) This excerpt shows that Grusha makes two mistakes which she later corrects. What are the mistakes and how does she later correct them?
(4marks)
- f) Imagine you are the director and are selecting the cast for this scene, what physical features would you look for in the corporal and Grusha?
(4marks)
- g) Rewrite the following in indirect speech:
‘I didn’t see it’ Grusha said. (1mark)
- h) Describe what happens immediately after the events presented in this excerpt.
(3marks)

3. Read the oral narrative below and then answer the questions that follow:

The fox and the crow

A fox once saw a crow fly off with a piece of cheese in its beak and settle on a branch of a tree. ‘That’s for me, as I am a fox,’ Mr. Fox, and he walked up to the foot of the tree.

‘Good day, MS. Crow,’ he cried. ‘How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does. Let me hear but song from you that as the queen of Birds.’

The crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground,

only to be snapped up by Mr. fox, ‘’ that will do, ‘’ said he. ‘’ that was all I wanted. In exchange for your cheese I will give you a piece of advice for the future-‘’do not trust flatterers!”

(Adapted from Prentice Hall Literature,
Ed. Roger Babusci et al. ENGLEWOOD Cliffs,
New Jersey, 1991).

- a) How would you classify this narrative? Explain your answer.
(3marks)
- b) Identify and illustrate ant two characters traits of the crow.
(4marks)
- c) What does the fox mean by ‘’that’s for me, as I am a fox’’?
(2marks)
- d) Identify and illustrate any three stylistic features in this story.
(6marks)
- e) Explain what this story reveals about human relationships.
(4marks)
- f) Explain the meaning of the word “caw’ as used in the story.
(1marks)

4. (a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (4 marks)

- (i) It was not necessary for you to leave that early.
(Begin: you need...)
- (ii) Is it that difficult to understand what the speaker is saying?
(replace the underlined word with an appropriate phrasal verb.)
- (iii) She won the admiration of the judges and was awarded the coveted trophy.
(Begin: Not only...)

(iv) I will give you the money if you tell me the truth.

(Begin: only if...)

(b) Choose the correct pronoun for each gap from among the following: him, I, me, his, she, hers (3 marks)

(i) The principal has summoned all the students except you and

(ii) Although Joseph and I disagreed over the matter, I am still a friend of

(iii)and I were the only ones who completed the race.

(c) Fill in the blank space with the correct alternative from the given choices. (3 marks)

(i) The bodyguard stands.....the president in public meetings. (besides/beside)

(ii) The childless couple.....a child. (adapted/adopted)

(iii) Many workers did not realize that the strike would lead to.....problems. (this/these)

(d) Fill in the blank spaces with the correct form of the word in brackets. (3 marks)

(i) A nurse ought to be (respond) to the needs of the patients.

(ii) The substance will (solid) if exposed to the cold for a few minutes

(iii) Such negative (utter) may put you in a serious trouble

(e) Rewrite the following sentences putting the word in brackets in most appropriate position. (2 marks)

(i) The tourist have been stopping here every month (briefly)

(ii) I have wondered where the treasure is hidden. (often)

ENGLISH 2016

PAPER 2

Read the passage below and then answer the questions that follow.'

I hate to tell you this, but your kid is spoiled. Mine aren't much better. That, in essence, is the finding of a recent media poll. Most of us think most of our kids are overindulged, **materialistic** brats.

I bring this issue up to talk about a controversial study that deals with corporal punishment-spanking - and it has outraged those who oppose the practice while rearming those who support it. Dr. Diana Baumrind studied 164 families from the time their children were in pre-school until they reached their 20s. She found that most families used some form of corporal punishment. She further found that, contrary to what we have been told for years, giving a child a mild spanking (defined as open-handed swats on the backside, arm or legs) does not leave the child scared for life.

Baumrind makes a distinction between the minor punishments practiced by most parents who spank and the harsher variants practiced by a tiny minority (shaking and blows to the head or face, for example).

For my money, there was always something spurious about the orthodoxy that assured us all corporal punishment, regardless of severity, was de facto abuse. Nevertheless, we bought into it; the result being that parents who admitted to spanking were treated as primitive dolts and heaped with scorn. They were encouraged to negotiate with misbehaving children in order to nurture their self esteem.

But the orthodoxy was y-Tong on several fronts. In the first place, it is plainly ridiculous to equate a child who has been swatted on the butt with one who has been stomped, scalded or punched. In the second, the argument that reasonable corporal punishment leads inevitably to

mental instability always seemed insupportable and has just been proved by Baumrind's study.

Don't get me wrong, contrary to what its proponents sometimes claim, corporal punishment is not a **panacea** for misbehavior. Rearing a child requires not just discipline, but also humour, love and some luck.

I have seen too many children behave with a sense of entitlement to believe it is. Heard too many teachers tell horror stories of dealing with kids from households where parents are not sovereign, adult authority not respected. So the pertinent question is not: 'to spank or not to spank?' Rather, it's who's in charge here'

Some folks think it's abuse when you swat a child's backside. But maybe, sometimes, it's when you don't.

(Adapted from *The Allyn & Bacon Guide to Writing* by John Ramage, John Bean and Johnson. Boston: Longman, 2012)

- (a) What does the author mean when he says "most of us think most of our kids are overindulged, materialistic brats". (2 marks)
 - (b) According to the author, what is the effect of mild punishment? (2 marks)
 - (c) What is the controversy in the passage? (3 marks)
 - (d) What are the two major findings of Dr. Diana Baumrind's study?(2 marks)
 - e)What is the authors personal view about corporal punishment? (4marks)
 - (f) Identify two other words that the author uses in ,the passage to mean mild Corporal punishment? (2mark)
 - (g) Use two illustrations from the passage to explain the author's use of informal language (3marks)
 - (h) Explain the meaning of each of the following words as used in the passage,
-

(i) materialistic (1mark)

(ii) panacea (1mark)

2. Read the excerpt below and then answer the questions that follow.

(25 marks)

"Brothers, people of Sakwa, we are pleased to welcome you to Yimbo. It is customary, because of the good *dak* between us, for you to marry our daughters and we yours. We are therefore more than neighbours, we have great *wat* between us because of the intermingling of blood though this has not occurred between our two lines so there is no danger of brother marrying sister - a great taboo. Since you are our brothers, we will not make things difficult for you." Here he stopped to take a sip of *kong'o* and you could have heard the ants talk, so great was the silence. However, nobody was fooled by his sweet words.

He continued, enjoying immensely the tension he was creating. "**Our** daughter, Adoyo Obanda is a great beauty whose assets have been praised and sung by many a *nyatiti* singer from here to Chumbu Kombit, from Sakwa to Loka Nam. She is as fleet as a gazelle and her flying feet have been incorporated into the sayings of our village so that mothers sending their daughters on errands tell them to run like Adoyo of the flying feet She has been carefully brought up and has been taught all the requirements of *Chik*. She is very apt pupil, and will therefore not bring shame and ruin to her husband by improper conduct.

Her antecedents are peerless for she can trace her bloodline clear to Ramogi our great father and her blood is pure for we have always taken care to marry correctly. She is also the eldest daughter of our great chief, a man whose fame is known throughout this land. After careful consultation,' we have therefore decided that thirty head of cattle should be the proper bride price." Was that an inaudible gasp from someone at

the back? Chief Owuor Kembo signaled to his uncle and the old man spoke.

"Brothers, people of Yimbo, we have listened with great care to what you have to say. Since the contract of marriage is a matter of great import, we wish to beg leave to consult with each other outside before we return our verdict."

"Feel free to do so," Aloo said magnanimously. They moved some distance away and Akoko 'watching from her mother's kitchen thought amusedly to herself, "I should ask father to give me a piece of land to settle on because at this rate I shall never leave his house."

(Adapted from *The River and the Source* by Margaret A. Ogola. Nairobi: Focus Publishers, 2012)

(a) What reasons had the old man given that had prompted the need for Chief

Owour Kembo to urgently seek a wife? (3 marks)

(b) "It is customary, because of the good dak between us for you to marry our daughters and we yours," Identify two other customary practices on marriage in this-community that are revealed in this excerpt. (2marks)

(c) Explain the character traits of Chief Owuor Kembo and Aloo that emerge in this except. (4 marks)

d) What was the response of Chief Owuor Kembo's party on the bride price requested for by Aloo? (2marks)

(e) In what circumstances was the thirty head of cattle referred to unfavourably later in the story when Akoko was married to Chief Owuor Kembo? (2 mark)

(f) "I should ask father to give me a piece of land to settle on because at this rate

I shall never leave his house."

(i) Why did Akoko say these words? (2 marks)

(ii) What do Akoko's words reveal about Chief Odera's character? (2 marks)

(g) "Since the contract of marriage is a matter of great import, we wish to beg leave to consult with each other outside before we return our verdict."

(i) What is your view on the success of Akoko and Chief Kembo's marriage? (2 marks)

(ii) Identify and comment on one marriage you consider successful in The River and the Source. (2 marks)

(h) "Feel free to do so," Aloo said magnanimously. Rewrite in indirect speech, (1 mark)

i) Explain the meaning of the following words as used in the excerpts (1mark)

i)Errands

ii)Apt

iii)Import

Read the poem below and then answer the questions that follow. The Road
Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black,
Oh, I kept the first for another day!
Yet knowing how way leads onto way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I
I took the one less travelled by,
And that has made all the difference.

By Robert Frost

(Adapted from *Understanding Poetry* by Jim Reeves London: Hememann, 1965)

- (a) Explain the meaning of the poem. (4 marks)
- (b) Explain the meaning of the line 'Yet knowing how way leads on to way'. (2 marks)
- (c) Identify and explain the use of symbolism in the poem. (3 marks)
- (d) What does the poet mean when he says that I took the one less travelled by? (3 marks)
- (e) What does the poem reveal about the character of the persona? (3 marks)
- (f) What is the tone of the poem? (3 marks)

- (g) Explain the meaning of the following words as used in the poem.
 - (i) diverged (1 mark)
 - (ii) sigh (1 mark)

4. (a) Rewrite each of the sentences below to make it communicate more sensibly. (3 marks)

- (i) Powerful and comfortable the buyer really liked the car.
- ii) They left the field full of sweat.
- (iii) Mukasa loves growing vegetables.

(b) Insert the correct punctuation marks in the sentences given.

(4 marks)

- (i) Whose responsibility is it to see whether this machine is working
- (ii) My one big question however is what you do with your free time
- (iii) Amazing That was the best party I have attended in years.
- (iv) Please tell me the way to the police station

(c) Complete each of the following sentences using the correct phrasal verb formed from the word given in brackets. (4 marks)




- (i) Kimeto of the marathon race due to fatigue, (pull)
- (ii) The local council fire brigade the fire after many hours, (put)
- (iii) It is clear from her looks that Claireher mother, (take)
- (iv) The youth should,..... to adults for guidance, (look)

(d) Rewrite the following sentences according to the instructions after each.(4 marks)

- (i) It was tough but we eventually made it up' the mountain.
(Begin: *Tough*..... X ,
- (ii) Rashidi said that he had not insulted me. (*Use*.....*denied*.....)
- (iii) She is busy renovating her house so that she may rent it out.
(rewrite using:
with a *view*)
- (iv) Mshamba will not at any cost support your cause. (Begin: *At*)

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