

# KCSEMADEFAMILIAR

# ENGLISH

BOOKLET DIVIDED INTO PAPER 1 & 2 SECTIONS

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PAPER 1 (Page 1-33) PAPER 2 (PAGE 35-125)

101/1

ENGLISH

PAPER 1

(FUNCTIONAL SKILLS)

OCT./NOV. 2005 2 HOURS

Answer question 1 and one other question from the choices given. Each of your compositions should be between 350 and 450 words long.

## (i) Compulsory

You are the Chairperson of the Drama Club at Rafiki Secondary School. The club has staged a successful dramatization of Chinua Achebe's *A Man of the People* at the school. You now want to take the performance to three other schools in your district. The Head Teacher is offering the school bus, but he wants you to look for a sponsor who would pay for the fuel and the other expenses.

You then decide to contact the Kenya Anti-Corruption Authority. Write a letter to the Director and ask if the agency can sponsor these performances. Briefly explain to the Director why you think *A Man of the People* presents a strong argument against corruption. Remember to write through the Head Teacher.

Choose only one topic from the following:

## (ii) Either:

(a) Write a story that illustrates the wisdom in the saying: "Whoever refuses to be taught by the mother is eventually taught by the world".

Or:

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(b) Write a composition beginning: "For some of us it had been a long day, and to me in particular, the thought of what lay ahead was frightening".

(iii) Explain what you as a citizen of this country can do to fight insecurity.

(iv) Describe your favourite game or sport, giving detail that would be helpful to a person who is not familiar with that game or sport.

101/1

ENGLISH

PAPER 1

(FUNCTIONAL SKILLS)

OCT./NOV. 2006 2 HOURS

Question 1

(20mks)

You are the chairperson of your school's Wildlife Conservation Association (WICA). Your group has just come back from a visit to an national park in a neighboring country.

Write a report to the patron of WICA about the trip. In your report indicate what you accomplished, the problems you experienced and what cautionary measures you would take during trips.

Question 2

(10mks)

Fill in each of the blank spaces in the passage below with the most appropriate word. There was a time when telecommunication 1..... Africa was nearly non-existent. With the 2..... of one or two more developed nations, most African countries 3..... infrastructure and telephony was out of reach for 4..... of the population. But mobile telephony has 5..... a lot of that and has demonstrated Africa's 6..... to leap-frog old technologies with new ones more 7..... To the environment. Telecommunication in Africa is growing 8..... there is room for improvement and development. A number of new networks 9..... coming up all over the continent and the African telecommunication market is growing 10..... The driver of this growth? Mobile telephony.

(Adapted from African Business, May 2004)

Question 3

a) Read the oral narrative below and then answer the questions that follow.

Nyasaye(God)wantedtoputastoptotherrampagesofdeath-deathwhichclaims  
ofeveryone

thelives

Youngandold Boysandgirls  
Menandwomen  
Strangersandkinsmen;

Deathwhichkills  
Theinnocentandtheguilty  
Chiefsandtheirssubjects  
Thehealthyandthesick Thewiseandthefoolish.

Soonedayhesentaservanttoearthwithamessageforallhispeople.“sendmean offeringoffresh,untaintedfat,”heordered.“Itshouldbeascleanandsparklingasthe moon.”Hearingthis,thepeopleslaughteredagoat,removeditspurewhitefat,and placeditinaclaydishoverspreadwithfinefreshleaves.

NowtheysummonedNgo’ngruok,alsoknownasHaniafuthetheChameleon,andordered himtotaketheirofferingtoNyasaye.Theyalsofashionedalongpolethatreachedupto heavenwhereNyasayedwellsinhisglory.ThiswasthepathNg’ongruokwouldfollow whencarryingtheiroffering.

ButNg’ongruokaccidentallysoiledthefatwithhisclumsyfeet,andonhisarrivalbefore Nyasaye,presentedadirtyandunsightlyoffering.Nyasayewasfuriousandrejectedit, shouting:“tellthepeopleofearththatbecauseofthisinsulttheymustcontinuetodie, justastheirancestorshavedone!”

Ng’ongruokdescendedfromheavendeliveredNyasaye’smessage,andreturnedthe offeringtothepeople.Eversincethen,alasdeathhascontinuedtoravagehumanbeings. Forhisclumsiness,Ng’ongruokwascursedbythepeople.Hence,hemustalwayswalk onallfours,andhisstepsmustbehesitantandslow.Thatiswhyyouwillalwaysseehim carryingonelegraisedfromthegroundashetriestodecideexactlywheretotread.  
(Adaptedfrom:keepmywordsbyB.Onyange-gutuandA.ARoscoe)

- i)Whatwouldyoudoinordertocapturetheaudience’sattentionbeforeyoubegin totellthisstory?  
(2mks)                      ii)Explaintwowaysinwhichyouwouldmakethenarrationoflines20to23ofthe storyeffective (4mks)
- iii)Mentiontwowaysinwhichyouwouldknowthatyouaudienceinthisstoryisfully participatingintheperformance.  
(4mks)

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b) For each of the words below write another word that is pronounced in the same way.

Heir.....

Weather.....

Base..... Mourning.....

c) Read the poem below and answer the question that follow.

Isatoudied  
Whenshewasonlyfive  
Andfullofpride  
Justbeforeshenew  
5 Howsmallaloss  
Itbroughttosuchafew  
Hermotherwept  
Halfgrateful  
Tobesoearlybereft.  
10Anddidnotseethesmile  
Astenderastheroot  
Oftheemergingplant  
Whichsealedhereyes  
Theneighbourswailed  
15Astheywerepaidtodo  
Andthoughthowbigaspread  
Mightbeherweddingtoo  
Thefatherlookedather  
Throughmarbleeyesandsaid;  
20“Whospilttheperfume  
Mixedwithmorningdew?”

LenriePeters

(From: The Earth Is Ours. Edited by Ian Gordon)

- i) Identify any two pairs of rhyming words in this poem. (2mks) ii)  
Which words would you stress in line 2 of this poem, and why?  
(2mks) iii) How would you say the last two lines of this poem?  
(2mks)

d) You have lost your luggage on your way back to school. You decide to report the matter to the nearest police station. Below is part of the conversation between you and the police officer at the reporting desk. Fill in the other part. (Read through the conversation first before writing your responses).

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You:..... (2mks)

PoliceOffice: (Interrupting)Easy.Iamsorryaboutwhathappenedbutbeforeyou go intothelostitems,pleasegivemeyourfullnameandaddress.

You:..... (2mks)

PoliceOfficer: Thatisgood.Nowgoaheadandtellmewhathappened,without leaving outanyimportantdetails.

You:..... (3mks)

PoliceOfficer: Fromwhichschoolsarethestudentswhoalightedbeforeyou?You see,itispossiblethatyourboxwasoffloadedfromthebusbymistakeespecially becauseanother boxthatnearlyresemblesyourswasleftbehind.

You:..... (2mks)

PoliceOfficer: Good.Atleastthatisastartingpoint;wewillgettheboxfromthe busthengotothatschooltomakeenquiries.

You:..... (1mks) 101/1

ENGLISH

PAPER1

(FUNCTIONALSKILLS)

OCT/NOV2007

2HOURS

a)YouarethechairpersonofthecreativeWritingClubinyourschool.Theclubwould likeassistanceinpublishingthewinningentryinarecentcompetition.Writealetter toapublisheraskingthemtoconsiderthebookforpublication.Remembertowrite throughtheheadteacher.Inyourletter,includefollowing

(e)Thetitleofthebookandnameofauthor (f)Abriefdescriptionofwhatthebookisabout (g)Whyitisimportantforthebooktobepublished.

- Readthepassagebelowandfillineachblankspacewithanappropriate word  
Goodconversationalistsarenotbornthatway.They1.....theirskills throughpatience,preparationandpractice2.....alongperiodoftime.

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Some people find it 3..... Totalk than others, but do not confuse talk with conversation that is, good conversation. There are all kinds of conversations, 4..... from poor to excellent. Unfortunately, some of the worst conversations come from those who find it easiest to talk. 5..... the very ease with which some people talk make them 6..... to what they say and unaware that they may say 7..... much.

It lies within the power of each one of us to develop quality in our conversational ability. However, one has to take some 8..... you may need to force yourself to take part in conversations, even though you have 9..... to contribute at first. If you cannot talk, listen. If you cannot talk, listen. If you don't understand, ask questions. Secondly, enlarge your storehouse of knowledge every day. Never let a day go 10..... without learning something new: talk more with people; read; listen to the radio; watch television; be more observant of everything and everybody around you; travel as much as you can; start a hobby or two; develop common interests with friends and classmates.

-. (a) Read the story below and answer the questions that follow

Once upon a time, there lived a young woman who ran away from home to secretly marry her warrior lover out in the wilderness. The warrior directed the young woman to a place in the forest where he would meet her. He said to her, "When you get to a fork along the path take the right path." Then the warrior went ahead to await her arrival in the forest.

The young woman took off, and when she got to the fork that the warrior had mentioned, she followed the left path, forgetting which path the warrior had instructed her to follow. As the girl walked on, she came upon an ogre who said to her, "hey, young woman where are you going? Do you have anything to say now that I'm going to eat you?" the girl answered in song

No there my dear  
Let us go to the water hole  
Where you can eat me  
And have a drink  
Oh my dear warrior, where was it?

And so it happened that this was very bushy country. The ogre led the young woman on, and when they got to another spot, he said to her, "I am now going to eat you here." The girl broke into song, urging him not to eat her.

They went further, and the young woman kept hoping that the warrior would hear her voice. As they walked on, the ogre asked the young girl: "shall I eat you?"

The girls sang again

No there my dear  
Let us go to the water hole  
Where you can eat me  
And have a drink  
Oh dear warrior, where was it?

But the warrior had still not heard her. When they got to a cave by a river, the ogre collected branches and leaves on which to place the young woman's flesh after he had slaughtered her. When he brought on ten types of leaf, the girl objected to having her flesh laid on ordinary leaves preferring the sweet scented leaves of the Matasi plant. The ogre brought another kind of leaf but the girl also rejected it, until eventually the sweet-smelling leaves of

Matasi plant were brought. When the ogre asked the girl whether those were the right type of leaves, she said: "Yes, these are the ones." The ogre then laid the leaves down on the ground and lit a big fire. All this while, the girl was continuously singing the same song.

Just when the ogre was about to jump on the young woman, the warriors suddenly emerged from the bush. The young woman said to the ogre, "It is now your skinny flesh that will be laid on those leaves." The warrior killed the ogre and placed him on the bed of leaves and took the girl away. And that is the end of the story.

(Adopted from "a young woman and an ogre" in Oral Literature of the Maasai, by Naomi Kipury. Nairobi: EAEP 1983)

- (d) If you were performing this story, how would you say the words of the warrior? (1mks)
- (e) What could the warrior lover have done to improve on his giving of directions (1mks)
- (f) How would you deliver the first speech of the ogre? (2 mks)
- (g) The song is sung for both the ogre and the warrior lover. How would you perform it to show this? (2 mks)
- (h) As the storyteller, how would you say the sentence: "just when the ogre was about to jump on the young woman, the warrior suddenly emerged from the bush." (2 mks)
- (i) How do you think the audience would react when the warrior lover arrives? (1mks)

(b) Identify and number any five pairs of words that are pronounced the same

Plane	Mad	Plain	Mourn
Burrow	cat	Berry	Mud
Bury	You	Bred	cut
Pull	Father	Pool	Ewe
Bread	Moan	Fool	Farther
Further	See	Full	Sea

(5mks)

(c) In the words given below, underline the part that should be stressed

1. suc.cess
2. chal.lenge
3. ad.vice
4. ap.proach

(d) Suppose you were asked to make a speech at a friend's graduation party. What would you do to capture the audience attention?

(4mks)

(e) The following is a conversation between a father and his daughter. Identify eight shortcomings in the father's listening skills (8 mks)

DAUGHTER: (shortly having arrived home from school) Good afternoon, Daddy

FATHER: (Sitting complacently in the sofa, reading a newspaper. Looking up.....) Good afternoon (Resumes reading)

DAUGHTER: (Holding out her school report form) Daddy, I'm excited. My teacher said I was the best improved. I was.....

FATHER: Oh, you were? Me, I used to be number one. I was absolutely unbeatable.

DAUGHTER: Chemistry has been a particular headache (now looking at the report form which she thought the father would want to see), but this time.....

FATHER: (Stretching his arms, looking preoccupied) Chemistry for me was particularly easy. I never scored anything less than 90%

DAUGHTER: Dad, I was going to tell you that this time.....

FATHER: (Absent minded) by the way, where is your mum?

DAUGHTER: Mum is in the garden picking vegetables. But dad, you're not listening to my story. I was telling you about Chemistry

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FATHER: You mean you have a story about chemistry? Chemistry is not about stories. It is hard science.

DAUGHTER: It's about my improvement.....

FATHER: (laughing) me, it wasn't matter of improvement. I was always at the top of the class

DAUGHTER: Daddy, I give up. You're not listening

FATHER: (looking surprised) Listening? I heard you: you were talking about improvement in chemistry, weren't you?

DAUGHTER: anyway, Dad. Thank you for paying attention. Enjoy your newspaper.

FATHER: Oh yes, I'm reading an interesting story about politics

101/1

K.C.S.E

ENGLISH

PAPER1

(FUNCTIONALSKILLS)

OCT./NOV.2008

TIME:2HRS

1. You are secretary of the drama club in your school. The chairperson has asked you send out a notice of these second meeting to plan the staging of Shakespeare's play, The Merchant of Venice. During the meeting, you will need to appoint the director of the play, set up a date for selecting the cast, discuss the budget for the play, and the dates of rehearsals and the final performance.

(20mks)

- a) Write the notice of this meeting which you would send to the members of the drama club.
- b) Write the agenda that you would attach to the notice.

□ Fill each blank space in the following passage with the most appropriate word (10mks)

By far the 1 \_\_\_\_\_ obstacle to success, in my view, is poor understanding of people. Most careers 2 \_\_\_\_\_ working with other people. You can have great academic intelligence 3 \_\_\_\_\_ still lack social intelligence the ability to be 4 \_\_\_\_\_ good listener, to be sensitive 5 \_\_\_\_\_ others, to give and take criticism well.

If people do not like you, they may help you fail. On the other hand, you can get 6 \_\_\_\_\_ with serious mistakes if you are socially intelligent. How are you when it comes to working with people? Are you genuine and authentic, or do you 7 \_\_\_\_\_ put up a front? Do you listen to 8 \_\_\_\_\_ or do you most of the talking? Do you expect everyone else to conform to your wishes, your schedule, and your agenda, or do you look for ways to meet people on their 9 \_\_\_\_\_? If you haven't learnt to get along with people, you will always be fighting a battle to succeed. 10 \_\_\_\_\_ making people-skills a strength will always be fighting a

battle to succeed. 10 \_\_\_\_\_ making people-skills a strength will take you farther than any other skill you develop.

- a) Provide a word which sounds the same as each of the following (5mks)

- i) Male..... ii)  
Queue..... iii)  
Hire..... iv)  
Blue..... v)  
Ate.....

b) Read the poem below and then answer the questions that follow.

“The Debt” by Paul Laurence Dunbar

This is the debt I play  
Just for one riotous day, Years of regret and grief,  
Sorrow without relief.

Put it I will to the end Until the grave, my friend,  
Gives me a true release Gives me the clasp of peace.

Slight was the thing I bought,  
Small was the debt I thought, Poor was the loan at best  
God! But the interest!

(From American Negro Poetry, Edited by Arna Bontemps)

(i) List the pairs of rhyming words

(3mks)

(ii) Describe the tone of voice that would be appropriate in the reading of  
this poem. (3mks)

(iii) How does the punctuation in the second stanza influence your reading  
of the poem? (3mks)

(iv) How would you say the last line of the poem?  
(2mks)

c) Consider the situation below and then answer the question that follows.

You are part of an audience that is listening to a speech. You look around and

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notice that some people are looking at their watches, a few are yawning, and one  
or two are shifting in their seats.

- i) What would be the likely cause of such behaviour? (3mks) ii)  
What would you do to ensure you continue listening effectively? (3mks)

d) Consider the following conversation between a seller and a buyer of chickens and then answer the question that follow.

BUYER: How are you this morning?

SELLER: I'm okay

BUYER: I'm looking for good chickens, but yours don't look too good.

I'm going to have visitors, and this being the Christmas season, I really must give them a feast.

SELLER: These are the right kind of chickens for your visitors. They're healthy and well fed.

BUYER: On the contrary, they look underfed. Anyway, what is your price?

SELLER: It depends. I charge more for cocks; they have more meat, you know (pointing at a red cock). This one, for instance, goes for sh.400.00. as for the hens, I charge sh.250.00

BUYER: You're not serious! Much of the weight is a bundle of bones. I'm giving you sh.150.00 for each hen and sh.300.00 for each cock. I'm buying three of each - three hens for sh.450.00 and three cocks for sh.900.00. this will give us a total of sh.1,350.00.

SELLER: You know, I buy and sell. I don't get them from my shamba.

Your figure doesn't give me any profit at all.

BUYER: But you also know money is hard to come by, and especially during this Christmas season. Give me a reasonable price, unless you prefer I go to another seller.

SELLER: Let me make it sh.225.00 for a hen and sh.375.00 for a cock

BUYER: It looks like you're not interested in selling your chickens

SELLER: No, I'm why would I be here? My children's fees come from this business.

BUYER: Okay, take sh.175.00 for each hen and sh.325.00 for each cock

SELLER: No, there would be no profit for me. You can do better than that. You can surely promote my small business. Give me sh.350.00 per cock and sh.225.00 per hen. This would be sh.675.00 for the three hens and sh.1,050.00 for the cocks.

BUYER: (During his mental arithmetic) That's a total of sh.1,725.00. Okay, at least I'll be able to feed my visitors. (Handing over the money) Here you are.

SELLER: Thank you. (As the seller ties them together) You're a good customer. Please come again. My name is Musimbi.

BUYER: And I'm Karani, see you then.

SELLER: See you.

- i) What is the purpose of the greetings in this situation? (1mks) ii)  
Identify and explain the negotiation skills of the buyer. (3mks) iii)  
What does this business transaction reveal about the nature of negotiations?  
(4mks)

101/1

ENGLISH

PAPER 1

(FUNCTIONAL SKILLS)

OCT./NOV. 2009 2 HOURS

- (b) You are waiting to join college after you K.C.S. Examination. While reading newspaper, you see an advertisement for a volunteer worker at a children's home. Write a letter of inquiry to the manager. Express your interest and inquire if they will pay any allowances and whether they can provide accommodation. Remember to quote the reference number of the advertisement.  
(20mks)

- a) Read the passage below and fill in each blank space with an appropriate word (10 mks)

If four skins were to be complainants in a court of law, they would 1..... us of committing all manner of dermatological crimes 2..... them. And they would have legitimate ground to do so.

They would, for instance, argue that some of us assault them with bleaching creams, all in an 3..... to make our complexions look much 4..... they would produce exhibits of ugly 5..... left behind by the hazardous substances.

In addition, some would recount how we usually 6..... them to layers of irritating anti-aging creams without consulting them. They would insist that we allow them to age 7..... and gracefully. Moreover, there would be 8..... that would object to continually being plastered with choking substances meant to eliminate non-existent pimples.

In closing, our skins would submit that they have suffered gross skin abuse in our hands 9..... hopethat the judge would find us 10..... as charged.

- a) Read the following oral chant and then answer the questions that follow  
Rain Making Litany

b)

(Reciter)

We overcome this wind

(Responders)

we overcome



d) The underlining indicates the stressed word in the sentences below. Briefly explain what each sentence means. (3mks)

i) I wrote the love poem for you ii)

I wrote the love poem for you iii)

I wrote the love poem for you.

e) Shouting and screaming from your class monitor, you have been called by the teacher on duty to her office to give an explanation.

Complete the conversation below by filling in the blank spaces.

Teacher: You are the class monitor of Form Two East, aren't you?

You: ..... (1 mks)

Teacher: Why was your class shouting and screaming?

You: I am not sure, madam. The noise started at the back of the classroom.

Teacher: ..... (1mks)

You: You see madam, I sit at the front of the classroom and by the time I turned to look, the boys at the back were already on top of the desks and some were trying to jump out of the window.

Teacher ..... (1mks) You: Iran out, madam!

Teacher: ..... (1 mks)

You: Iran out, madam!

Teacher: ..... (1 mks)

You: I am sorry madam, but it seemed like there was great danger in the middle of the class. I had to run for my life.

Teacher: when the noise subsides, what did you find out?

You: ..... (1 mks)

Teacher: Snake?

You: ..... (1mks)

Teacher: whose toy snake was it?

You: ..... (1mks)

Teacher: whose toy snake was it?

You: ..... (1 mks)

Teacher: Youcangonow, but I will need to know whose toysnake it was.

You: .....

(1mks)

101/1  
ENGLISH  
PAPER1  
(FUNCTIONAL SKILLS)  
OCT./NOV.2010  
2HOURS

(c) You are the Chairperson of the Environmental Club which has just been newly introduced in your school. There is going to be an official launching of the club. Write a brief speech that you will deliver at the launch. Your speech should include the following: introduction, club officials, the objectives (aims) of the club, the activities to be carried out, conditions for membership, enrolment and any other relevant information. (20 marks)

(d) Read the passage below and fill in each blank space with an appropriate word. (10 marks)

I met Frank as soon as he was 1..... from the hospital. He felt 2..... to be alive. His seat-belt had kept him from going 3..... the windscreen, and he had only a 4..... cheek and some double-vision to indicate he 5..... had an early fatal crash. In the weeks that followed, 6....., I began to notice strange after effects. Frank forgot to return phone calls. One afternoon, while writing out payroll cheques for his staff, he repeatedly asked me the date. I watched as his pen froze over the yellow cheque-book. He would 7..... flip the page to check the spelling of a colleague's name. At the piano, he played the same note over and over again, seemingly 8..... to proceed to the next. It 9..... be months before any of us were willing to accept the painful 10..... that his music career was over.

▪ (a) Read the poem below and then answer the questions that follow.

When, in disgrace with Fortune and men's eyes, I all alone beweep my outcast state, And trouble deaf heaven with my bootless cries,

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And look upon myself and curse my fate,  
Wishing me like to one more rich in hope,  
Featured like him, like him with friends  
possessed, Desiring this man's art and that man's scope,  
With what I most enjoy contented least,  
Yet in these thoughts myself almost  
despising; Haply I think on thee,  
and then my state, (Like to the lark  
at the break of day arising) From sullen earth  
sings hymns at heaven's gate,  
For thy sweet love remembered such wealth brings  
That then I scorn to change my state with kings.

(William Shakespeare's Sonnet 29)

- (i) Identify any four pairs of words that rhyme in this poem (2 marks)
  - (ii) Give two instances of alliteration in this poem. (2 marks)
  - (iii) How would you say the words in brackets in this poem? (2 marks)
  - (iv) How would you perform the last two lines of this poem? (2 marks)
- (b) Read the passage below and then answer the question that follows.

It's a cold, misty December morning. You hear the sharp screeching of brakes followed by a loud bang, then screams. You rush to the scene of the crash, where you find a car overturned with a young woman and two small boys inside. The woman and one of the boys climb from the wreckage unhurt; but the other boy is pinned between the dashboard and the roof of the car, groaning in pain. Kru, kru, kru, you scratch your scalp as you try to remember your lessons in first aid.

Identify any four instances of onomatopoeia in the passage. (4 marks)

(c) For each of the following five words, write another word that is pronounced the same.

- (i) past .....
- (ii) aren't .....
- (iii) hole .....
- (iv) what .....
- (v) male ..... (5 marks)

(d) For each of the following letters, provide a word in which the letter is silent.

- (i) p .....
  - (ii) b .....
  - (iii) l .....
  - (iv) n ..... (v) t .....
- (5 marks)

(e) Your school choir is rehearsing a choral verse for the school's music festival. They are making a presentation for the rest of the school so as to get some feedback.

Give four things that the listeners need to pay attention to and explain why. (8 marks)

101/1

ENGLISH

PAPER 1

(FUNCTIONAL SKILLS)

OCT./NOV. 2011

2 HOURS

(iv) Your Drama Club is organizing to stage a performance of Henrik Ibsen's play, *An Enemy of the People*. You are inviting neighbouring schools and the general public to the event.

(a) Write the notice announcing the event and inviting other schools and the public to attend. (8 marks)

(b) In not more than 200 words, write a synopsis of the play to accompany the notice.

(12 marks)

i) Read the passage below and fill in each blank space with an appropriate word.

As you think about the different aspects that go 1 our persona, it is important to 2 your best traits and recognise the 3 you may have been taking for granted all 4 Doing this will provide a foundation of confidence that

serves as a 5 to connect you to other people.

\_\_\_\_\_ 6 your appearance is what makes people curious to get to know you, your presence is what makes them respond to you. Your presence is your energy, your spirit and your aura. It includes 7 those qualities that help you bond with another human being.

It starts with eye contact and moves into your listening skills as well as the extent to which you are engaged in a conversation. Some people are 8 there, \_\_\_\_\_ giving 100 percent; others give 20 percent at 9 because their minds are elsewhere.

Eye contact is an 10 powerful tool. So long as you are making eye contact while talking, the topic is not likely to matter much.

Adapted from *Love Smart* by Dr. Phil, McGraw (2006). Simon & Schuster, UK Ltd.

(a) Against each of the following sentences, indicate whether you would end with a rising or falling intonation. (5 marks)

(i) You actually saw the pyramids?-----  
---

(ii) My younger sister has identical twins.-----

(iii) Why did you oversleep?-----

(iv) Could I come with you, please?-----

--

(v) What a tragic experience that was!-----

(b) Read the following poem and then answer the questions.

Lazybones, let's go to the farm

Sorry, I've got a headache

Lazybones, let's go pounding grain Sorry, my leg isn't right

Lazybones, let's go fetch firewood

Sorry, my hands are hurting Lazybones, come and have some food

Hold on. Let me wash my hands!

(From Oral Poetry from Africa. Compiled by Mapanje and White. Longman Group, U.K)

(i) How would you say Lazybones' responses in lines 2, 4 and 6? Give reasons for your answer.  
(3 marks)

(ii) If you were performing this poem, how would you say the last line?

(2marks)

(iii) Provide another word that has the same pronunciation as each of the following words:

some:.....

right:.....

come:.....

(3marks) (c)

Apart from the voice, what else would you use to capture and maintain an audience's attention when delivering a speech? Explain,

(6marks)

(d) Read the dialogue below and then answer the question that follows; JUMA:

Do you know? I think the new law will transform our society.

OWING: Juma, you can't argue like that. You sound like somebody from...

JUMA: I don't want to argue with you, anyway, how can I stoop so low. You are unlikely to comprehend my point,

OWING: You see. You are rude and unrefined.

JUMA: And you, of course, have such fine manners!

What's wrong with what I said?

OWING: A document or mere legislation cannot transform a society.

It's the people whom must change their thinking and demonstrate a willingness to make things better.

JUMA: But the new law provides guidelines that will put us on the right path. It's like a compass. If we follow it, we won't get distracted...

OWING: You have made your point.

JUMA: I give up. Every word you say confirms that I shouldn't be talking to you.

Explain the features that make the conversation between Juma and Owino ineffective.

(6marks) (e)

Underline the part (syllable) where the stress falls in each of the following words.

(5marks)

(i) descent

(ii) contest (verb)

(iii) discuss

(iv) friendly

(v) present(noun)

101/1

ENGLISH PAPER 1

(FUNCTIONAL SKILLS)

OCT/NOV. 2012

PAPER 1

2 HOURS

1. Read the advertisement below and answer the question that follow:

The Electoral Commission is currently seeking to recruit 800 clerical officers, who will work closely with the commission for two months to register voters in preparation for election. The clerks will be expected to prepare a voters register. Applicants must be:

- Citizen of Kenya
- In possession of a KCSE grade C and above
- 18 years and above
- Computer literate
- In possession of a national
- Able to work with little or no supervision
- Fluent in English and Kiswahili

Interested candidates are required to send their application to the following address so as to reach the Commission by 30<sup>th</sup> November 2015. the Chief Executive Officer, Electoral Commission, P.O. Box 679439-010 NAIROBI

(a) Write an application letter in response to the advertisement. (10 marks)

(b) Write an accompanying Curriculum Vitae (CV) (10

Marks)

2. Read the passage below and fill in each blank space with an appropriate word

(10 marks)

It is an indisputable fact that agriculture 1.....the backbone of the economy. It is therefore 2.....that we stop over-relying on the rain-fed agriculture. Israel is a classic 3.....of a country that has reclaimed its deserts and put them 4.....use. Land which was 5.....'useless' has been turned around and 6.....useful. Egypt which solely depends on 7.....River Nile is a leading exporter of fruits and cereals. For our country to 8.....self-sufficiency in food production and to get a 9.....for export, land should be utilised to the 10.....This is only possible with irrigation.

3. (a) Rewrite the following sentences according to the instructions given after each

(3 marks)

(i) Esther said Patricia had stolen her dress

(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

(Use....any...)

(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

forty 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)

(d) The bomb **at** around midnight, (go)

(e) You have to **to** her what to do. (spell)

(f) ..... Mwangi has

the lights because he wants to sleep, (turn)

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

(i) ..... A short story revolves around a main character.

(ii) The teacher was grateful

the students' input.

(iii) ..... **He has been** leaves since last week.

(iv) Her life was riddled with contradictions.

101/1

ENGLISH PAPER 1

(FUNCTIONAL SKILLS)

OCT/NOV. 2013

PAPER 1 2 HOURS

1. (a) Imagine that you are the caretaker of Fahari Children's Home in Bahati.

There is a

heavy storm one evening. After the storm you discover that one of the children is missing. The child is hearing impaired (deaf). Write a notice appealing to the public

for help to trace the child. There will be a handsome reward for information that will help locate the child. (10 marks)

(b) Three days later, you receive a telephone call from the local police station informing you that the child has been found. Write a thank you note to the person who found

and brought the child to the police station, giving details of how he/she will receive the reward. (10 marks)

2. Read the passage below and fill in each blank space with an appropriate word.

When people hurt you, should you lash out at them 1 give them a piece of  
Your 2..... There are those that argue that 3 ..... 4 ..... you're emotions is  
much better than suppressing them. Perhaps the 4..... lies in between. What most people would readily agree 5  
is the fact that it is 6..... to run away from the cause of your hurt because 7 ..... is likely to breed  
resentment. Imagine that your cubemate in the dormitory has 8..... damaged  
your reputation by telling blatant lies about you. Instead of 9.... him or her to  
settle the  
matter, you move to the 10 ..... cubicle. You may feel  
better for some time, but what if the teacher put the two of you in a discussion group?

3. (a) Read the poem below and then answer the questions that follow.

DAY SEVENTEEN

FEBRUARY 6, 2009

I find myself  
looking at Black men with different eyes

Thinking things like  
Act right fool, don't you know we got a Black president!

I take Barack's success & failure personally  
Somehow  
I feel as if

I represent him as much as he does me

From Auction Block to Oval Office: 100 Poems in 100  
Days of Obama's Presidency by Kahlil Almustafa.  
New York: MVMTPublishing, 2009.

- i. Identify one instance of alliteration in this poem (1 mark)
- ii. Give two examples of assonance in this poem. (2 mark)
- iii. How would you perform the lines in italics? (4 marks) iv. Pronouns such as "him" and "me" are usually not stressed. Explain why you would stress them in the last stanza. (1 mark)

(b) Identify any five pairs of words that are pronounced the same from the list below.

(5 marks)

phloem                      mad

floors	Haws
berry	coars
	e
clause	mud
course	cause
close	cloze
bold	bald
floss	flame
phlegm	bury

(c) For each of the following words, underline the part that is stressed.

- (a) col. league
- (b) regis. ter (verb)
- (c) ap. proach (noun)
- (d) alarm (noun)
- (e) a. buse (noun)

(5marks)

(d) Your school has organized a farewell party for the form four students. You have been asked at short notice to move a vote of thanks. This will take the form of an impromptu speech. List the elements of your speech in the order in which they will appear.

(6marks)

(e) Read the dialogue below and then answer the questions that follow.

REHEMA: Good morning, Aisha.

AISHA: Good morning.

REHEMA: (frowning) You don't look happy... What's the matter?

AISHA: I have just received a call from home, and...

REHEMA: Ah, these fellows from home are always calling. My mother also called me.

AISHA: Well, in my case, it is bad news. My brother...

REHEMA: As I was saying, my mother called me, and all she wanted to tell me is that they're fine. (shaking her head absentmindedly)

AISHA: My brother was involved in a car accident. But you're not listening...

REHEMA: What did you say?

AISHA: (despairingly) I give up.

(a) What kind of listener is Rehema? Illustrate your answer.

(4marks)

(b) What should Rehema do to improve her listening skills?

(2marks)

OCT./NOV.2014 2HOURS

(a) You have recently visited a school mate during the holidays and thoroughly enjoyed yourself. Write a letter to the school mate, thanking him or her for the invitation. Describe the experiences that made your stay memorable (20mks)

(b) Read the passage below and fill in each blank space with an appropriate word. (10 marks)

An outline is an organized list of what you plan to write about. It is a sketch of what you essay will (1).....like. It is also a guide which will keep you on the right (2).....when you are writing your first draft, in the (3).....stages, your outline should be changing, working out line; in (4).....final form, your outline should be a "table of contents" of what you have "said" (5).....you essay.

(6).....for instance, you were assigned to write an essay about trees, you might choose to write about "Trees used for fuel". In the planning of your paper, you might decide to (7).....your topic into "Trees for firewood" (8)....."Trees used for charcoal". You might then (9).....divide your subtopics into the different kinds of trees (10).....for each purpose.

(c) Read the oral narrative below and then answer the questions that follow.

#### The Cowtail Swish

Once upon a time, there lived a much loved village chief. He loved hunting and would share the meat with the entire village. One day, he went hunting as usual but didn't return. His people became very worried. They searched and searched for him. As they searched, they kept singing his favourite song, hoping that he'd sing back in response. The song echoed throughout the forest: Mother nature, mother nature You have enough for all Mother nature, may my arrow find much meat Meat to feed all my people After a long fruitless search, the chief was presumed dead. Shortly afterwards, his wife gave birth to their seventh son. With his first breath, he asked, "What happened to my father?"

"Have you ever seen anything like this?" the villagers whispered among themselves in amazement. "Never, ever!" was the soft reply all round. Immediately, the newborn's question prompted his six older brothers to embark on another search for their father. It was with sadness that they discovered that he'd been swallowed by a python. Luckily, each of them was endowed with special talents and powers which they combined to restore their father's life. The whole village danced and danced, the joyful patapata of their feet resounding throughout the village.

Now, a big, big problem arose; who among the sons would become the ironed day and receive the Cowtail wish which was the symbol of authority? Each of the six sons claimed that it was his magical power that had brought their father back from the land of the spirits. Each claim sounded as valid and as potent as the next. In confusion, the villagers scratched their heads like chickens scratching the ground.

"Well, our land has many rivers, each with its source. Likewise, these rivers that eventually led to the restoration of my life had a source," the chief said in a tone of finality. All the eyes of the villagers turned on the infant son. They remembered the proverb that says: a man is only truly dead when he is not remembered.

- (i) Illustrate any four features that show that this is an oral narrative. (4 marks)
- (ii) Which gesture would you use while saying the words: "With the entire village" in the first paragraph? (1 mark)
- (iii) Which is the main sound feature used in the song? (2 marks)
- (iv) Identify an ideophone in the story. (1 mark)

(b) For every word in the sentence below, provide another that is identical in pronunciation. Aren't you here for eight days? (6 mks)

(c) Which intonation would you use to say each of the underlined words? (5 marks)

Malusu: Omenda, what time is the meeting tomorrow?

Omenda: (Surprised) Tomorrow!

Malusu: You didn't forget, did you?

Omenda: I'm afraid I did

(d) Imagine that one afternoon you see one of your classmates sneak out of the school compound and get into a waiting car. You decide to report the matter to the teacher on duty. What three important details must you include in your oral report? (3 marks)

Fill in the gaps in the following conversation so that it flows naturally.

Mark: Martha, I would like to invite you to a football game at Kasaran stadium tomorrow afternoon.

Martha: ..... (1 mark)

Mark: Oh! Why is it that many girls are not football fans? Anyway, even if you don't enjoy the game, you might enjoy my company.

Martha: ....., ..... (1 mark)

Mark: Thank you. That's nice of you to say. So, is it a deal then?

Martha: ....., ..... (1 mark)

Mark: And what condition is that?

Martha: ..... (3 mark)

Mark: But I don't like watching movies. .... (1 mark)

Martha: Boring? In that case. .... (1 mark)

Mark: Wait. Wait. .... (1 mark)

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Martha: I don't think you're being selfish; all the same, I accept your apology.

Mark: ..... I agree with your suggestion. A football game followed by a movie it shall be. (1 mark)

101/1

ENGLISH

Paper 1

(Functional Skills)

Oct./Nov. 2015

2 hours

You are the secretary of the Young Farmers Club in your school. The club has just held its meeting. The patron of the club and eight of its ten members attended. The deputy principal also attended. During the meeting the issue of starting a fish pond was revisited. Members also discussed the following issues: club's financial status, members' annual trip and sale of club's farm produce.

Write down the minutes of the meeting. (20 mks)

Read the passage below and fill in each blank space with the most appropriate word.

(10 mks)

The positive way to react to disappointment is to use it as a (1)..... for growth. This is not easy, but it is the only way to deal with an (2)..... aspect of life. Helen, the woman who was not promoted, could have (3)..... her disappointment by looking at other (4)..... For instance, if her boss did not recognize her talent and hard work, (5)..... she could transfer to another department or ask the boss how she could improve her performance in order to be a candidate (6)..... the next promotion. Jamal, the young man who did not (7)..... into the collage of his dreams, should look into other institutions of higher learning. Going to another college may encourage him to be his (8)..... man, step out of his brother's shadow, and realize that being turned (9)..... by one college is not a final judgement on his abilities or potential. Disappointments in life can make us bitter or better, (10)..... we become victims or victors of choice.

Adapted from: College Writing Skills with Readings, Sixth Edition. New York: Lisa Moore (2005) by Langan John.

□(a) Study the passage below, which is about negotiation and conflict resolution, and then answer the questions that follow.

One evening Linda was walking down a desolate, dangerous block lined with abandoned, boarded-up buildings when suddenly out of nowhere, she was surrounded by three boys about fourteen years old. One pulled out a knife with a four-inch blade as they pressed around her.

“Give me your purse! Now!” the boy with the knife hissed.

Though frightened, Linda had the presence of mind to take some deep breaths and reply coolly, “I’m feeling a little uncomfortable. You know, guys, you’re real little on my space. I’m wondering if you could step back a little.” Linda studied the pavement—and, to her amazement, she saw them take a few steps back. “Thank you,” she said. Then she continued, “Now I want to hear what you said to me, but totally, you tell the truth, I’m a little nervous about that knife. I’m wondering if you could put it away.” After what seemed an eternity of silence and uncertainty, the knife went back into a pocket. Quietly reaching into her purse, Linda took out a 1,000/= shilling note, caught the eye of the one with the knife, and asked, “whom should I give it to?” “Me,” he said.

Glancing at the other two, she asked if they agreed. One of the two nodded.

“Great.” She said, handing the leader the 1,000/= shilling note. “Nowhere is what is going to happen. I’m going to stay right here while you walk away.”

With puzzled looks on their faces, the boys started to walk away, glancing over their shoulders at Linda—and then they broke into a run. They were running from her.

(Adapted from *Working with Emotional Intelligence* by Daniel Goleman. London: Bantam Books, 1999)

□ From the passage, it is evident that Linda has excellent negotiation skills.

Identify four of these skills.

(4mks)

□ Why would we describe this encounter as a win-win situation? Explain

your answer.

(3mks)

□ Describe the rhythm of the last paragraph of this passage.

(2mks)

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b. Read the poem below and then answer the questions that follow:

Reprise

Geniuses of countless nations

Have told their love for generations

Till all their memorable phrases are common as goldenrod or daisies.

Their girls have glimmered like the moon,

Or shimmered like the moon,

Stood like lily, fled like fawn,

Now the sunset, now the dawn,

Heretheprincessinthetower Theretheforbiddenflower.

Darling,whenIlookatyou

Everyagedphraseisnew

Andtherearemomentswhenitseems

I'vemarriedoneoftheShakespeare'sdreams.

ByOgdenNashinLiterature.

Boston:McDougalLittell,2008.

(i) Describe the rhyme scheme in this poem and say what it does. (4mks)

(ii) Identify and illustrate any two instances of alliteration in the poem. (2mks)

(iii) Explain how you would perform the last four lines. (3mks)

(c) Examine the set of the words below and on the basis of the pronunciation of the vowel sounds that have been highlighted, pick the odd one out.

(b) Leopard

Jeopardy

Deodorant

iv. Neither

either

neighbour

(c) Audience

Haunt

Loud

v. gone

tone

bone

(d) Said

Paid

Laid

vi. food

fool

book

(d) On your way home from school, you meet a lady who tells you that she is new in the neighbourhood. She requests you to give her directions to the nearest police station. How would you ensure that the directions you give enable her to reach her destination? (6mks)

ENGLISH

PAPER 1

FUNCTIONAL SKILLS

NOV. 2016

1. Read the advertisement below and then answer the question that follow.

The Ministry of Health is seeking to recruit Form Four graduates to serve in a campaign in creating awareness among young people on the importance of healthy eating.

Applicants must be:

- citizen of Kenya
- 16 years and above
- In possession of a national identification card
- Fluent in English and Kiswahili
- able to demonstrate knowledge and experience in issues of healthy eating - creative and innovative.

Interested persons are required to send their application to the following by 30<sup>th</sup> November, 2016.

The Principal Secretary

Ministry of Health

P.O. Box 6789-001000

NAIROBI

- (a) Write a letter of application in response to the advertisement (12 mark)
- (b) Write a Curriculum Vita to accompany your application letter. (8 mark)

2 Read the passage below and fill in each blank space with the most appropriate word.

(10 marks)

Neither time nor affluence removes memories (1)..... childhood poverty. Experiences of poor children illustrate how significant (2)..... and status are in our society. Some adults think their (3)..... or father was responsible (4)..... their attitudes about money. Their current understanding of (5)..... parents' past problems with money often provide little solace. A (6)..... of adults overcome the stigma of having been (7)

.....as children. There are (8)..... children who also develop unhealthy attitudes about money. Such (9)..... imagine that money is all they need 'to (10)..... it in life. There is, however, more to life than money,

(Adapted from: Harbrace Handbook, by Cheryl Glenn, et al. Boston: Thomson Wadsworth, 2004)

3 (a) Read the poem below and then answer the questions that

follow: Giraffes

Beyond the brass sun-stare where each shade  
Crouches beneath its substance at mid-noon,  
The tall giraffes are gathered in a glade  
Grazing the green fruit of the midday moon.  
Patched with sienna shadows of the jungle,  
In pencil-slender attitudes they stand; Grotesque in camouflage, each curve and angle  
Is merged into the backcloth of the land.  
These circus creatures of a poet's dreaming  
Whose destiny on silent strings is spun,  
Are patterned in designs of nature's scheming  
To move through dappled woods and dun.  
Strange genesis in which the substance seeming  
The shadow, is the street of the sun!

By Phoebe Hesketh

(Adapted from: Modern Poems for Common-wealth, by Maurice Tollman & John Gpcncr. London: George G. Harrap, 1966)

i) Describe the rhyme scheme of this poem and explain its function (3 marks)

ii) Identify two instances of alliteration in this poem (2 marks)

iii) How would you say the last line of the poem?

(3 marks)

b) You accidentally broke the windscreen of a stranger's car at the market near your home.

Complete the following conversation between you and the stranger. Use courteous language.

You: (2 marks)

Stranger: I can't believe it. This is a brand new car.

You:.. (2 marks)

Stranger: Your parents will have to meet the cost of replacing the windscreen. You:,,

(2marks)

Stranger: I hope you will learn the lesson to be more careful in future.

You

(2marks)

(c) Write down another word with a similar pronunciation for each of the ones given below.

(5marks)

(i) blew

(ii) serial

(iii) cite (iv) nun

(v) some

(d) You are listening to a speech about careers by a visitor to your school. A few

minutes into the speech, you look around and notice that some of your fellow students are yawning, while others are showing signs of definite restlessness.

(i) What would be the likely cause of the students' behaviour? (3 marks)

(ii) What would you do to ensure you continue listening effectively? (3 marks)

(e) In each group of the words below underline the word that is pronounced differently from the others.

(3marks)

(i) bread bleed bred

(ii) arch arc ark

(iii) hair heir air

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# Paper2work

101/2

ENGLISH

PAPER2

(COMPREHENSION,LITERARY  
APPRECIATIONANDGRAMMAR)

OCT/NOV2005 2½HOURS

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 restrained 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 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) words, explain the types of stress discussed in In not more than 90

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

Mworiahadsaid.

- (ii) Hetoldusa(move)story.
- (iii) Youwillnotbeallowedinwithout (identity).
- (iv) Mark's (decide)affectedeverybody.
- (v) Shewas (continue)fromcollegeafterfailingthree times.

(e) Foreachofthe  
 followingsentencesreplacetheunderlinedphrasalverbwithone  
 wordthathasthesamemeaning. (5marks)

- (v) Aminawascommendedforkeepineuphergoodperformance.
- (vi) Youneedtocutdownontheexpenses.
- (iii) Studentsareadvisedtokeepoutoftrouble.
- (iv) Hisperformancedidnotmeasureuptotheexpectedstandard.
- (v) It'snotgoodtowalkoutonone'sfamily,

(d) Choosethe  
 correctalternativefromtheword(s)giveninbracketstocomplete  
 eachofthefollowingsentences (5 marks).

(iv) .....  
 Thisisoneofthosestories that

(seem,seems)tohave noending.

(v) HeisthelongestservingofallKenya's  
 (attorneygenerals,attorneys general).

(iii) Arangeofissues ..... (was,were)discussed.

(v) Thechaos, (has,have)beenquelledbythepolice.

(vi) Theyhaveremainedhopefulinspiteofthe many.....(crisis,crises)  
 theyhavefaced.

(h) C  
 o  
 n  
 s  
 t  
 r  
 u  
 c  
 t  
 a  
 s  
 e

n  
t  
e  
n  
c  
e

to show the distinction in meaning between each of the following pairs of words.

(6 marks)

(i)

b  
o  
a  
r  
d  
e  
r  
b  
o  
r  
d  
e  
r

(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 just ..... time to catch the plane.

101/2

ENGLISH

PAPER 2

(COMPREHENSION, LITERARY  
APPRECIATION AND GRAMMAR)

OCT/NOV 2006 2½ HOURS

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

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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 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 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 a 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 for girls, for their primary school enrollment 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, summarise, 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  
Thefirstfouryearsofpaws  
Everyday  
Pattingpaws,searching  
Armsup,shoesoff  
Legsapart-  
Probingpaws,systematic  
Heavy,indifferent  
Probingaway Allprivacy.

Idon'twantfistsandpaws  
Iwant  
Towanttobetouched  
Again  
Andtotouch.  
Iwanttofeelalive  
Again  
Iwanttosay  
WhenIgetout  
Herelam

Pleasetouchme. (Frompoetstothepeople,editbyBarryFeinberg)

- a)Wheredoyouthinkthepersonalis?Brieflyexplainyouranswer. (3mks)  
b)Whatdoyouthinkthepersonameansby“touch”? (3mks)  
c)Usingtwoillustrations,describethepersona'sexperienceduring  
thesevenyears (4mks)  
d)Whatisthesignificanceoftheword“paws”? (2mks)  
e)Whichdevicedoesthepoetusetoreinforcethetheme? (2mks)  
f)Explainthemeaningofthefollowingwordstheyareusedinthepoem  
(2mks)  
Prodding  
Indifferent (4mks)  
g)Whatdoesthepoemrevealabouthumanneed? (4mks)

3.a)Fillintheblankspacesinthefollowingsentenceswiththemost appropriateword(s)

(3mks)

- i)Ifwehadgonetobedearlylastnight,we.....restedenough.  
ii)IfI.....therecruitingofficer,Iwouldnottakebribes.  
iii)Everyoneofthestudentsnow.....aroletoplayinkeepingtheschool compoundclean

b)Rewritethefollowingsentencesstoremovegenderbias.

(3mks)

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- 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 firement 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 states..... of the theft has 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: "neither....nor"
- 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 2½ 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 yogurt 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.

Fibre 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? (1mk)
- (b) In not more than 35 words, summarize the effects of eating Carbohydrates (4mks)
- (c) Explain how free radicals contribute to the occurrence of high blood

pressure and cancer

(2mks)

(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?

(3mks)

(g) According to the passage, how can you use up excess fat?

(2mks)

(h) Identify an instance of irony in the passage (2 mks)

(i) Explain the meaning of the following expressions as used in the passage (3mks)

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 ope  
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 would be on the branch as wing

And a pain still throbs in the old, old scars

And the 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 heart's 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

(3mks)

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

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 sentence)
  - (iii) Mount Kilimanjaro is the highest mountain in Africa.  
(Rewrite using "higher" instead 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 would walk to work every day,..... Keep him healthy

(iii).....theywaitedastheseecretary'soffice,thesuspectleftbya backdoor.

101/2

ENGLISH

PAPER2

(COMPREHENSION,LIRETARY

APPRECIATIONANDGRAMMAR)

OCT./NOV.2008 TIME:2½HOURS.

1.ForAfricanslivingabroad,nothingismoreirritatingthantheconstantdietofnegative newsonAfrica.TheonlysilverliningisthatAfricaiswaydownthelistofnews importancefortheWesternmedia.MostofthetimeAfricaisignoredbutwhenit doesmakeitintothenewspapers,radioorTV,thenitisalwaysportrayedassinking incorruption,wars,famineanddisease.Ifyousetouttofindapositivestoryon Africa,youmayhavetowaituntilyourgrandchildrenhavegrownold.

Whatismoreunfortunateisthatwhereastherestoftheworldisdividedintonations, Africaislumpedintoonebig sorrymass.AcivilwarinatinycountryinAfricaelicits screamingheadlinessuchas“Africareturnstobarbarity”.CivilwarsinEuropeare notEuropeancivilwarsbutcivilearsinBosnia,Sebiaandsoon.Noonebothersto mentionthatoutofAfrica's54countries,onlytwomaybeengagedincivilwars. Thatmeans52countriesarepeaceful.ButtheimpressionyougetfromtheWestern mediaisthatallofAfricaisatwarwithitself.

Thesamegoesfordiseases,especiallyaids.Hardlydoesaweekgobywithoutthe 'experts'fromtheWestpredictinghowAfrica'sentirepopulationwillbewipedoutin fiftyyears'time.IfallofthepredictionsmadeabouttheimpactofAidshadbeen correct,mostAfricancountrieswouldhavebeenentirelydepopulatedbynow.

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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 leaders 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.

This 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 Aid 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

g) Howcanwe

h) Explainthemeaningofthefollowingexpressionsasusedinthepassage:(3mks) Silverlining

Sorry

Irredeemably

2. Readthepoembelowandthenanswerthequestionsthatfollow.

The splash

Underwarmsunshine,

A pondofwaterrests, calm and serene.

The bluesky 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

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Ripplesinnumerable, Allfleeingfromthewound.  
Timeelapses,  
Ripplesinnumerable  
Allfleeingfromthewound  
Timeelapses,  
Ripplesfade,  
Reflectionsregaintheirshape, Andonceagainemergesthepond  
Smoothandtranquil.  
Butthestone!  
Thestonewillalwaysclingtothebottom

YusufO.Kassem

- a) Whatdoyouthinkthispoemisabout? (3mks)
- b) Whatisimpliedbytheuseofcolorimagery(lines4,5,6)? (4mks)
- c) Identifyandexplaintwostylisticdevicesusedinthispoem  
otherthancolorimagery. (4mks)
- d) Describethetoneofthispoem (3mks)
- e) Explainthemeaningofthelasttwolines. (3mks)
- f) Explainthefollowingwordsastheyareused inthepoem:  
(3mks)  
Surges  
Fade  
Tranquil

101/2

ENGLISH

PAPER2

(COMPREHENSION,LITERARY  
APPRECIATIONANDGRAMMAR)

OCT/NOV2009 2½HOURS

1.Readthepassagebelowandtheanswerthequestionsthatfollow.

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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 rumors 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 rigor 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, particularly in 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, Bass corresponded with the leading physicists of the day. Thus, she kept the 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? (2mks)
- b) In what way was France better than England in the treatment of women interested in the sciences? (3mks)
- c) Rewrite the following sentence using the word "surprisingly" (1mk)

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

- d) According to the passage, what was a professor expected to do? (3mks)
- e) For what selfish purpose did the University of Bologna use Bassi? (2mks)
- f) What evidence is given to show that Bassi was difficult to control? (3mks)
- g) Why do you think the author mentions the fact that Bassi had eight children? (3mks)

- h) Explain the meaning of the following expressions as used in the passage (3mks)
  - 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, in fact, 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 recognize 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 your 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'm 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 a 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 long 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 had 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 learned 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) EAEPLtd.

- a) From the first paragraph how can we tell that Hare was not contented with his state? (2mks) b) Why is it ironical that Hare is asking to be respected? (2mks)
- c) From the information in paragraph 5, explain what Hippo's attitude towards Hare is. (3mks)
- d) From the information in paragraph 5, explain what Hippo's attitude towards Hare is. (3mks)
- "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. (6mks)
- f) Both Hippo and Elephant do what Hare says. What does this prove? (3mks)
- g) Explain the meaning of the following expressions as they are used in the story:
- i) Imprudence (1mk)
  - ii) Taking root (1mk)
  - iii) Lumbered (1mk)
- 3.a) Identify, underline and correct the four words that have been mis-spelt in the paragraph below. (4mks)

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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.

(3mks)

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 need..... such equipment iv)

Mweladipped the bucket..... the well.

d) Use the correct form of the nouns given in brackets.

(4mks)

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

2½ 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 ways 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)
  - 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 wagon driver". B.S. Johnson

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 easy to say  
I'm married to my wheel.

I've drunk it north, I've drunk 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,

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But I goon, 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 person's relationship with his first truck? (2 marks)
- (c) The person 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 person'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) Sometimes 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, marks (3)
- (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. (3marks)
- (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. (2marks)
- (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

PAPER2

(COMPREHENSION,LITERARY  
APPRECIATIONANDGRAMMAR)

OCT/NOV2011

2½HOURS

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 Barack 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 the 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 ways 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. '\*

Her voice is 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 first-hand 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: HarperCollins 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 music. 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 bumblebees, all made little tunes for him. One day, he cut a short piece of wood from a willow tree, whittled it down, pierced holes into it and made a flute. On his flute, the tune 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 fairyman. "Do you know what I have come for?" the fairy asked. "No", 'I'm... I'mve.. jyso.. rrybut don't," answered the boy.

"Well," the fairy said, "the spirit of the forest have been long listening to your flute and they are convinced only the fairy pipe 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 only one who fulfil 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 goat 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 swelled 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 girl's 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 fairyman? (2 marks)

- (d) Give two reasons why you think the fairy set conditions for Nzoko before he could get the fairy fiddle. (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 indirect 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 Joy 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 the.....point.

(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 anymore, (rise)
- (ii) How long have you.....here? (dwell)
- (iii) It is advisable that we.....forgive those who wrong us. (condition)

ENGLISH

PAPER2

(COMPREHENSION,LITERARY  
APPRECIATIONANDGRAMMAR)

OCT/NOV2012 2½HOURS

5. Readthepassagebelowandanswerthequestionsthatfollow.

SomefifteenthousandyearsagoanartistdrewonthewallsofacaveinSpainapicture ofhisStone-Age neighbour robbingabees' 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 life time to discover, sample and enjoy all the possible vintage 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 knave 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, phosphorus, proteins and vitamins.

This explains why many diabetics can't 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 wildflower 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)

6. 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 rump 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

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Andleavesforlunchandforthedayat11.30a.m.

Heisahumorouschap

Jokesabouthowheisunderpaidandover-workedtohisjuniors.

WholaughsubservientlytoconcealtheirindignationAndgrudging envy.

Heisamightygenerouscomrade Bragsabouthischrist-heart.

Beingaprouddonorofafewbastards

Toguilelessgirlsunderhim,

AndbelieveshisisaGod-sanctionedmission

ThatdatesbacktoAbraham.

Heisajollygoodboss, Aperfectparagonofleadership.

KitcheO.Magak.

- (a) Whatisthemessageofthispoem?
- (b) Giveevidencefromthepoemwhichindicatesthatthejuniorsare sufferingquietly (2marks)
- (c) Explaintheimageintheline "Dreamyandcontentedlikeanoverfedpython" (3marks) (d)
- Identifyandcommentontwoaspectsofironyinthepoem (4marks) (e)
- Explainthemeaningofthefollowingasusedinthepoem: ii) oblivion..... iii) Guiless..... iv) Godsanctionedmission.....
- (f) Identifytwoinstancesofalliterationinthepoem (2marks)
- (g) Whyarethelasttwolinesinthepoemsignificant (2marks)

7. Rewritethefollowingsentencesaccordingtotheinstructionsgiveaftereach (3marks)

(i)EsthersaidPatriciahadstolenherdress

(Begin:Estheraccused..)

(ii)Thiskindofdancefascinatestheyouthmorethanitdoesadults

(Begin:Theyouth.....)

(iii)Thereareveryfewstudentsintheclassroom

(Use....any...)

(b)Fillineachblankspaceusingthecorrectformofthewordinbrackets.

(3marks)

- (i) We (regular) visit our grandparents in the village.
- (ii) The company has been in ~~fort~~ twenty years, (exist)
- (iii) The manager 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 bomb ~~at~~ around midnight, (go)
- (ii) You have to ~~to~~ 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.

(4 marks)

- (iv) A short story revolves around a ~~main~~ character.
- (v) The teacher was grateful ~~the~~ students' input.
- (vi) He has been ~~leave~~ since last week.
- (iv) Her life was riddled with contradictions.

101/2

ENGLISH

PAPER 2

(COMPREHENSION, LITERARY

APPRECIATION AND GRAMMAR)

OCT/NOV 2013

2. 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 watermelons bleeding from gaping holes; the half eaten bananas, mostly still within their peels, black and incomparably sweet in the embrace of the final decay.

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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 "lightweighting" - 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 ensure 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

domesticwaste.

(1marks)

(b)Accordingtothepassage,howdoesabananchangeasitrots?(2marks)

(c)Whydoyouthinkavibrantimmunesystemissaidtobeimportantin

Understandinggarbage?

(2marks)

(d)Inthefollowingsentencereplacetheunderlinedexpressionwithone

word.

(1

mark)

Ihowever,theknowledgeharvestedfromadumpsitemakesupforthegrimworking conditions

(e)Whydoyouthinktheauthorputsthewords"paperlessoffice"inquotation

marks?

(2

marks)

(f) Explainhowtechnologyhasbecomeafertilitydrugratherthana

contraceptive.

(3

marks)

(g)Whatcanweinteraboutresin?

(2marks)

(h)Inpointform,summarizethereasonswhytheauthorfeelspaperwaste

posesagreaterdangertotheenvironmentthanplastics. (4marks) RoughCopy fairCopy

(i) Explainthemeaningofeachofthefollowingexpressionsasusedin

thepassage.

(3

marks)

breadandbutlerwork static;

getsunderway

3.

Readthepoembelowandanswerthequestionsthatfollow.

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 hire

The course 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  
Now will, no estate  
Nothing to inherit

The poor boy is hardly ten  
And knows no next-of-kin  
Here amidst 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 methods? 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 houses so that she may sell it.  
(Rewrite using: 'with a view' ...)

(e) 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) 1. 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)

Replace each

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

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

v. The chairman expressed doubts about the ..... of showing the film

on

children's television, (suit) vi. We could not understand him. His actions were completely .....

(explain).

vii. 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

2½ HOURS

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

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Developers' bulldozers have been leveling thousands of acres of rainforest 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. Rainforests must be protected because they offer the human race many irreplaceable resources.

Rainforests 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 rainforests 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 rainforests 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 rainforests 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, rainforests 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, rainforests regulate the climate. If they are destroyed, the greenhouse effect could change rainfall patterns so that areas formally 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 rainforests 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 rainforests must be stopped. (2 marks)

(b) Why are the forests described in the passage called rainforests? (2 marks)

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

'The huge evergreen trees are so close together that their branches overlap and form a narrow towering canopy. (1 mark)

(d) How will medical advance be affected by the destruction of rainforests? (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 Kemboof Sakwa, in full battle regalia and leopard skin loin piece had come to pay suit to the great Chief Odera Gognio 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 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.

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OloothesonofSigu,otherwiseknownasMarkAnthony,arrivedwithhis entourageofsixincludinghisuncle,atmid-morning.Awareoftheimportance andtheimpactofpresenceandcarriagehearrivedinhismilitaryfatigues,a colobusmonkeyheadaddressandaspearinhishand.Hewasafterallasoldier.It wasanintriguingcombinationoftheoldandthenew.Anyoneelsemight have lookedoddbutOloolookeddashing.Hiscomplexionwasdeceptivelylightandit drewquestioningglancesfromhishostsandhostesses.Hadtheirdaughter decidedtomarryaja-mwa- aforeigner?ApartfromAkokowhomusthaveleft hermother'sswombwithabroadoutlook,allofthemwererestrictlyparochialand marriagetoevenaLuhyafromacrosstheborderwasconsideredacatastrophe. ItwasthereforeareliefwhenthesuitorsbrokeintopureLuowiththedialectof themiddleregionofRamogi.Theirdaughterwasaprize,abeacon,asourceof pridefortheentireclan.They simplycouldnotbeargivingherawaytoa stranger.

"Brothers,wegreetyouandbringyoumanygreetingsfromthepeopleof Seme.Mynephew,Oloo,sonofmylatebrotherSigu,cametomeandsaid: 'Father,IhavefoundagirlandIwanttogetmarried'.NowIamareasonable manandIknowthewaysofChik,solaskedhim:'Son,onedoesnotjustfinda girlintheair.Onesends&jawan'gyotogoandspyagirlandfindouther antecedentsandcharacter.Issheathieforawitch?Isshelazyorshiftless? Mighttherebeconsanguinitybetweenyouandher?Whoishermotherand father?'Itellyoumybrothers,thatIwasflabbergastedtohearthatnoneof thesethingshad evercrossedhismind.Heknewthathermother'snamewas Mariaandhergrandmother'snamewasAkokoandthatwasall.

Youwillthereforeforgiveusbrothersbecausewedonotknowyouandyoudo notknowus.Weonlycamebecausewehadfaithinoursonwhohasalways beenareasonableman.Wethereforewishtointroduceourselvesbeforewego on.IamSemoRakulaofSeme,ourvillageisnearthastrangerock-upon-arock,Kit- Mikai.Weare.thedescendantsofthatgreatwarrior,NyagudiKogambi. Olooandtheseyoungmenaremysonsandanephew.Olooisamanoflearning andwhatismore,asoldierwho hasfoughtforthewhitemanindistantlands. NowheisaclerkwithabigKambi(company)inNakuru,wherehegetsagood salary.Soshouldthissuitbeacceptabletoallyouneedhavenofearthatyour daughterwillstarve.

Itellyouthesethingsbecausetherearethingsajawan'gyowouldhavefound outforyou.Thankyoubrothers".Apotofkong'owasmovednearhimandhe drewalongrefreshingdraught.Somethingsneverchange-aspokesmanalways needsto irrigatehisthroat.

- (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

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thefarm.You'llteaseonly thebabyonyourlap.From  
thisday,lifewillchange.

Haveyouheard,daughter  
ofmymother?Youwillnot  
godancing,dancetoday.  
Youwillnotsitchatting,  
chattoday.Youwillnot  
enjoyteasing,teasetoday.  
Fromthisday,lifewill change.

(a) Whodoyouthinkarethesingersofthissong?Givereasonsforyouranswer,  
(3marks)

(b) Identifytwofeatureswhichqualifythistextasasong. (4  
marks)

(c) Brieflyexplainwhatthesociety'sexpectationsofamarriedwomanare,  
accordingtothissong.' (3  
marks)

(d) Givetwopurposethatthissongcanserve.  
(4marks)

(e) Howdoyouthinkabriderespondswhenthissongissingduringawedding?  
(3marks) (f)

Whatistherelationshipbetweenthefourthstanzaandthestanzaasthatcome beforeit?  
(2marks)

(g) Explaintheeffectofusingthephrase"daughterofmymother"insteadof"mysister".  
(1mark)

4.(a) Rewritethefollowingsentencesasinstructed. (4 marks)

(i)Twouldgladlyhavehelpedthemwereitnotfortheshortageoffundsatthetime.(Begin:But...)

(ii)Whatweneedaresuchideas.(Begin:.Itis...)

(iii)TheBoardofGovernorshasbeenlookingintothematter.(End:...Boardof Governors.)

(iv)"Howoftendoyoucomehere?"Mathengeaskedhisfriend.(Rewrite in  
indirectspeech...)

(b) Rewritethefollowingsentences,correctingtheerrorineach.  
(5marks)

(i) Mostpeoplepreferplayingfootballthanhockey.

(ii) Emacharisthemosthighestpaidemployeeinthiscompany.

(iii) Idemandtoknowwhatisthis.

(iv) Thefactthatyoucannotbeabletodoitdoesnotmeanitisimpossible, (v)  
"MynamesareJohnKamauMwangi,"thelittleboymurmured.

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(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

PAPER2

(Comprehension,Literary

AppreciationandGrammar)

Oct./Nov.2015

21/2hours

1.Readthepassagebelowandthenanswerthequestionsthatfollow. (20marks)

Mostpeoplebelievethatwhensomeoneislyingtheysmilemorethanusual,but researchshowstheoppositeistrue-theysmileless.Thedifficultywithlyingisthatthe subconsciousmindactsautomaticallyandindependentlyofourverballie,soourbody languagegivesusaway.

Thisiswhypeoplewhorelytelligiesareusuallycaught,regardlessow

80

convincingtheymaysound.Themomenttheybegintolie,theirbodysendsout nervousenergywhichappearsasagesturethatcancontradictwhatwassaid.

Professionalliars,haverefinedtheirbodygesturesothepointwhereitisdifficult to“servethelie,andpeoplefallforit,hook,line,andinker.Theydoitinoneofthe twoways.Firsttheypracticewhat“feel“liketherightgestureswhentheytellthelie, butthisonlyworkswhentheyhavepracticedtellingalotofliesoverlongperiodsof time.Second,theycanreducethegesturingsothattheydon’tuseanypositiveor negativegestureswhilelying,butthat’salsohastodo.

Trythissimpletest-telladeliberateliertosomeoneface-to-faceandmakea consciousefforttosuppressallbodygestures.Evenwhenyourbodygesturesare consciouslysuppressednumerousmicro-gestureswillstillbetransmitted.These includefacialmusculartwitchingdilationandcontractionofpupils,sweating,flushed cheeks,eye-blinkingrateincreasingfromblinksperminutetoasmanyas50blinks perminute,andmanyothermicro-signalsthatindicatedeceit.Researchusingslow-motioncamerasshowsthatthesemicro-gesturescanoccurwithsplitsecondand it’sonlypeoplesuchasprofessionalinterviewers,salespeople,andthevery perceptivewhocanreadthem.

Itsobviousthenthattobeabletoliesuccessfullyyouneedtohaveyourbody hiddenoroutofsight.Policeinterrogationofteninvolvesplacing`thepersonona chairintheopenplacinghimunderthesecircumstances.Lyingiseasierifyou’re sittingbehindadeskwhereyourbodyispartiallyhidden,orifyou’repeeringovera fence,orfrombehindacloseddoor.Thebestwaytolieisoverthetelephoneorinan email.

(AdaptedfromtheBodylanguagebyAlanandBarbaraPease.London:Orion,2004)

a)Accordingtothepassage,whatistheconnectionbetweenlyingandsmiling?

(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 language as revealed in the passage. (5marks)

f) How can we tell that the author of this passage does not approve of lying?

(2marks)

g) The subconscious mind sends out nervous energy. Rewriting beginning:

nervous  
mark)

(1

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 PEASANTWOMAN bows low:

CORPORAL: well, here she is. What did I tell you? What a nose I have! Smell 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 PEASANTWOMAN 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 glance, 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

PEASANTWOMAN: ) shouldn't you be busy in the yard? Feeding the hens?

PEASANTWOMAN: 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

somethinginthecrib!Blockhead,Ismellathousandpiasters.Taketheoldgirl  
outsideandholdontoher.ItlookslikeIhaveacross-examiningtodo.(The  
PEASANTWOMANlets herselfbeledoutbythePRIVATE,withoutaword.)So,you've  
gotthechildIwantedfromyou!(Hewalkstowardsthecrib.)

GRUSHA:officer,he'smine.He'snottheoneyou'reafter.

CORPORAL:I'lljusttakealook.(Hebendsoverthecrib.) GRUSHA:looksroundindespair.

GRUSHA:lookshe,mine!He'smine! CORPORAL:finelinen!

a)Brieflydescribewhathappensbeforetheeventsinthisexcerpt.(3marks)

b)Explainwhattheplaywrightachievesbyusingdirtyhumourinthis

excerpt.

(4marks)

c)Identifyanddescribethedramaticironyinthisexcerpt.

(2marks)

d)Whatdoesthisexcerptrevealaboutthecharacterofthepeasant

woman?

(4marks)

e)ThisexcerptshowsthatGrushamakestwomistakeswhichshelatercorrects.

Whatarethemistakesandhowdoesshelatercorrectthem?

(4marks)

f)Imagineyouarethedirectorandareselectingthecastforthisscene,what

physicalfeatureswouldyoulookforinthecorporalandGrusha?

(4marks)

g)Rewritethefollowinginindirectspeech:

"Ididn'tseeit"Grushasaid.

(1mark)

h)Describewhathappensimmediatelyaftertheeventspresentedin

thisexcerpt.

(3marks)

3.Readtheoralnarrativebelowandthenanswerthequestionsthatfollow:

Thefoxandthecrow

Afoxoncesawacrowflyoffwithapieceofcheeseinitsbeakandsettleona  
branchofatree."That'sforme,asIamafox,"Mr.Fox,said,andhewalkeduptothefootofthetree.

"Goodday,MS.Crow,"hecried."Howwellyouarelookingtoday:howglossy  
yourfeathers;howbrightyoureye.Ifeelsureyourvoicemustsurpassthatof  
otherbirds,justasyourfiguredoes.LetmehearbutsongfromyouthatasthequeenofBirds."

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 Babuscietal. ENGLEWOOD Cliffs, New Jersey, 1991).

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

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)

(iv) The principal has summoned all the students except you and..... (v)

Although Joseph and I disagreed over the matter, I am still a friend of.....

(vi) .....andIweretheonlyoneswhocompletedtherace.

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

(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. (3marks)

(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. (2marks)

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

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

ENGLISH2016 PAPER2

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 rearing those who support it. Dr. Diana Baumrind studied 164 families from the time their children were in preschool 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 swat 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 harsh variants practiced by a tiny minority (shaking and blows to the head or face, for example).

For my money, there was always something suspicious about the orthodoxy that assured us all corporal punishment, regardless of severity, was *de facto* abuse. Nevertheless, we bought into it; with 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 wrong 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 humor, 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 is who's in charge here!

Some folk 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 author's personal view about corporal punishment? (4 marks)
- (f) Identify two other words that the author uses in the passage to mean mild Corporal punishment? (2 mark)
- (g) Use two illustrations from the passage to explain the author's use of informal language (3 marks)
- (h) Explain the meaning of each of the following words as used in the passage,  
(i) materialistic (1 mark)  
(ii) panacea (1 mark)

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 your 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 lineages 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 ant stalk, 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 Obandais a great beauty whose assets have been praised and sung by many anyatitisinger from hereto. Chumbu Kombit, from Sakwato Loka Nam. She is as fleet as a gazelle and her flying feet have been incorporated into the sayings of our villages 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 Ramogiour great father and her blood is pure for we have always taken care to marry correctly. She is also the eldest daughter of four great chiefs, a man whose fame is known

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

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

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

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

(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," Aloosa said magnanimously. Rewrite in indirect speech,

(1 mark)

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

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Oh, I kept the first for another day! Yet knowing how way leads on to 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  
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 tire brigade.....the fire after many hours, (put)
- (iii) It is clear from her look that Claire.....her 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) Rashid 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.....)

101/2

ENGLISH

PAPER2

MARKINGSCHEME

(COMPREHENSION,LITERARY

APPRECIATIONANDGRAMMAR)

OCT/NOV2005

2½HOURS

(a) Stress could be events and situations that cause tension, pressure or negative emotions. Even the response to these situations can be defined as stress. Finally, psychologists see it as what we feel when we interpret a situation as being threatening or challenging and we are unable to cope. (48 words)

(b) There are various types of stress, depending on the stressor involved, and which vary in intensity and effect accordingly. One type is 'catastrophe'. It is caused by sudden and life-threatening disasters such as war, earthquakes or rapewhich severely strain one's coping capability. These secondaries from 'major life changes' such as the death of a spouse or divorce. While the third type is occasioned by daily hassles; such as every day living circumstances as living in a noisy neighborhood and commuting daily in heavy traffic. (85 words)

(c) One can cope with stress by:  
viewing difficult situations as challenges rather than threats, believing that something can be done about the situation in question, having a relaxation response.

(a) i) None of the students failed the examination.  
My father asked if I was taking part in the walk.  
He was too sick to go to work.  
At no other time in history have women had greater opportunities for following careers than they have now/donow. What they proposed was not at all practicable.

(b) i) repetition moving  
identification decision  
discontinued.

(c) i) maintaining  
reduce/minimize  
avoid/shun  
match/meet/reach  
abandon/desert/forsake

(d) i) seems attorney general

was has  
crises.

(e) i)(boarder=onewhoboards)-  
Aboarderisastudentthatresidesatthe  
school,border=boundary/edge)-  
There'salways boomingbusinessatborder towns.

ii)(Council=governingbody)-Themembersofthecouncilvotedthemselves  
largeallowances.(Counsel=judge/advocate,giveadvise)  
Thestatecounselopposedgrantingofbailtotheaccused.  
Theparentsgavewisecounseltothestudentsonparentsday.

iii)(bear=carryloadortakeresponsibility/givebirthto,ofananimal)

Rodentsbearmany youngonesatonce.

Almostalwaysstudentsbeartheblameforfailureinexaminations. Thebearisacarnivorousanimal,(bare-  
plain,devoidof) Charcoalburnershavestrippedthehillsbareoftrees.  
Hedetestsreadingsciencemagazinesbecausetheydwellobnarefactsand nothinginteresting.

f) i)off (ii)over (iii)with (iv)in

101/2

ENGLISH

PAPER2

MARKINGSCHEME

(COMPREHENSION,LITERARY  
APPRECIATIONANDGRAMMAR)

OCT/NOV2006

2½HOURS

(a)Theevidenceisthatconsumptionpercapitaishigherby'nearly70percent'.

Also,lifeexpectancy,childmortalityandeducationalattainmenthaveimproved  
significantly. (2mks)

b)Althoughtheauthorlaudstheprogressmade,heisnotoverlyimpressedbyit  
becausemorethanonebillionpeopleinthedevelopingworldarelivingin  
poverty.

There is therefore no room for complacency.

(2mks)

c) The author mentions Japan in order to show how far behind sub-Saharan Africa is lagging in terms of life-expectancy. (1 mk)

d) What is odd is that the region accounts for less than a third of the world's population and yet nearly half of the world's poor people live there.

(2mks)

e) The relationship between poverty and a high population is that the poor are more likely to have large families.

Large families will exact too much pressure on the environment, leading to its degradation.

Such an environment cannot support the population and this leads to spiraling poverty. (3mks)

f) She (he) is less educated, and has less access to remunerative activity.

(1mk)

g) A girl is twice as much disadvantaged because as a woman, she has to do more work. Also, she gets less education and fewer opportunities for gainful employment. As a child, she lacks adequate nutrition, health care and education.

(3mks)

h) The author argues that although the developing world has significantly improved economically it has a long way to go, since many of its people live under absolute poverty.

i) This poverty is unevenly distributed geographically and mostly affects women and children. To combat it, governments need specific information about the poor.

(51 words)(4mks)

j) Staggering-shocking.

Compromised-adversely affected.

(2mks)

(a) The person is probably in prison/detention or some form of confinement. The person is longing to get out. "When I get out he or she has been held in inhuman conditions. (3 mks)

(b) By "touch" he/she means being treated like a human being, loving and being loved. "Touch" means the freedom to express his or her emotions freely, spontaneously. "touch" the literal, physical touch. (3mks)(get only 1 mk)

(c) During these seven years of confinement, the person has been treated like a pariah. He/she says, I've learnt to know the meaning of untouchable. The person has also been brutalized. He/she was subjected to extreme violence. "fiercely mad fists, beating..." Finally, the person experienced utmost indignity. He/she was humiliated and denied any form of privacy.... "Searching—arms up, shoes off, legs apart.... Probing away all privacy."

(any two illustrated points 2 marks each=4)

mks)

(d) The word “paws” vividly describes the beastly behaviour of the tormentors.

Animals like hyenas and lions have paws which they use to tear their prey to pieces. The word reveals the cruelty visited on the person and the attempt to disfigure and mutilate him/her physically and emotionally. (2 mks)

(e) The poet uses repetition to emphasize his message. The word “touch”, for example is repeated more than ten times – both to explain the kind of touch that is desirable and that which is resented. Also emphasis through the enumeration and the pauses. (one.... Two...)

(2mks)

(f) Prodding – poking, jabbing

(1mk)

Indifferent – callous, inhuman, beastly

(1mk)

(g) The poem reveals that human beings abhor confinement, brutality and all forms of degrading treatment. On the other hand, people crave for human warmth, affection, privacy and freedom. When one is denied the latter, one in a way “dies”. The person says: “I want to feel alive again.”

(a)(i) would have

(ii) were (iii) has

(3mks)

(i) Professors should give their students opportunities to develop their skills. / A professor should give his or her students opportunities to develop their skills. / As a professor you should give your students opportunities to develop their skills,

(ii) My sister was appointed the chairperson / chair of the water project committee in our village,

(iii) The firefighter took long to arrive at the scene of the accident.

(3mks)

(c)(i) lit (ii) incidents (iii) its

(3mks)

(i) The visitors were entertained by the choir

(ii) The health officer will close café unless we keep our environment clean. / Unless we keep the environment clean, the health officer close our café.

(iii) The patient could neither stand without support nor sit straight,

(iv) Had it not been for the captain’s quick action, the school team would not have won the game. / Had the captain not acted fast, the school team would have lost the game.

(v) Jomo Kenyatta, the first president of Kenya, was a great orator.

101/2

ENGLISH

PAPER2

MARKINGScheme

(COMPREHENSION,LITERARY

APPRECIATIONANDGRAMMAR)

OCT/NOV2007

2½HOURS

- (a) You can improve your life by eating the right food at the right time  
(1mk)
- (b) Since they are quickly digested and absorbed, carbohydrates make one hungrier sooner. They greatly raise blood sugar and subsequently one's appetite, leading to loss of energy. (27 words) (4mks)
- (c) Free radicals, if not neutralized, damage arteries and body cells. It is these damaged arteries and body cells that cause high blood pressure and cancer. (2mks)
- (d) Antioxidants can be consumed in the form of pills and food (2mks)
- (e) Don't nutritionists, in fact recommend that we eat five portions of fruit and vegetables a day? (1mk)
- (f) The attitude of the author is one of admiration, marvel. Fascination/ wonderment. He is highly impressed by the effectiveness of calcium as a weight-cutting measure for her refer to it as a 'star' and says it has some magic (3mks)
- (g) One can use excess energy by taking a high-calcium diet or going to a gymnasium (2mks)
- (h) The irony is that you can actually eat more in order to lose weight. Usually, eating more leads to weight gain (2mks)
- (i) Daunting: difficult, challenging  
Baggage: excess weight  
Down a mountain: eat a huge amount of food (3mks)

The poem is about a bird discarded. It is confined and denied freedom. It cannot enjoy the ordinary pleasures of nature - the sunshine, the breeze or the perfume from flowers. The bird struggles to liberate itself and hurts itself in the process. At another level, the poem is depicting the misery of those who are denied freedom. They suffer

physical and psychological torture. The person sympathizes with the victims and condemns those who conspire to subject othersto a life of slavery/detention. Imprisonment/confinement.

(i) In the first stanza, the poet focuses on the feelings of the prisoner, feelings of alienation from all that is natural and desirable, feelings of nostalgia for days when he or she enjoyed freedom.

(ii) The second stanza describes the attempts by the bird (or prisoner) to escape. The struggle is bloody. It seems that the effort to escape are met with brutality. Words like "blood", "pain" and "scars" reflect the torment undergone by the victim  
(2 mks)

(iii) The third stanza focuses on prayer. Other means have not yielded results, so the bird (or prisoner) appeals for intervention from other sources. Perhaps a superior force will step in and liberate the bird.

The person sympathizes with the caged bird. A word like "alas" expresses pity. The person also graphically describes the feelings and sufferings of the bird. This elicits pity from the reader.

Bird feels.... "He/she has put himself/herself in the shoes of the bird. The person speaks as if he/she shares the pain experienced by the bird. The person says, ".... again still throbs...." As if he/she can feel the pain. The person also has feelings of hope, hope that the caged bird will one day experience freedom.  
(4 mks)

From the poem, it is possible to infer that the person has had a very tough life. He/she has probably suffered at the hands of cruel oppressors, been denied freedom and tortured. This is why the person says, "I know...." The person probably fought and prayed for freedom. He/she may have suffered physical and psychological injury  
(3 mks)

The simile in the first stanza is "..... the river flows like a stream of glass". The simile is used to show what the bird yearns for but cannot have. The river represents a life of freedom, flowing without obstruction. It stands for natural beauty that the caged bird is denied.  
(2 mks)

(i) And the faint perfume from its petals steals. This means that the flowers produce a sweet smell that gives much joy. However, in its cage, the bird cannot have such luxury while other birds out there enjoy the perfume.

(2 mks)

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(ii) and they pulse again with a keener sting: this line refers to the excruciating pains suffered by the bird as it tries to free itself. Every time it beats wings, the old wounds become sore and cause much pain. (1mk)

(a)(i) denial

(ii) Heroic

(iii) Activate

(3mks)

(b)(i) The spread of HIV–Aids can be controlled by educating the public

(ii) The man whose cattle destroyed the maize in the school farm was arrested

(iii) Mount Kilimanjaro is higher than any other mountain in Africa/ no other mountain in Africa is higher than Mount Kilimanjaro. (3mks)

(c)(i) is

(ii) waits

(iii) begun

(3mks)

(d)(i) would

(ii) had been

(iii) when (3mks)

(e)(i) what

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- (ii) which
- (iii) While (3mks)

101/2  
 ENGLISH  
 PAPER2  
 MARKINGSCHEME  
 (COMPREHENSION,LITERARY  
 APPRECIATIONANDGRAMMAR)  
 OCT/NOV2008  
 2½HOURS

Little/very little/hardly/since by the time one's grand children are old, one is likely to be dead/have died (2mk)

Bosnia and Serbia are mentioned to show that civil wars in Europe are treated as isolated cases while in Africa they are treated as a continental war (2mks)

The word is put within quotation marks to indicate that the writer does not really believe that the people are experts/if they were, their predictions would already have come true (2mks)

Had all the predictions made about the impact of Aids been correct most African countries would have been entirely depopulated by now (1mk)

No/African is not more corrupt. It is just that the Western media generalizes the few cases of corruption while in America, blame is apportioned appropriately. (3mks)

This is because African stories are considered to be of little importance also such journalists are impressionable and so readily buy the stereotyped image of Africa/they/such journalists are already prejudiced (4mks)

The author says, "while we feel irritated" (this suggests that he is an African. More important) he says, will see Africa as we..... (2mks)

Silver lining - a blessing / a lucky turn of events / only good / positive thing

Story - miserable, pitiable, without hope / pathetic

Irredeemably - completely, incorrigibly, absolute / hopelessly (3mks)

The poem is about a major disturbance e.g. political disturbances such as a coup de tat political upheaval, ethnic clashes e.g. traumatic experience / turbulence at personal levels such as divorce, rape, death of a loved one. Return to apparent fence (3mks)

The greenery implies peacefulness / peace whether at the individual or political level. The yellow sun implies possibility of danger or turbulence. Things are not as tranquil or peaceful as they seem. Red is imminent violence / turbulence. Upheaved Any two of the following

Personification e.g. rests, "occupies" fleeing"

Symbol e.g. "pond" for country of one life, "stone" for the cause of the

turbulenceandleavesapermanentscar/reminder/aftermath

Repetition.g.“ripples”“thered”

Onomatopoeiae.g.splash,ripples,rushing.....

Alteratione.g.handinhandconveyharmony”

“reflectionregain”“stirringsurges”

sad/tragic/pessimistic/ironic/stoical/resigned/identificationalthoughlife  
mayseemcalmandpeacefulonthesurface,thereisapossibilityof

disturbanceorturbulence (3 mk)

thecauseoftheturbulence/ripplesispermanent

Surges-moveforwardinawave–likemanner

Fade-losestrength/vigour

Tranquil–calm,quiet,motionless

mks)

(3

. (a) (i) sister–inlaw

(ii) pronunciation

(iii) run/beenrunning

(iv) doubtless/deliberately/undoubtedly

(v) least/littlest

(b) (i) LittledidIknowthattherewastroubleahead

(ii) Howtallsheis

(iii) Therewasverylittlelikelihoodthatournationalteamwouldlose  
thematch/thelikelihoodthatournationalteamlosethematch  
wassmall/therewasverylittlelikelihoodofournationalteam losing

(iv) Comewithme,willyou?A

(v) WanjikutoldOnyangothatshewouldjoinhimafterashortwhile/in afewminutes

(c) (i) however/nonetheless/evensso/however

(ii) infact(infact)

(iii) Consequently/hence/therefore/asaresult/thus/subsequently

(iv) so(ifcommauses,afterso,ignore

(v) if(ifanypunctuationusedafterifaware)

101/2

ENGLISH

PAPER2

MARKINGSCHEME

(COMPREHENSION,LITERARY

APPRECIATIONANDGRAMMAR)

OCT/NOV2009

2½HOURS

- (a) This was because the book was too good to be attributed to a female Author (2mks)
- (b) In France, women were at least allowed to venture into the field of science but were denied space to excel in England. However, they were totally prohibited from all scientific pursuits (3mks)
- (c) Perhaps not surprisingly, the new woman who crashed the barriers erected against the gender Italian Laura Bassi (1mk)
- (d) A professor was expected to lecture on regular basis, pursue his or her studies and conduct research (3mks)
- (e) They paraded her to visiting scholars like a prized commodity. They were using her to impress visiting scholars
- (f) She began offering private lessons in experimental physics. She began promoting Newtonian physics at a time when it was relatively new in Italy. She corresponded with the leading physicists of the time. Thus she broke the restrictions placed upon her.
- (g) It is to show that she led a normal life as expected of a woman by society but still, to her credit managed extraordinary accomplishment in the field of science. The big number of children demonstrates how extraordinary she was if she managed to bring up such a family and still excel in scholarship beyond all expectation.  
The Contrast must be brought out in each case
- (h) Crudition-knowledge/expertise  
To a degree-to some extent  
Find herself at home—excel in something/develop expertise in an area/be comfortable or at ease in a discipline. (3mks)
- (a) We know that Hare is not contented because we are told he was always trying to show that he was stronger than his friends.
- (b) It's ironic that Hare is asking to be respected, because he himself is treating others with a lot of disrespect he does not deserve it.

- (c) Hippo's attitude towards Hare is contemptuous to him. Hare's gloating is childish and laughable that is why he says. Go home and eat for a few years ..... Before you start dreaming (3mks)
- (d) Up to that moment, Hare had no clue about what he would do to tricks/ outsmart/ outdo Hippo.
- (e) Elephant is shocked by Hare's insolence. He cannot believe what Hare is telling him. Elephant also feels foolish and disrespectful. Lastly just like Hippo, elephant thinks Hare is being childish.
- (f) By doing what Hare tells them, Hippo and elephant prove that they are gullible / the fact that they believe that the hare is actually involved in the tug of war is surprising/ they are simple minded. It also proves that Hare is no match for them/ he is cunning. It clearly shows that size and intelligence aren't synonymous
- (g) (i) Imprudence.....folly/senselessness (1mk)  
(ii) Taking root.....becoming attractive/appealing/germinating/  
developing/establishing/forming  
(iii) Lumbered.....Walked with difficulty (1mk)

- (a) Shocked/hurt/puzzled  
(b) Cannot believe  
(c) Hare-alish  
(d) Hare disrespected  
(e) Hare childish  
(f) Cheated/tricked/duped

- (a) (i) Privilege privilege  
(ii) Tendency tendency  
(iii) Embarrasses Embarrasses  
(iv) Knowledgeable Knowledgeable

- (b) (i) She realized what a serious blunder she had made (4mks)  
(ii) Should you change your mind call this number  
(iii) Neither of them is known to me (3mks)
- (c) (i) off  
(ii) among/amongst  
(iii) For  
(iv) Into

- (a) (i) Students

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(ii)Heroes/heroines

(iii)Editorsinchief

(iv)FatherLaw's/fatherinlaws

101/2

E  
P  
N  
C  
A  
C

- 3 a) The poem is about a long distance truck driver who is tied to his job / grieves for his first truck / though the work is difficult, he is unable to leave and do something else/ has inadequate time for his family (2mks) NB. Part 2 can score on its own
- b) The first trucks seem to have given the person a lot of trouble, yet he cannot get it out of his system. He says he grieved when he "lost" it/ cant forget (2mks)
- c) The dilemma is that his work is tough and it keeps him away from his family, but he is unable to choose something less stressful. Sustaining her job or quitting it and search for a local job (2mks)
- d) i) **Personification.** The persona refers to his first truck as his "first love". The pronoun "she" is used to describe it and he talks about "when we parted" as if he had been separated from another person. 'she played the bitch with me'.
- ii) **Metaphor:** The persona describes his feelings about the loss of the first truck as a wound. It shows how sad he became when he could no longer drive that truck.
- iii) **Repetition:** Repetition of the line 'I'm married to my wheel' emphasizes his obsession with trucks. 'I have trunked' + 'trunked' Synecdoche: wheel / truck
- iv) **Rhyme:** lines two and four of each stanza are rhymed (b, d) wife, life: meal, wheel, started, parted, night, right
- v) **Alliteration:** ten-ton truck; when we were  
Both rhyme and alliteration enhance the musicality of the poem and contribute to emphasize of the message.
- vi) Simile "But none was ever really like the first / ever had
- vii) Irony – the first truck gave him problems yet he grieved when they part
- e) i) travels long distances  
ii) seems to dehumanize him "... I cease to feel"  
iii) is sometimes lovely / think of his home / kids / out on the road at night  
iv) doesn't have proper meals  
v) keeps him away from his family  
vi) works long hours / forced to work at night 1 x 4 - any four (4mks) refer to instructions for 1E
- f) i) Sometimes I am numb / I do things mechanically like a robot / I am robbed of my ability to sense and think. (2mks)
- ii) If I can get good salary / it pays well or better (2mks)
- g) i) grieved – sorrowed (deeply) / saddened / moaned / mourned  
ii) trunked – driven / hauled /streered / drove  
NB overlook tense (2mks)
- 4 a) i) "What a beautiful country Kenya is!" the tourist exclaimed /  
The tourist exclaimed, "What a beautiful country Kenya is!"/

The tourist exclaimed, "Kenya is a beautiful country!"

ii) "James, come here," Halima said / comma optional

Halima said, "James, come here,"

"James," said Halima, "come here" (2mks)

b) i) Full of sweat, they left the field / sweaty / sweating,

ii) The buyer really liked the powerful and comfortable car./

Powerful and comfortable, the car was really liked by the buyer.

The buyer really liked the car (: ) powerful and comfortable

The buyer really liked the car because / since / for / as....

c) i) I/we

ii) me / us + interpretation

iii) her

d) i) flies / has been flying / was flying / flew / had been flying / is flying

ii) sung / had been singing

iii) hit

wrong spelling = zero (3mks)

e) i) That the couple takes care of so many orphans is amazing / that so many orphans are taken care of...

ii) Patriotism is what we need in Kenya

iii) My students neither drink nor smoke

(3mks)

f) i) blade

ii) dose / dosage

(2mks)

wrong spelling zero

101/2

ENGLISH

PAPER2

MARKINGSCHEME

(COMPREHENSION,LITERARY

APPRECIATIONANDGRAMMAR)

OCT/NOV2011

Q1A)

ThathismotherworshipsObamainherlivingroom/Obamaisasaint/super human whomsheworshipped.

2mks

Thathercollectionsweresacred/theroomwasconsideredsacredbecauseofthe collections

Thecollectionshad tobeshandledwithutmost.care

2mks

Shetreatedtheroomwithreverence//holinessasasacredplace. 2mks

Anyone

point=2mks

B)- Obamahasawakenedadormantoptimisminher

1mk

- Hismessageofunity

1mk

- Hismessageofhope(ofgoingbeyond)transcendence

1mk

- Hisstubbornrejectionofcymes-i.e.peoplewithalowviewofvalues/. whodiscouragehim/hisunwillingnesstobecowed(achorusofcynic

1mk

- Thathiselectionwouldmean,Americahasgonebeyondrace/Obamais ablackAmericanlikehismother.

1mk

- ThatObamais,therefore,runningapositivecampaign

1mk

Any2pointsonemarkeach

2x1=2mks

C)Beingablack(AfricanAmerican)andhavingsufferedunderthehandsofwhite Americansshewasthrilledbythefactafollowblackmanwasontheverge of/ onclinchingthepresidencyofAmerica.theunimaginablewasimminent

2mks

Thechangeshewaseagerforastheblackshadsufferedthissuffering/bitter memoriescometoanend

2mks

Any1x2=2mks

(D)-Atage77,thiswomanhadprobablyneverdreamtthatthiswouldcometopassinherlifetime

2mks

- shehaswitnessedsomuchracismthatthisappearsalifechanging revolution

2mks

- Thatapersonwhostandsforsuchpositivevalueshaswonisalmost unbelievable/unimaginable/incredible/adreamcometrue

2mks

- forthefirsttimeinHistoryablackmanbecomesthepresidentof America

2mksAny1

pointx2=2mks

(E)-TogivetheObamastoryahistoricaldimension(e.greferencetothe motherasachildofthedepression)

2mks

-Topersonalizetheissueoftheobamacampaignandvictory

2mks

(seeingtheissueinrelationtohismothertheclosestperson)

-Topresenttheissueintermsofgenerations2mks(grandparents)mother-son(perhapsgrandchildren)

-Tounderscorethegenderdimensiononordinaryblackwomanwhogrew upduringthedepressionenthusiasticallysupportingobama

-Tohookthereaderwithaanecdoteaboutthismother/catchthereader's interest

2mks

-Themotherhasafirsthandexperienceof'thesufferingoftheblacks duringthepreviousregime/themotherhasmoretotellthantheauthor

2mks

Any1point2mks

(F)Shemarriedyoungforsheasachildofthedepression/forsheasachildof thedepressionshemarriedyoung

Commamissing=1/2mk

'the"missing=0

SmallD

depressing=0

1mk

G)-Flank/sincere-tellingitexactlyasitis/typicalofablackwomanofher generation supportive---understandswherethemotheriscomingfrom Empathetic- seesthingsfromhismother'spointofview loving/warm/close/intimate/cordial/happy mymotherisspecialtome

thesonistheonetellingthestory,butbehinditwecanfellamother'slove forherson

Inspiring/inspirational/influential/administration

.....deeplyinformsmyownlife

Anytwopoints2mks

----2x2=4

Indentification-1mk

Illustration-1mk

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2 indentifications

2 illustrations (H) Negative

1mk

It is associated with 'chilling tales' / open and violent hostility towards African  
-Americans

Identification 1mk

Illustration

1mk =2mks

(i)stapleofmymother'sconversation–major/maintopicofherdiscussion  
/centerofhertalk/core/mainsubject/key

(ii)surge–emergence/overflow/bubbling/suddenstrongfeeling/boost  
/increase

(iii)Digested–adopted/processed/internalizedimbibed//understood  
/comprehended/takenin/absorbed/memorized

1mkeach1x3=3mks

Q3. ORALLITERATURE

Nzokowasinspiredbythemurmuringoftheriver1mktherustleofthewindinthetrees

1mkandthehumofthebumblebees1mk

Any2x1=2mks

b)itisbrokentoindicatehesitation1mk/uncertainty1mkcausedbyfear/shock  
/amazement/surprise/anxietyfrightbroughtbythepresenceofthelittlefairy  
man\_1mk

fromeachofthethreeareas

(1x3=2mks

(c)wearetoldthathedidnotneedtellingtwice=2mks

(d)ToencourageNzokotodevelophistentalenttothefullest/toperfecthismusic.

2mks

Tobringgoodtotheworldbystoppingfightingandhealingthesickthrough  
Nzoko's talent/tousemusicobringhamony/tomaketheworldabetterplace

2mks

ToteachNzokothatpreciousthingsdonotcomeeasy/totesthis determination

/patience/theriddleisgiventothebest

2mks

Any2x2=4mk (e)thesixarementionedtoshowhowexceptionallygood

Nzoko'smusicwasifit managedtocharm allmannerofbirdsintosilence-

2rnks

(g) bedient/responsible/dutiful-1mk--hewentlograzehisfather'sgoats afterschool,

1mk

Determined/persistent1mk--hedidnotgiveupevenafterheinitially

failedtooustingthe-blackbird.Hekeptpracticing

1mk

110

Creative/innovative1mk-hefashionedflutefromthewoodofawillow healsocomposedmanysongs

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Talented his music said to be equal only to that of the fairy piper and, he managed to fulfill all the three conditions

1mk

Compassionate/sympathetic/emotional/empathetic

1mk

tears welled his eyes when he saw the little sick girl.

patient/self-controlled 1mk - able to wait till all the conditions are

fulfilled before returning; Thering,

1mk

industrious/hardworking 1mk - after school he went to graze his father's

goats.

1mk

He worked over and over again to perfect his music.

1mk

1mk trait

1mk

illustration

Any 2x2=4mks

g) They valued

Education --- Nzoko went to school

The environment - they preserved the forest with its river, birds and bees.

herbal/medicine/health the mother of the sick child had gone to look for herbs.

Music/singing/composing songs/Nzoko's music was appreciated and he was rewarded for excelling in it.

Animals-harmony/peace/compassion :

Responsibility-kindness/honesty

Creativity/innovation-entertainment

hardwork-patience

Any 3x1=3mks

Q4. GRAMMAR

A(i) (please) return my key tomorrow. "Aisha asked Tom "Tom return my key tomorrow," Aisha said Aisha told Tom, "return my key tomorrow."

(ii) "Where were you last Friday?" the teacher asked them.

"Where?" the teacher asked them "were you last Friday?" Small f - ½mk

Comma missing - ½mk

Wrong punctuation = 0

(iii)whatepleasantsurprise(itis)tomeetyouagainafteralltheseyears! 1 x3=3mks

B)

(i)is/was/has/hasbeen/isbeingwillbe/hadbeen/wouldbe

(ii)are/were/would/willbeshouldbe/couldbe 1mk each=2mks

C)(i)Allthemoneytheyneeded,theycollectednomore,nomoreless/target  
/money

wasenough/sufficient

1mk

(ii)whatevermoneytheycollected,theyneededallofit.Theycouldnotspare  
anyforanyoneelse/noexcesswhateverwascollectedwasrequired 1mk

i)Therewerenumberofstudentsonlyfourfromthegroupwereadmitted  
totheuniversity

1mk

ii)therewereonlyfourstudentsandallofthemwereadmittedtouniversity  
1mk

D) i)break-through/breakthrough ii)break-  
up/breakup

ii)break-even/breakeven

1x3=3mks

E) i)Risen ii)dwelt/dwelled iii)unconditionally

1x3=3mks

101/2

ENGLISH

PAPER2

MARKINGSCHEME

(COMPREHENSION,LITERARY

APPRECIATIONANDGRAMMAR)

OCT/NOV2012

1. Comprehension

- a. No one has ever invented a purer and sweeter food/honey is the purest and sweetest food √2
- b. To emphasize how precious/very nutritious/valuable honey is; it is the sweetest and purest for (superlative)
- c. Honey is unique because it is purer than any food. √1a bacteria cannot live in it more than 2 hours √1b. It can also last for years (without going bad) √1c. It is impossible to corrupt/imitate honey/ it ferments if diluted with water √1d.  
*The answer must be in continuous prose, if not affix N and deduct 50% of the mark  
Penalize for faulty expressions by a glimmer. Allow a max of 50 words only.*
- d. Bees rely on flowers for honey while flowers rely on bees for pollination. √3  
*interdependence must be shown otherwise =0*
- e. The ancient and mysterious food is one of the wonders of the world, isn't it?  
*Wrong punctuation=0*
- f. The writer has (great)  
admiration/respect/gratitude/appreciation/awe/amazement/wonder for the bee  
√2. He describes it as hardworking/faithful/loyal/ industrious/self-sacrificing/diligent and persistent. A bee is willing to die... gathers surplus...  
\*sympathetic - mileage, dying can also score.  
Id =2  
III = 1
- g. Each drop of nectar is an ocean √2. To emphasize the richness of honey/ a single drop has astonishing nutrients √1
- h. Chief - main/principal/key/most important/major/most significant √1;-  
- Knavery - dishonesty/trickery/deception/deceit/deviuousness √1

3. Poetry

- a. - *Thematic statement:* The poem talks about a corrupt leader/ poor leadership/ immoral/ abuse or misuse of office √2

*Illustrations:*

- He flirts with his secretaries in a disrespectful manner √1
- He is immoral having several children with helpless innocent girls and boasting of it as being a God - given mission √1
- He exploits his workers by underpaying them while he pretends to be overworked and underpaid himself. √1

Any two illustrations = 2x1

- b. - Who laugh subserviently to conceal their indignation (and grudging envy) ✓2
- c. - it is a simile ✓1
- It brings out the evil nature of the boss/his greedy nature/he is a dangerous person/he is exploitative/he is inactive/immobile/inefficient/lazy ✓1
  - Further explanation of the above points ✓1
- d. - He is referred to as a good - natured person who should be respectful to his juniors, yet he shamelessly flirts with his secretaries patting their hips.
- He paints a picture of being industrious but he is hardly aware of his work working for a short time in the office only to leave at 11.30am.
  - He claims to be overworked and underpaid yet this is exactly the opposite. It is his juniors who are overworked.
  - He is generous, but generous not on positive virtues but on vices. He has fathered children with innocent girls claiming to be a God - sent mission to fill the earth.
  - He is said to be a perfect paragon of leadership yet he is fiddled with corruption, immorality and poor leadership.
  - Any 2 points = 4mks
  - No contrast = zero
- e. - Oblivion - in a daydream/ staring into nothingness/being in a state of fantasy/ sleepiness/ state of being unconscious of what is going on around him ✓1
- Guileless - innocent/gullible/naïve/unsuspecting ✓1
  - God - sanctioned mission - Divine / God - given right ✓1
- f. - guileless girls
- perfect paragon
  - Leaves for lunch
  - marry me
  - secretaries in tight skirts
- The sounds must be identified e.g. underline. If no = zero
- g. - Bring out the irony of such leadership.
- It is a satire of society's leadership
  - Repetition of the lines emphasize the hypocrisy of the leader.

#### 4. Grammar

- a. (i) Esther accused Patricia of having stolen her dress.
- (ii) The youth are more fascinated by this kind of dance than (are) adults. / The youth are more fascinated than adults (are) by this kind of dance.
- (iii) There is hardly any student in the classroom. / There are hardly any students in the classroom.
- b. (i) We **regularly** visit our grandparents in the village.

(ii) The company has been in **existence** for twenty years.

(iii) The man agreed to accompany her to the market after a lot of **persuasion**.

(3mks)

Wrong spelling= zero

c. (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.

(2mks)

Accept the use of dashes, brackets or commas to indicate parenthesis.

d. (i) The bomb went **off/goes off/will go off/had gone off/is to go off/will be going off** around midnight.

(ii) You have to **spell out** to her what to do.

(iii) Mwangi has **turned off /turned out** the lights because he wants to sleep.

(3mks)

e. (i) A short story revolves **around** a main character.

(ii) The teacher was grateful **for** the student's input.

(iii) He has been **on** leave since last week.

(iv) Her life was riddled **with** contradiction.

101/2

ENGLISH

PAPER2

MARKINGSCHEME

(COMPREHENSION,LITERARY

APPRECIATIONANDGRAMMAR)

OCT/NOV2013

2½HOURS

1.(a)-Domesticwaste:left-overrice,ugali,fishheads,rottingwatermelonsand half-eaten

bananas.

(Any2=1

mark)

-Industrial:newspapers,directories,soiled diapers,lipstickcylinders, medicinevials,

toysandcigarettebutts.

(Any2=1

mark)

(b) As it rots, a banana turns black and then becomes abnormally sweet. (2 marks)

(c) Garbage harbours all manner of germs which could easily compromise an immune system that is already weak. (2 marks)

(d) However, the knowledge harvested from a dumpsite compensates for the grim working conditions. (1 marks)

(e) This is because the term is not the author's. It has simply been borrowed from elsewhere. He is sarcastic about it. There is no office without paper.

(2 marks)

(f) Usually, whatever is processed on the computer needs to be printed. This spurred the generation of paper waste since the printed matter will eventually be discarded. This is quite contrary to the predicted reduction of paper waste. There is more creation of

paper waste rather than its reduction. (2 marks)

(g) Resin is a raw material used in manufacturing products and it makes them heavy.

(2

marks)

(h) - paper products occupy too much space.

- Unlike plastic products, paper waste has been increasing in dumpsites.

- Paper products are not necessarily more biodegradable than plastics. (4 marks)

(i) - bread and butter work - basic;

- static - unchanging / constant;

- gets underway - begins / takes place.

(3 marks)

3. (a) The poem is about a couple who rushed into marriage before they knew each other.

They discover that he has been cheated when a child who is supposedly his offspring is of a different colour. The couple separate / Both die in an accident living the

child helpless. (4 marks)

(b) - The mother is

unreliable / deceitful / unfaithful / dishonest / promiscuous / immoral / untrustworthy. -

She wants them to accept responsibility for a child

that she obviously has not fathered.

- She's calculating / scheming / conning.

- She is irresponsible

- She leaves no inheritance for the child - she has not introduced the child to any of his or her kin.

1 mark for identification 1 mark for illustration. (Any two traits = 4 marks)

(c)(i)disclaimed-denied.

(1mark)

(ii)Themothor'shusbandisnotthebiologicalfatherofthechild.

(1mark)

Thisinfuriatedhimforbeingcheated.

(1mark)

(d)-Thebirthofachildshouldhaveconsolidatedthemarriageyetitledto separation.

-Apalechildfromablackfather.

-Itisironicalthatthechildwhoisinnocentisseenasillegitimate/Hehasnot  
anythingwrongyetheisdeclaredanout-cast. done

-Anillegitimatechildfromalegitimatemarriage.

(Anyoneinstance.1markforidentification2marksforexplanation=3 marks)

(e)Attitude-pities/sympathetic:thecasualty"thepoorboy"

Thepersonarecognizesthatthepoorboysuffersbecauseofotherpeoples mistakes.

(2marksforidentification,1markforexplanation)=(3marks)

(f)Theybothdied/theybothpassedon.(Any-1mark)

(g)-Allthatglittersisnotgold.

-Hurryhurryhasnoblessing.

-Lookbeforeyouleap.

-Whentwobullsfight,thegrassuffers.

-Marryinahurry,repentatleisure.

(Anyoneproverb-2marks)

4.(a)(i)Difficultasitwas,wecompletedthetask.(commamissing=½amark)

(ii)Hedeniedinsultingme./Hedenied/havinginsultedme./hehad insultedme.

(iii)AtnocostwillIsupportyourevilplans.

(iv)Sheisrenovatingherhousewithaviewtosellingit.

(4marks)

(b)I.Thefirstsentencemeans"thepersonalsoattendedtheceremonyin addition  
tothoseotherscitedwhilethesecondsentencemeansthepersonattended  
the ceremonyinadditiontodoingthoseotherthingsshedidandwhichwere  
previouslymentioned.

(1mark)

II. The first sentence advises the person to bring the umbrella only when it rains; the second one advises the person to bring an umbrella just to be on the safe side

should it rain.

(1 mark)

(c)(i) put off;

(ii) take up;

(iii) go down. (marks)

(3)

(d)(i) suitability;

(ii) inexplicable

(iii) unrecognizable.

(3 marks)

(e)(i) would have passed;

(ii) would not have been overtaken; (iii) will not be saved.

(3 marks)

Total (15 marks)

101/2

ENGLISH

PAPER 2

MARKING SCHEME

(COMPREHENSION, LITERARY

APPRECIATION AND GRAMMAR)

OCT/NOV 2014 2½ HOURS

Because they offer the human race many irreplaceable resources/lead to extinction of animals and plants (2 marks)

Rainforests get their name from the fact that they receive very high rainfall averages 80 inches a year (2 marks)

So close together are the huge evergreen trees that their branches overlap and form an enormous towering canopy (1 mark)

The rainforests contain many plants and animals whose potential in treating diseases like cancer is still under investigation. If these forests are destroyed, this research will not be possible and we may never find a cure for cancer.

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- The possibility of further medical discovery will be hindered.
- Rare compounds used by pharmaceutical companies will be lost
- This will adversely affect the sufferers of parkinson disease and certain mental conditions (3marks)

The word "civilization" is in quotes because the author does not actually believe that civilization can be achieved by destroying rain forests which in turn destroys plants, animals and human life and thereby threatens human life. Civilization is supposed to build, rather than destroy.

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It is used ironically/it means the opposite/it is sarcastic

Civilization is supposed to improve life and destroy expect an explanation

-1 mark – identification

-illustration alone 0 -1mk-illustration

#### Sample summary

The greenhouse effect causes global warming which could subsequently lead to the submerging of coastal regions and islands. It also disrupts rainfall patterns making former agricultural areas deserts. This results in famine.

(32 words)

(4 marks)

Word limits 40 words, must be in continuous prose. If not deduct 50% per point. Glimmer on a sentence for expression error. Affix N at the penalised point. expect any 4 points -1mk each

The pressure is about the demand for more human settlement, fuel and raw materials such as wood/farming/cultivation (2 marks)

(i) Deprive-deny/disposes/rob/strip

(ii) Detriment-harm/damage/destruction/disadvantage

(iii) Contending with-dealing with/grappling with/struggling with/combating /fighting

(iv) Stand up to be counted-make up your mind to support/make your

decision to join the struggle (to conserve rainforests)/be part of the solution

(4 marks)

#### Compulsory Novel

Margaret Ogolla, The River and the Source

Convinced Mariato accept Oloo Sugas aspiringsuitar

Invited male relatives (according to Chik)

(if candidates bring out names they must be correct.

She did the actual operations for the day. e food and drinks (accept any 2 points – 1mk each)

Idea: nostalgic/fond memories – 2mks

Illustr: it reminds Akoko of her own betrothal to Owuorkembo - 1mk

Illustration with identification - 0

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Christianity was not so strange because the Christian God could be compared to WERE. Just as the people here had traditionally paid reverence to WERE, Christianity teaches that people ought to stand in awe of God. WERE provides guidance to the people and Christians believe that their God does too (3 marks)

A candidate may quote sentence 4 paragraph  
"astonethrowaway.....guidedthepeople"  
(deduct 1mk for direct uplifting)

The narrator says that the school is "the place of learning without which one was a blind man in a strange house". The narrator implies that education brings enlightenment and broadens a person's perspective. (2 marks)

Oloo is eager to make a lasting impression / man of style / nyodhi / dress / stylish / impressionistic / fashionable

His attire is ostentatious. He has also managed to blend tradition with modernity. His dressing demonstrates this; He is ignorant of some traditional practices like making prior inquiries about the girl's background. (if some is missing = 0)  
Oloo also respects tradition (because he involves his family in the marriage negotiations). He is learned. He was a soldier / fought for the white man in distant land / he is widely travelled.

He is a clerk / works in a company in Nakuru. Earns a good salary / hard working. He has a light complexion. He is reasonable. He is a Lu from Seme. He is a descendant of Nyagudi Kogambi / his uncle is Semo Rakula / son of Signu. He has no father / his father is dead. He is responsible.

(Must be in notes in incomplete sentences if not in note form deduct ½ mk from total affix N to the deducted marks)

It should be established that a girl is of good character and that she comes from a respectable family. It must also be made clear whether or not there is a blood relation between the man and the woman (3 marks)

Oloo's uncle wants to make it clear that his nephew is beyond reproach. His objective is to convince the girl's family that she is lucky to be chosen as Oloo's future wife, because he has good education and a good job and can therefore adequately provide for her. Gives her an assurance that their daughter will be taken care of.

The speech is meant to impress the prospective in-laws. To reveal what the Jawangio (spy) should have told them.  
The speech was meant to create rapport / apologize / bring an understanding between the two families

Not only was their daughter a prize and a beacon, but she was also a source of pride for the entire clan. (1mark)

(The candidate can interchange the order as long as the correct format is used)

Unheeding

Insensitive/deaf/showing disregard/blind/uncompromising/ignorant

(1mark)

Intriguing

Puzzling/mysterious/fascinating/interesting/attractive/exciting

(1mark)

Parochial

narrow-minded/ignorant/myopic/conservative

(1mark)

a) These singers are unmarried people most likely girls. This is because they focus on the things that unmarried girls enjoy. It is sang by married women because they are the ones who know what responsibilities and restrictions a married woman faces

(3marks)

b)

Repetition – in all the stanzas, lines two, three and four are very similar.

Stanzas four and five basically repeat what is in the earlier stanzas.

Regular rhythm pattern – the stanzas have five lines each, and the lines are very close in length

Structure/organized/has stanza, each stanza has 5 lines

Direct address in line 1 of every stanza

(Candidates should quote from the poem not mentioning lines)

(Any 2 for 2 marks each) = 4 marks c)

The society expects married women to;

Fetch water

Work on the farm

Have babies/take care of them

Not to spend time idling/chatting

Not to go dancing

Not to enjoy teasing (expect the baby on their lap)

(any 3 1 mark each = 3 marks)

d) - Communicate // educate / advice / teach the reality of marriage to the bride

Entertainment during a wedding

Communicate / caution the society expectations to the bride

Tease the bride

e)-Laughs/happy/amused/smile-perhaps she has done it to many other brides in the past  
Weeps/sad/cries/frauds—it brings to realization the seriousness of the steps she is  
taking/shewillnotgodancing,chatting  
Acts defiantly to mean that what they are saying will not be her experience/she is ready  
for whatever lies ahead of her.  
Fear/uncertainty/apprehension/doubt

(3marks)

f) The 4th stanza summarizes the significant content in the first three stanzas;  
going to the river, going to the farm, taking care of babies/the fourth stanza  
summarizes/concludes/emphasizes the message in the song.  
The phrase “daughter of my mother” is more endearing

Marking instructions—grammar is grammar

Wrong spelling 0

Wrong punctuation 0

The answer must remain the way it is

- (a) (i) But for the shortage of funds at the time, I would gladly have helped them  
(ii) It is such a deal that we need  
(iii) The matter has been looked into by the board of Governors  
(iv) Mathenge asked his friend how often he/she/they went there

(4marks)

- (b) (i) Most people prefer playing football to hockey

- (ii) Emachar is the highest paid employee in this company. Emachar  
is the most highly paid employee in this company  
(iii) I demand to know what this is (!)  
(iv) The fact that you cannot do it does not mean that it is impossible.  
The fact that you are not able/unable to do it does not mean it is impossible  
(v) “My name is Kohn Mwangi,” the little boy murmured

(5marks) (c) (i)

Each category of verbs behaves in a different way

- (ii) I wonder why the bell is being rung this early  
(iii) I could not remember the definition of the word  
(iv) The enormity of the crisis was shocking

(4marks)

- (d) (i) There are some who will try to cause trouble/problems/conflicts  
/disagreements/chaos during the meeting  
(ii) Can we stop wasting time on something that is not working and  
instead move on to something more useful?

(2marks)

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