

KCSE MADE FAMILIAR

ENGLISH

BOOKLET DIVIDED INTO PAPER 1&2 SECTIONS

For Marking Schemes Call 0705525657

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

101/1

ENGLISH

PAPER 1

(FUNCTIONAL SKILLS)

OCT./NOV.2005

2HOURS

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:

(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 details 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
2HOURS**

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 a 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 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 older 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) wanted to put a stop to the rampages of death-death which claims the lives

of everyone

Young and old

Boys and girls

Men and women

Strangers and kinsmen;

Death which kills

The innocent and the guilty

Chiefs and their subjects

The healthy and the sick

The wise and the foolish.

So one day he sent a servant to earth with a message for all his people. "send me an offering of fresh, untainted fat," he ordered. "It should be as clean and sparkling as the moon." Hearing this, the people slaughtered a goat, removed its pure white fat, and placed it in a clay dish overspread with fine fresh leaves.

Now they summoned Ngo'nguruok, also known as Haniafu the Chameleon, and ordered him to take their offering to Nyasaye. They also fashioned a long pole that reached up to heaven where Nyasaye dwells in his glory. This was the path Ng'onguruok would follow when carrying their offering.

But Ng'onguruok accidentally soiled the fat with his clumsy feet, and on his arrival before Nyasaye, presented a dirty and unsightly offering. Nyasaye was furious and rejected it, shouting: "tell the people of earth that because of this insult they must continue to die, just as their ancestors have done!"

Ng'onguruok descended from heaven delivered Nyasaye's message, and returned the offering to the people. Ever since then, alas death has continued to ravage human beings. For his clumsiness, Ngo'nguruok was cursed by the people. Hence, he must always walk on all fours, and his steps must be hesitant and slow. That is why you will always see him carrying one leg raised from the ground as he tries to decide exactly where to tread.

(Adapted from: *keep my words* by B. Onyange-gutu and A.A Roscoe)

i) What would you do in order to capture the audience's attention before you begin to tell this story?

(2mks)

ii) Explain two ways in which you would make the narration of lines 20 to 23 of the story effective (4mks)

iii) Mention two ways in which you would know that you audience in this story is fully participating in the performance.

(4mks)

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.*

Isatou died
When she was only five
And full of pride
Just before she new
5 How small a loss
It brought to such a few
Her mother wept
Half grateful
To be so early bereft.
10 And did not see the smile
As tender as the root
Of the emerging plant
Which sealed her eyes
The neighbours wailed
15 As they were paid to do
And thought how big a spread
Might be her wedding too
The father looked at her
Through marble eyes and said;
20 "Who spilt the perfume
Mixed with morning dew?"

Lenrie Peters

(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).

You: (2mks)

Police Officer: (Interrupting) Easy. I am sorry about what happened but before you go into the lost items, please give me your full name and address.

You: (2mks)

Police Officer: That is good. Now go ahead and tell me what happened, without leaving out any important details.

You: (3mks)

Police Officer: From which schools are the students who alighted before you? You see, it is possible that your box was off loaded from the bus by mistake especially because another box that nearly resembles yours was left behind.

You: (2mks)

Police Officer: Good. At least that is a starting point; we will get the box from the bus then go to that school to make enquiries.

You: (1mks)

**101/1
ENGLISH
PAPER 1
(FUNCTIONAL SKILLS)
OCT/NOV 2007
2 HOURS**

- a) You are the chairperson of the creative Writing Club in your school. The club would like assistance in publishing the winning entry in a recent competition. Write a letter to a publisher asking them to consider the book for publication. Remember to write through the head teacher. In your letter, include the following
- (e) The title of the book and name of author
 - (f) A brief description of what the book is about
 - (g) Why it is important for the book to be published.

- *Read the passage below and fill in each blank space with an appropriate word*

Good conversationalists are not born that way. They 1their skills through patience, preparation and practice 2..... a long period of time. Some people find it 3..... To talk than others, but do not confuse talk with conservation 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 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

Not here 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 hear" The girl sang again

Not here 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 one type of leaf, the girl objected to having her flesh laid on ordinary leaves preferring the sweet-scented leaves of the *Matasia* plant. The ogre brought another kind of leaf but the girl also rejected it, until eventually the sweet-smelling leaves of *Matassia* 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 warrior 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? (1 mks)

(e) What could the warrior lover have done to improve on his giving of directions (1 mks)

(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 story teller, 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? (1 mks)

(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

(5 mks)

(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? (4 mks)
- (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 her father would want to see*), but this time.....

FATHER: (*Stretching his arms, looking preoccupied*) Chemistry for me was particular 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

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
PAPER 1
(FUNCTIONAL SKILLS)
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 the second meeting to plan the staging of shake spear'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 careers2_____ 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 get6_____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-skill 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 sound 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 though,
Poor was the loan at best
God! But the interest!

(From American Negro Poetry, Edited by arna Bontemps)

(i) List at 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 are of the poem?

(2mks)

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

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

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 questions 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 good customer. Please come again. My name is Musimbi.

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

SEELER: 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

2HOURS

(b) You are waiting to join college after you K.C.S.E 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.

(20 mks)

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

If our 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 grounds 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 8that 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.....hope that 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)	(Responders)
We overcome this wind	we overcome
We desire the rain to fall, that it may be poured in showers Quickly	
Ah! True rain, I adjure thee, if thou rainest, it is well	It is well
A drizzling confusion	Confusion
If it rains and our food ripens, it is well	it is well
If the children rejoice, it is well	it is well
If the young men sing, it is well	it is well
If the young men sing, it is well.	
If our women rejoice, it is well	
If the young men sing, it is well	it is well
A drizzling confusion	confusion
If our grain ripens, it is well	it is well
If our women rejoice,	it is well
If our women rejoice,	it is well
If our children rejoice,	it is well
If the young men sing	it is well
If the aged rejoice	it is well
An overflowing in the granary	overflowing
May our grain fill the granaries	may it fill
A torrent in flow	A torrent
If the wind veers to the south, it is well	It is well
If the rain veers to the south, it is well	It is well

- i) Identify three aspects of oral performance that make this chant easy to remember. (3 mks)
- ii) In what ways would this chant be made interesting to listen to. (3 mks)
chant be made interesting to listen to. (3 mks)
- iii) what preparations do you think a narrator would make to ensure that the audience listens to and participates in the performance of the chant. (4 mks)
- b) You are going to take part in a debate. Explain how you would deal with the fear and anxiety associated with public speaking of this kind. (6 mks)
- c) Classify the words below according to the sound of the underline 'ch' letter. An example of each of the sounds represented has been given. (3 mks)

Bench	Chore	chandelier
Charisma	parachute	trachoma
Chauvinism	choral	church
Champagne	charm	chrysalis
/t/	/ʃ/	/k/
Church	champagne	trachoma

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

- 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 : (1 mks)

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 (1 mks)

You: I ran out, madam!

Teacher: (1 mks)

You: I ran 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: (1 mks)

Teacher: whose toy snake was it?

You: (1 mks)
Teacher: whose toy snake was it?
You: (1
mks)
Teacher: You can go now, but I will need to know whose toy snake it was.
You: (1mks)

101/1
ENGLISH
PAPER 1
(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 a nearly 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 pages 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 bewep
my outcast state, And trouble deaf heaven with my bootless cries,
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
2HOURS

(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 & Schuter, 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'tright
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?

(2 marks)

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

some:.....

right:.....

come:

(3 marks)

(c) Apart from the voice, what else would you use to capture and maintain an audience's

attention when delivering a speech? Explain, (6 marks)

(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!

Whats wrong with what I said?

OWING: A document or mere legislation cannot transform a society. It's the people who 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.

(6 marks)

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

(5 marks)

(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 questions that follow:*

The Electorate 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:

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

Interested candidates are required to send their application to the following address so as to reach the Commission by 30th November 2015. the Chief Executive Officer, Electoral Commission, Po. 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 agriculture1 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 give after each (3 marks)

(i) Esther said Patricia had stolen her dress
(Begin: Esther accused...)

(ii) This kind of dance fascinates the youth more than it does adults
(Begin: The youth.....)

(iii) There are very few students in the classroom
(Useany...)

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

- (i) We (regular) visit our grandparents in the village.
- (ii) The company has been in _____ for twenty years, (exist)
- (iii) The man agreed to accompany her to the market after a lot of _____
(Persuade)

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

- (i) When we meet next and I am not sure when a lot of things will have changed.
- (ii) Any information that you have including minor details should be submitted to the office.

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

- (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 a main character.
- (ii) _____ The teacher was grateful the students' input.
- (iii) _____ He has been leave since last week.
- (iv) Her life was riddled 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.....your 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 cube mate 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 puts 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 Barrack'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.

- i. Identify **one** instance of alliteration in this poem
(1mark)
- 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)

(5 marks)

(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.

(6 marks)

(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. (4 marks)
(b) What should Rehema do to improve her listening skills? (2 marks)

**101/1
ENGLISH
PAPER 1
(FUNCTIONAL SKILLS)
OCT./NOV.2014
2HOURS**

- (a) You have recently visited a schoolmate during the holidays and thoroughly enjoyed yourself. Write a letter to the schoolmate, 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 your 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 a changing, working outline; in (4) final form, your outline should be a "table of contents" of what you have "said" (5)..... your 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 pata pata of their feet resounding throughout the village.

Now, a big, big problem arose; who among the sons would become heir one day and receive the Cowtail swish which was the symbol of authority? Each of the six sons claimed that it was his magical powers 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, the search 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? (6mks)

(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 Kasarani 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)
- 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. (20mks)

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

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. Newyork: 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 a 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 to tell you 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, “who 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. “Now here 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)

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,

Here the princess in the tower
There the forbidden flower.
Darling, when I look at you
Every aged phrase is new
And there are moments when it seems
I've married one of the Shakespeare's dreams.

By Ogden Nash in Literature.
Boston: McDougal Littell, 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 sets 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	iv. Neither
Jeopardy	either
Deodorant	neighbour

(c) Audience	v. gone
Haunt	tone
Loud	bone

(d) Said	vi. food
Paid	fool
Laid	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 questions that follow.*

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

Applicants must be:

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

Interested persons are required to send their application to the following by 30th November, 2.016.

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 Vitae 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 brassy 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 Commonwealth*, 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:,,
(2 marks)

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

You (2 marks)

- (c) Write down another word with a similar pronunciation for each of the ones given below. (5 marks)
- (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. (3 marks)

(i) bread bleed bred

(ii) arch arc ark

(iii) hair heir air

Paper 2 work

101/2

ENGLISH

PAPER 2

**(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)**

OCT/NOV 2005

2 ½ HOURS

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

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

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

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

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

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

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

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

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

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

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

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

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

- (i) All the students passed the examination.
(Begin: None . . .)
- (ii) "Are you taking part in the walk?" My father asked.

(Rewrite in indirect speech)

(iii) He was very sick and so he could not go to work.

(Rewrite using too . . . to)

(iv) Women have not had greater opportunities for following careers at any time in history than they have now. (Begin: At. . .)

(v) Their proposal was not at all practicable. (Rewrite using: "proposed")

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

(5 marks)

(i).....Mwala's remark was a (repeat) of what Mworira had said.

(ii).....He told us a (move) story.

(iii) You will not be allowed in without(identity).

(iv).....Mark's (decide) affected everybody.

(v).....She was (continue) from college after failing three times.

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

(v) Amina was commended for keepine up her good performance.

(vi) You need to cut down on the expenses.

(iii) Students are advised to keep out of trouble.

(iv) His performance did not measure up to the expected standard.

(v) It's not good to walk out on one's family,

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

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

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

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

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

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

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

(i).....boarder
border

(ii).....council
counsel

(iii) bear.
bare

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

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

(ii).....She will preside the function.

(iii) The exercise was conducted in accordancethe regulations.

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

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

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

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

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

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

It should be noted that even in the developing world, poverty levels differ from region to region, country to country and even location to location within same country. For example, nearly half of the world's poor live in South Asia, a region that accounts for less than one third of the world's population. Sub-Saharan Africa accounts for a smaller, but still highly disproportionate share of global poverty- Within regions and countries, the poor are often concentrated in certain places: in rural areas with high population densities. Often, the problems of poverty, population, and the environment are intertwined; earlier patterns of development and pressure of rapidly expanding populations mean that many of the poor live in areas of acute environmental degradation.

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

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

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

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

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

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

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

Staggering

Compromised

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

Touch by Hugh Lewin

When I get out

I'm going to ask someone

To touch me

Very gently please

And slowly,

Touch me

I want

To learn again

How life feels

I've not been touched

For seven years

For seven years

I've been untouched

Out of touch

And I've learnt

To know now

The meaning of

Untouchable.

Untouchable-not quite

I can count the things

That have touched me

One: fists

At the beginning

Fierce mad fists

Beating beating

Till I remember

Screaming

Don't touch me

Please don't touch me

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

I don't want fists and paws
I want
To want to be touched
Again
And to touch.
I want to feel alive
Again
I want to say
When I get out
Here I am
Please touch me.

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

- a) Where do you think the personal is? Briefly explain your answer. (3mks)
- b) What do you think the persona means by "touch"? (3mks)
- c) Using two illustrations, describe the persona's experience during the seven years (4mks)
- d) What is the significance of the word "paws"? (2mks)
- e) Which device does the poet use to reinforce the theme? (2mks)
- f) Explain the meaning of the following words as they are used in the poem (2mks)
 - Prodding
 - Indifferent (4mks)
- g) What does the poem reveal about human need? (4mks)

3. a) Fill in the blank spaces in the following sentences with the most appropriate word(s)
(3mks)

- i) If we had gone to bed early last night, we.....rested enough.
- ii) If I..... the recruiting officer, I would not take bribes.
- iii) Every one of the students now.....a role to play in keeping the school

compound clean

b) Rewrite the following sentences to remove gender bias.

(3mks)

- i) A professor should give his student opportunities to develop their skills
- ii) My sister was appointed chairman of the Water Project Committee
- iii) The firemen took a long time to arrive at the scene of the accident.

c) Fill in the blanks with the correct alternative from the choices given

(3mks)

- i) Who.....a fire outside my house? (Light/lighted/Lit)
- ii) Since the introduction of community policing in our estates.....of theft have reduced. (incidence /incident/incidents)
- iii) an elephant looks after.....calf (it's/its)

d) Rewrite the following sentences according to the instruction given after each. Do not change the meaning. (6mks)

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

101/2

ENGLISH

PAPER 2

(COMPREHENSION, LITERARY)

APPRECIATION AND GRAMMAR

OCT/NOV 2007

2 ½ HOURS

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

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

Researchers have found that eating a meal with plenty of protein leaves you feeling more satisfied for longer when compared to a meal loaded with low -

quality carbohydrates. Your body takes longer to digest protein, leading to a gradual increase in blood sugar. The high protein breakfast will therefore carry you through the morning and more importantly, through your tea break, many high carbohydrate meals are absorbed quickly and send blood sugar on a roller coaster ride, taking your appetite with it and depleting your energy.

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

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

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

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

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

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

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

- (a) From the information given in the first paragraph, how can you improve your life? (1 mk)
- (b) In not more than 35 words, summarize the effects of eating Carbohydrates (4 mks)
- (c) Explain how free radicals contribute to the occurrence of high blood pressure and cancer (2 mks)
- (d) In what two forms can antioxidants be consumed (2 mks)
- (e) In fact, nutritionists recommend that we eat five portions of fruit and vegetable a day."
- (f) What is the attitude of the author towards calcium as a weight - cutting measure? (3 mks)
- (g) According to the passage, how can you use up excess fat? (2 mks)
- (h) Identify an instance of irony in the passage (2 mks)
- (i) Explain the meaning of the following expressions as used in the passage (3 mks)
- Daunting
 - Baggage
 - Down a mountain

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

"Sympathy"

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

I know why the caged bird beats his wing
Till its blood is red on the cruel bars
For he must fly back to his perch and cling
When he rather would be on the branch a swing
And a pain still throbs in the old, old scars
And they pulse again with a keener sting
I know why he beats his wings

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

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

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

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

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

- (i) The Of the right of expression is a violation of human rights (deny)
- (ii) Saving the child from the burning house was a Act (hero)
- (iii) They were asked to the alarm (active)

(b) Rewrite the following sentence as instructed

- (i) We can control the spread of HIV/ AIDS by educating the public (Begin: the spread of)
- (ii) The man was arrested. His cattle destroyed the maize in the school farm (Rewrite as one sentences)
- (iii) Mount Kilimanjaro is the highest mountain in Africa. (Rewrite using "higher" in stead of highest")

- (c) Use the correct form of the verb given in brackets
- (i) Measles..... not common among adults. (be)
 - (ii) Every morning, either the puppy or the kitten..... For me at the door. (wait)
 - (iii) The ministry of health has An extensive inoculation programme for children under five years. (Begin)
- (d) Complete each of the following sentences in the most suitable way
- (i) If you really loved Kenya, you Buy Kenyan products more
 - (ii) I would have cleaned the toilet if the detergent available
 - (iii) Hardly had she left the house the guests arrived
- (e) Choose the most appropriate conjunction from those given below to fill in the gap.
(When, what, while, which, who)
- (i) She wouldn't tell me I wanted
 - (ii) He walks to work everyday, Keeps him healthy
 - (iii) they waited as the secretary's office, the suspect left by a back door.

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

1. For Africans living abroad, nothing is more irritating than the constant diet of negative news on Africa. The only silver lining is that Africa is way down the list of news

importance for the Western media. Most of the time Africa is ignored but when it does make it into the newspapers, radio or TV, then it is always portrayed as sinking in corruption, wars, famine and disease. If you set out to find a positive story on Africa, you may have to wait until your grand children have grown old.

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

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

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

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

The causes of this generalized negative view of Africa are complex. When you confront Western journalists, they deny that their view of Africa is prejudiced. They are probably telling the truth because they report what they see- but they see what they want to see. And what they want to see, subconsciously is a version of backward, primitive and uncivilized Africa.

So, while we feel irritated and even angered by the Western media's portrayal of Africa, we must remember that many journalists cannot help but see Africa the way they are programmed to do. The only way this can change is if the programming is

changed. But how do you go about doing so?

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

(Adapted from African Business, May 2004)

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

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

The splash
Under warm sunshine,
A pond of water rests, calm and serene.
The blue sky inhabits the middle of the pond,
And its sides reflect the greenery,
Spotted with the yellow and the red,
The red and the violet
The water, the sky, the vegetation,
Hand in hand convey harmony and peace.
Then comes the splash!
And a tremendous stirring surges:
Reflections distort,
Giving way to a rushing flow of triples

Ripples innumerable,
All fleeing from the wound.
Time elapses,
Ripples innumerable
All fleeing from the wound
Time elapses,
Ripples fade,
Reflections regain their shape,
And once again emerges the pond
Smooth and tranquil.
But the stone!
The stone will always cling to the bottom

Yusuf O. Kassem

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

(3mks)

Surges
Fade
Tranquil

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

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

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

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

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

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

In 1749, to escape university restrictions, Bassi began offering private lessons in

experimental physics. She also began championing Newtonian physics at a time when it was relatively unknown in Italy, and she promoted Newton’s findings about gravity even in the face of widespread intellectual resistance. In addition, Bass corresponded with the leading physicists of the day. Thus, she kept her country abreast of new scientific theories

In 1776, when Bassi was sixty-five, the university acknowledged her contributions to scientific thought by bestowing upon her an unheard of honour for a woman: She was appointed chair of experimental physics, and her husband, the father of her eight children, was appointed her assistant

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

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

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

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

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

- h) Explain the meaning of the following expressions as used in the

passage

(3 mks)

Erudition.....

To a degree.....

Find herself at home.....

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

Hare, the cleverest and funniest of animals, was once on good terms with Elephant and Hippo. He knew very well that he was weaker than his mighty friends, yet oddly enough he was always seeking ways of showing that he was, 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 recognized your betters and gave me the respect I deserve."

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

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

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

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

His mind raced like the wind. "Hello, you long-eared oaf!" he shouted. "Why on earth do you keep swinging your snout like that?"

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

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

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

(From keep My Words by Onyango- Ogotu and A. A. Roscoe) EAEP Ltd.

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

g) Explain the meaning of the following expressions as they are used in the story:

- i) Imprudence (1 mk)
- ii) Taking root (1 mk)
- iii) Lumbered (1 mk)

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

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

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

- i) She realized that she had made such a serious blunder.
(Rewrite using "What")
- ii) Just in case you change your mind, call this number
(begin: should ..)
- iii) I don't know either of them. (End..to me)

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

- i) Nyawira, get.....the wet wall immediately!
- ii) My sisters and I will share this piece of land ourselves
- iii) We wondered if there was needsuch equipment
- iv) Mwela dipped the bucketthe well.

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

- i) These (Student) phones were confiscated.
- ii) There are many..... (Hero) who fought for our independence
- iii) How many (editor-in chief) were invited?
- iv) This must be your..... (Father-in-law) car

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

2 ½ HOURS

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

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

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

Sooner or later, differences in behaviour and customs become more noticeable to you. This is the second stage of culture shock. Because you do not know the social customs of the new culture, you may find it difficult to make friends. For instance, you do not understand how to make "small talk," so it is hard to carry on a casual, get-acquainted conversation. One day in the school cafeteria, you overhear a conversation. You understand all the words, but you do not understand the meaning. Why is everyone laughing? Are they laughing at you or at some joke that you did not understand? Also, you aren't always sure how to act while shopping. Is this store self-service or should you wait for a clerk to assist you? If you buy a sweater in the wrong size, can you exchange it? These are not minor challenges; they are major frustrations.

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

You know that you are in the fourth stage of culture shock when you have negative feelings about almost everything. In this stage, you actively reject the new culture. You become critical, suspicious, and irritable. You believe that people are unfriendly, that your landlord is trying to cheat you, that your teachers do not like you, and that

the food is making you sick. In fact, you may actually develop stomachaches, headaches, sleeplessness, lethargy, or other physical symptoms.

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

In conclusion, nearly everyone moving to a new country feels some degree of culture shock. Symptoms may vary, and not all people experience all five stages. Newcomers with a strong support group may feel at home immediately in the new culture, while others may take months to feel comfortable. Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible are ways to overcome the difficulties and frustrations of adapting to life in a new land.

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

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

(1 mark)

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

"Song of the wagondriver". B.S. Johson
My first love was a ten-ton truck
They gave me when I started, And
though she played the bitch with me
I grieved when we were parted.
Since then I've had a dozen more,
The wound was quick to heal,
And now it's easier to say
I'm married to my wheel.
I've trunked it north, I've trunked it
south, On wagons good and bad, But
none was ever really like The first I
ever had.
The life is hard, the hours are long,
Sometimes I cease to feel,
But I go on, for it seems to me
I'm married to my wheel. . . ;
Often I think of my home and
kids, Out on the road at night,
And think of taking a local job
Provided the money's right.
Two nights a week I see my
wife And eat a decent meal, But
otherwise, for all my life,
I'm married to my wheel.

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

- (a) Briefly explain what the poem is about. (2 marks)
- (b) What is contradictory about the persona's relationship with his first truck? (2 marks)
- (c) The persona is facing a real dilemma. Which is it? (2 marks)
- (d) Identify and illustrate any two literary devices that the poet uses. (4 marks)
- (e) What makes the persona's job demanding? Give your answer in note form. (4 marks)
- (f) Explain the meaning of the following lines: (i) Sometimes I cease to feel (2 marks)
(ii) Provided the money's right (2 marks)
- (g) Explain the meaning of the words below as used in the poem. (1 mark)
(i) grieved

(ii) trunked

(1 mark)

3. (a) Rewrite the following sentences in Direct Speech. (2 marks)

(i) The tourist exclaimed that Kenya was a beautiful country.

(ii) Halima told James to go where she was.

(b) Rewrite each sentence below to make it communicate more sensibly. (2 marks)

(i) They left the field full of sweat.

(ii) Powerful and comfortable, the buyer really liked the car.

(c) Fill in the blank spaces with an appropriate pronoun. (3 marks)

(i) The children and ought to leave immediately if we want to arrive there before dark.

(ii) The organisers have invited Mwamburi and but I don't intend to go.

(iii) Since she obtained the highest grade, the school should give the award to no one else but

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

(i) A flock of birds (fly) away from this lake every week.

(ii) I wondered why they had (sing) that particular song.

(iii) The ball must have been (hit) too hard.

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

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

(Begin: That.....)

(ii) What we need in Kenya is patriotism.

(End: in Kenya.)

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

(Join into one sentence using 'neither')

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

(i) I stopped the child from chewing a of grass.

(ii) The doctor told her to take the of medicine according to the prescription.

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

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

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

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

Hers is a voice tempered and made scratchy by seventy-seven years of living, and decades of making herself heard in a house crowded with loud, boisterous youngsters. My mother is special to me, of course, but in many respects she's a typical black woman of her generation. A child of the Depression, she married young, and stayed home to raise six children. She remembers Jim Crow quite well and, like many of her peers, has more than a few chilling firsthand tales of travel in Mississippi (where her father was born), Missouri, and other places known for white residents' historically open and violent hostility towards African Americans. She is faithful, fearless, and frank, adept at blessing you with gentle encouragement while demonstrating her unerring skill at

telling it exactly like it is. While her experience, her lifetime of dearly purchased knowledge, deeply informs my own life, there are parts of it to which I have no access. Her memories contain mysteries that I can only guess at. To hear her answer her phone with such an uncautiously optimistic phrase was a startling, wonderful surprise.

[Adapted from What Obama Means: For Our Culture, Our Politics, Our Future.
by Jabari Asim. New York: Harper Collins Publishers, 2009]

- (a) What does the author of this passage suggest by referring to his mother's living room as a shrine?
(2 marks)
- (b) Why does the author's mother like and support Barack Obama's candidacy? Give two reasons.
(2 marks)
- (c) Explain why the words: 'This is our moment' particularly thrilled the mother. (2 marks)
- (d) Why does the author's mother find Obama's victory "just too good to be true"? (2 marks)
- (e) Give one reason why the author uses his mother and not himself to explain the significance of the Obama campaign and victory? (2 marks)
- (f) A child of the Depression, she married young. (Rewrite using: for) (1 mark)
- (g) Describe the relationship between the author and his mother. Illustrate your answer.
(4 marks)
- (h) The author's mother remembers Jim Crow. Do you think this memory is positive or negative? Illustrate your answer.
(2 marks)
- (i) Explain the meaning of the following as used in the passage: (3 marks)
- (i) staple of my mother's conversation;
 - (ii) surge;
 - (iii) digested.

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

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

The boy's father kept goats, and when Nzoko returned from school, he always took them out to graze in the forest. Once there, he would begin singing, first repeating all the songs he knew and then trying out a few new ones. The murmuring of the river, the rustle of the wind in the trees, even the hum of the bumble bees, all made little tunes for him. One day, he cut a short piece of wood from a willow trees, whittled it down,

pierced holes into it and made a flute. On his flute, the tunes sounded lovelier than ever before—One warm day. Nzoko heard something moving in the bushes around him. On looking up, and to his amazement, he saw a little fairy man. "Do you know what I have come for?" the fairy asked. "No", I'm ... I'm ve..ry so..rry but don't," answered the boy.

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

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

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

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

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

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

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

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

- (a) From the second paragraph, what inspired Nzoko to create new tunes? (2 marks)
- (b) Why do you think the boy's reply to the fairy is broken with dots? (3 marks)
- (c) How do we know that Nzoko was very eager to play the flute for the fairy man? (2 marks)
- (d) Give two reasons why you think the fairy set conditions for Nzoko before he could get the fairyfiddle. (4 marks)
- (e) Why do you think the narrator mentions six different kinds of birds? (2 marks)
- (f) With an illustration for each, describe any two character traits of Nzoko. (4 marks)
- (g) What can we learn about the values of this community? (3 marks)

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

(3 marks)

- (i) Aisha asked Tom to return her key the following day. Rewrite in direct speech
- (ii) The teacher asked them where they had been the previous Friday. {Rewrite in direct speech}
- (iii) It is a pleasant surprise to meet you again after all these years. (Rewrite beginning: What ...)

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

- (i) Each of the boys..... given a present.
- (ii) Either Joyce or her daughters..... coming.

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

- I (i) They collected all the money they needed.
- (ii) They needed all the money they collected.
- II. (i) Four of those students were admitted to the university.
- (ii) Those four students were admitted to the university

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

example

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

Answer: breakout

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

Major.....

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

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

(e) For each of the following sentences, use the correct form of the word in brackets to fill in the blank space. (3 marks)

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

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

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

101/2

ENGLISH

PAPER 2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

OCT/NOV 2012

2 ½ HOURS

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

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

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

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

This ancient and mysterious food is one of the wonders of the world, the product of an intricate relation between bees; the high peak of insect evolution, and flowers, the loveliest part of the green world. Nature has adapted the forms of flowers to entice bees, and the bodies of bees to fit and pollinate the flowers and to use their pollen and nectar. Some ten thousand species of flowers would be extinct but for the bees, and bees could not live without the flowers.

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

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

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

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

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

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

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

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

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 rumps of secretaries in tight skirts Which say:
marry me if you dare
Laughs absent-mindedly and sinks back into dear oblivion He is an
industrious head
Gets dog-tired early in the morning from signing a few papers
Whose contents he is mildly aware of
And leaves for lunch and for the day at 11.30 a.m.

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

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

That dates back to Abraham.

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

Kitche O. Magak.

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

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

(i) Esther said Patricia had stolen her dress
(Begin : Esther accused..)

(ii) This kind of dance fascinates the youth more than it does adults
(Begin : The youth.....)

(iii) There are very few students in the classroom
(Useany...)

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

- (i) We.....(regular) visit our grandparents in the village.
- (ii) The company has been in.....for twenty years, (exist)
- (iii) The man agreed to accompany her to the market after a lot of.....
(persuade)

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

- (i) When we meet next and I am not sure when a lot of things will have changed.
- (ii) Any information that you have including minor details should be submitted to the office.

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

- (i) The 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.....a main character.
- (v) The teacher was grateful.....the students' input.
- (vi) He has been.....leave since last week.
- (iv) Her life was riddled contradictions.

101/2

ENGLISH

PAPER 2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

OCT/NOV 2013

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

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

Interestingly, much conventional wisdom about garbage and its disposal consists of myths and assertions that turn out, upon investigation, to be misleading or dead wrong. For example, plastics are assumed to constitute the highest quantity of waste matter. For the record, the item most frequently encountered in a dumpsite is plain old paper. At one point, there was a lot of talk about how technology, computers in particular, would bring about "paperless office" -- a risky prediction, given the way things have turned out. Personal computers and printers grace many offices and homes today. Consequently, where the creation of paper waste is concerned, technology is proving to be a fertility drug rather than a contraceptive.

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

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

Not really

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

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

- (a) From paragraph one, name two examples of industrial waste and two examples of

domestic waste. (1 marks)

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

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

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

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

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

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

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

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

Rough Copy

fair Copy

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

bread and butter work

static;

gets underway

3.

Read the poem below and answer the questions that follow.

OUT-CAST

They met by accident
He proposed the idea
She gave her consent
All the way to the altar

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

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

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

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

G. Gathemia .

(From: Boundless Voices).

Edited by Arthur I. Luvai

(a) Briefly explain what the poem is about. (4 marks)

(b) Have I ever met any time used dubious or underhand methos?" rewrite in reported speech (1 mark)

(c) Identify and explain three aspects of foregrounding the author uses in this excerpt. (6 marks)

marks)

(d) Pick out aphrase in this excerpt that may suggest that peter stockman exaggerates or even fasely accuses Dr. stockman of insubordination. Explain your answer. (2 marks)

marks)

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

(4

marks)

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

(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) I. Bring an umbrella if it rains.
II. Bring an umbrella in case it rains.

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

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

(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
2 ½ HOURS**

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

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

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

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

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

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

Also, rain forests regulate the climate. If they are destroyed, the greenhouse effect could change rainfall patterns so that areas 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 rain forests will become worse, not better, given that the human population keeps growing. The pessimist believes nothing can be done. The optimist, on the other hand, strongly believes that people can work together to slow, even reverse, the pace of destruction. Stand up to be counted.

- (a) Referring to the first paragraph, say why the destruction of the rain forests must be stopped. (2 marks)
- (b) Why are the forests described in the passage called rain forests? (2 marks)
- (c) Rewrite the following sentence beginning "So close"
'The huge evergreen trees are so close together that their branches overlap and form an enormous towering canopy. (1 mark)
- (d) How will medical advance be affected by the destruction of rain forests? (3 marks)
- (e) Explain why the author has put the word "civilization" between quotation marks.

(2 marks)

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

(4 marks)

Rough copy

Fair copy

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

(2 marks)

- (h) Explain the meaning of the following expressions as used in the passage (4 marks)
 - (i) deprive;
 - (ii) detriment;
 - (iii) contending with;
 - (iv) Stand up to be counted.

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

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

Oloo the son of Sigu, otherwise known as Mark Anthony, arrived with his

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

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

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

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

(a) What role had Akoko played in preparation for this day? (2 marks)

- (b) What feelings does this day arouse in Akoko? Explain your answer
(3 marks)
- (c) Why was Christianity not so strange after all in this community?
(3 marks)
- (d) How can we tell that the narrator has a positive attitude towards schools?
(2 marks)
- (e) Make notes on what we learn about Oloo from this excerpt.
(5 marks)

(f) What concerns should be addressed before a man and a woman are allowed to

marry? (3 marks)

(g) Why do you think Oloo's uncle says what he says in his speech?
(3 marks)

(h) "Their daughter was a prize, a beacon, a source of pride for the entire clan".
(Rewrite the sentence beginning: Not only.....).

(1 mark)

(i) Explain the meaning of the following expressions as they are used in the passage:

(3 marks)

(i) unheeding

(ii) intriguing.

(iii) parochial..

3. Read the song below and then answer the questions that follow.

Listen! Dear Bride
Oh my sister, listen! From
this day, you won't go
dancing, From this day, you
won't go to the dance,
From this day, you won't go
dancing, You'll dance only
on the path to the river.
My sister, will you listen?
From this day, you won't sit
chatting, From this day,
you won't sit to chat, From
this day, you won't sit
chatting, You'll only chat
on the path to the farm.

Daughter of my mother
listen! From this day, you
won't enjoy teasing, From
this day, you won't enjoy to
tease, From this day, you
won't enjoy teasing, You'll
only tease the baby on
your lap.

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

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

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

sister".

(1 mark)

4. (a) Rewrite the following sentences as instructed. (4 marks)

(i) T would gladly have helped them were it not for the shortage of funds at the time. (Begin: But...)

(ii) What we need are such ideas. (Begin: It is ...)

(iii) The Board of Governors has been looking into the matter. (End: ... Board of Governors.)

(iv) "How often do you come here?" Mathenge asked his friend. (Rewrite in indirect speech ...)

(b) Rewrite the following sentences, correcting the error in each.

(5 marks)

(i) Most people prefer playing football than hockey.

(ii) Emachar is the most highest paid employee in this company.

(iii) I demand to know what is this.

(iv) The fact that you cannot be able to do it does not mean it is impossible,

(v) "My names are John Kamau Mwangi," the little boy murmured.

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

(4 marks)

(i) Each category of verbs (behave) in a different way.

(ii) I wonder why the bell is being (ring) this early,

(iii) I could not remember the (define) of the word,

(iv) The (enormous) of the crisis was shocking.

(d) Rewrite the sentences below, replacing the underlined idiomatic expression with words

of similar meaning,

(2

marks)

(i) There are some who will try to rock the boat during the meeting.

(ii) Can we stop flogging a dead horse and instead move on to something more useful?

101/2
ENGLISH
PAPER 2
(Comprehension, Literary
Appreciation and Grammar)
Oct./Nov.2015
2 1/2 hours

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

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

This is why people who rarely tell lies are usually caught, regardless of how

convincing they may sound. The moment they begin to lie, their body sends out nervous energy which appears as a gesture that can contradict what was said.

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

Try this simple test-tell a deliberate lie to someone face -to-face and make a conscious effort to suppress all body gestures. Even when your body gestures are consciously suppressed numerous small micro-gestures will still be transmitted. These include facial muscular twitching dilation and contraction of pupils, sweating, flushed cheeks, eye-blinking rate increasing from blinks per minute to as many as 50 blinks per minute, and many other micro-signals that indicate deceit. Research using slow -motion cameras shows that these micro-gestures can occur with a split second and it's only people such as professional interviewers, salespeople, and the very perceptive who can read them.

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

(Adapted from the Body language by Alan and Barbara Pease. London: Orion, 2004)

- a) According to the passage, what is the connection between lying and smiling?
(2marks)
- b) According to the passage, how do professional liars manage to hide their deception?
(4marks)
- c) The passage suggests a simple test which involves telling a deliberate lie and consciously suppressing all body gestures. What are the results? (2marks)
- d) Explain how police interrogators use their knowledge of how body language relates to spoken language. (2marks)
- e) Make notes on the relationship between lying and our body languages as revealed in the passage. (5marks)
- f) How can we tell that the authors of this passage do not approve of lying?
(2marks)

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

nervous
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 PEASANT WOMAN bows low:

CORPORAL: well, here she is. What did I tell you? What a nose I have I smelt her? Lady, I have a question for you. Why did you run away? What did you think I would do to you? I'll bet it was something unchaste. Confess!

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

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

GRUSHA: I didn't see it.

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

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

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

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

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

GRUSHA: looks round in despair.

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

CORPORAL: fine linen!

a) Briefly describe what happens before the events in this excerpt. (3marks)

b) Explain what the playwright achieves by using dirty humor in this

excerpt.

(4marks)

c) Identify and describe the dramatic irony in this excerpt. (2marks)

- d) What does this excerpt reveal about the character of the peasant woman? (4marks)
- e) This excerpt shows that Grusha makes two mistakes which she later corrects. What are the mistakes and how does she later correct them? (4marks)
- f) Imagine you are the director and are selecting the cast for this scene, what physical features would you look for in the corporal and Grusha? (4marks)
- g) Rewrite the following in indirect speech: (1mark)
"I didn't see it" Grusha said.
- h) Describe what happens immediately after the events presented in this excerpt. (3marks)

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

The fox and the crow

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

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

The crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Mr. fox, " that will do, " said he. " that was all I wanted. In exchange for your cheese I will give you a piece of advice for the future-"do not trust flatterers!"

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

- a) How would you classify this narrative? Explain your answer. (3marks)
- b) Identify and illustrate ant two characters traits of the crow. (4marks)

- c) What does the fox mean by 'that's for me, as I am a fox'? (2marks)
- d) Identify and illustrate any three stylistic features in this story. (6marks)
- e) Explain what this story reveals about human relationships. (4marks)
- f) Explain the meaning of the word 'caw' as used in the story. (1marks)

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

(i) It was not necessary for you to leave that early.

(Begin: you need...)

(ii) Is it that difficult to understand what the speaker is saying? (replace the underlined word with an appropriate phrasal verb.)

(iii) She won the admiration of the judges and was awarded the coveted trophy.

(Begin: Not only...)

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

(Begin: only if...)

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

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

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

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

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

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

- (d) Fill in the blank spaces with the correct form of the word in brackets. (3 marks)
- (i) A nurse ought to be (respond) to the needs of the patients.
 - (ii) The substance will (solid) if exposed to the cold for a few minutes
 - (iii) Such negative (utter) may put you in a serious trouble
- (e) Rewrite the following sentences putting the word in brackets in most appropriate position. (2 marks)
- (i) The tourist have been stopping here every month (briefly)
 - (ii) I have wondered where the treasure is hidden. (often)

ENGLISH 2016

PAPER 2

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

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

I bring this issue up to talk about a controversial study that deals with corporal punishment-spanking - and it has outraged those who oppose the practice while rearming those who support

Dr, Diana Baumrind studied 164 families from the time their children were in pre-school until they reached their 20s. She found that most families used some form of corporal punishment. She further found that, contrary to what we have been told for years, giving a child a mild spanking (defined as open-handed swats on the backside, arm or legs) does not leave the child scared for life.

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

For my money, there was always something spurious about the orthodoxy that assured us all corporal punishment, regardless of severity, was de facto abuse. Nevertheless, we bought into it: 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 y-Tong on several fronts, In the first place, it is plainly ridiculous to equate a child who has been swatted on the butt with one who has been stomped, scalded or punched. In the second, the argument that reasonable corporal punishment leads inevitably to mental instability always seemed insupportable and has just been proved by Baumrind's study.

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

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

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

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

(a) What does the author mean when he says "most of us think most of our kids

- are overindulged, materialistic brats". (2 marks)
- (b) According to the author, what is the effect of mild punishment? (2 marks)
- (c) What is the controversy in the passage? (3 marks)
- (d) What are the two major findings of Dr. Diana Baumrind's study? (2 marks)
- e) What is the 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 our daughters and we yours. We are therefore more than neighbours, we have great *wat* between us because of the intermingling of blood though this has not occurred between our two lines so there is no danger of brother marrying sister - a great taboo. Since you are our brothers, we will not make things difficult for you." Here he stopped to take a sip of *kong'o* and you could have heard the ants talk, so great was the silence. However, nobody was fooled by his sweet words.

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

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

spoke.

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

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

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

- (a) What reasons had the old man given that had prompted the need for Chief Owuor Kembo to urgently seek a wife? (3 marks)
- (b) "It is customary, because of the good dak between us for you to marry our daughters and we yours," Identify two other customary practices on marriage in this-community that are revealed in this excerpt. (2marks)
- (c) Explain the character traits of Chief Owuor Kembo and Aloo that emerge in this except. (4 marks)
- d) What was the response of Chief Owuor Kembo's party on the bride price requested for by Aloo? (2marks)
- (e) In what circumstances was the thirty head of cattle referred to unfavourably later in the story when Akoko was married to Chief Owuor Kembo? (2 mark)
- (f) "I should ask father to give me a piece of land to settle on because at this rate I shall never leave his house."
(i) Why did Akoko say these words? (2 marks)

- (ii) What do Akoko's words reveal about Chief Odera's character? (2 marks)
- (g) "Since the contract of marriage is a matter of great import, we wish to beg leave to consult with each other outside before we return our verdict."
(i) What is your view on the success of Akoko and Chief Kembo's marriage? (2 marks)
(ii) Identify and comment on one marriage you consider successful in *The River and the Source*. (2 marks)
- (h) "Feel free to do so," Aloo said magnanimously. Rewrite in indirect speech, (1 mark)
- i) Explain the meaning of the following words as used in the excerpts (1mark)
i) Errands
ii) Apt
iii) Import

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

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

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

And both that morning equally lay
In leaves no step had trodden black,

Oh, I kept the first for another day!
Yet knowing how way leads onto way,
I doubted if I should ever come back.

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

By Robert Frost

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

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

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

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

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

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

(4 marks)

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

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

(4 marks)

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

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

(4 marks)

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

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101/2

ENGLISH

PAPER 2

MARKING SCHEME

(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)

OCT/NOV 2005

2 ½ HOURS

(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 rape which severely strain one's coping capability. The second arises from 'major life changes' such as the death of a spouse or divorce. While the third type is occasioned by daily hassles; such everyday 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/do now.

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
attorneys general
was
has
crises.

(e) i) (boarder = one who boards) - A boarder is a student that resides at the school, -
border = boundary/edge) - There's always a booming business at border towns.

ii) (Council = governing body) - The members of the council voted themselves large allowances. (Counsel = judge/advocate, give advise)
The state counsel opposed granting of bail to the accused.
The parents gave wise counsel to the students on parents day.

iii) (bear = carry load or take responsibility/give birth to, of an animal)

Rodents bear many young ones at once.
Almost always students bear the blame for failure in examinations.
The bear is a carnivorous animal, (bare - plain, devoid of)
Charcoal burners have stripped the hills bare of trees.
He detests reading science magazines because they dwell on bare facts and nothing interesting.

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

101/2
ENGLISH
PAPER 2
MARKING SCHEME
(COMPREHENSION, LITERARY

APPRECIATION AND GRAMMAR)

OCT/NOV 2006

2 ½ HOURS

- (a) The evidence is that consumption per capita is higher by 'nearly 70 percent'.
Also, life expectancy, child mortality and educational attainment have improved significantly. (2mks)
- b) Although the author lauds the progress made, he is not overly impressed by it because more than one billion people in the developing world are living in 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 a 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 persona 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. (3 mks) (gets only 1 mk)

(c) During the seven years of confinement, the persona has been treated like a pariah. He/ she says, I've learnt to know the meaning of untouchable. The persona has also been brutalized. He/ she was subjected to extreme violence. " fierce mad fists, beating..." Finally, the persona 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 persona and the attempts 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...) (2 mks)

(f) Prodding – poking, jabbing (1mk)
Indifferent- callous, inhuman, beastly (1 mk)

(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 persona says: " I want to feel alive again."

(a)(i) would have (ii) were (iii) has (3 mks)

(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 fire fighters took long to arrive at the scene of the accident.

(3 mks)

(c) (i) lit

(ii) incidents

(iii) its

(3 mks)

(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.

(vi) The legend teaches us, that Me Katilili was a powerful leader

(6 mks)

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ENGLISH

PAPER 2

MARKING SCHEME

**(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)**

OCT/NOV 2007

2 ½ HOURS

(a) You can improve your life by eating the right food at the right time

(1 mk)

(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)

(4 mks)

(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.

(2 mks)

(d) Antioxidants can be consumed in the form of pills and food

(2 mks)

(e) Don't nutritionists, in fact recommend that we eat five portions of fruit and vegetables a day?

(1 mk)

- (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 he refers to it as a 'star' and says it has some magic
(3 mks)
- (g) One can use excess energy by taking a high – calcium diet or going to a gymnasium (2 mks)
- (h) The irony is that you can actually eat more in order to lose weight. Usually, eating more leads to weight gain (2 mks)
- (i) Daunting: difficult, challenging
Baggage: excess weight
Down a mountain: eat a huge amount of food (3 mks)

The poem is about a bird is caged. 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 persona sympathizes with the victims and condemns those who conspire to subject others to 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 efforts 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 persona sympathizes with the caged bird. A word like "aiaa" expresses pity. The persona 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 persona speaks as if he/ she shares the pain experienced by the bird. The persona says, "... a pain still throbs...." As if he/ she can feel the pain. The persona 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 persona 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 persona says. I know....” The persona 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)

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

(1 mk)

(a) (i) denial

(ii) Heroic

(iii) Activate

(3 mks)

(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. (3 mks)

(c) (i) is

(ii) waits

(iii) begun

(3 mks)

(d) (i) would

(ii) had been

(iii) when

(3 mks)

(e) (i) what

- (ii) which
- (iii) While

(3 mks)

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ENGLISH

PAPER 2

MARKING SCHEME

(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)

OCT/NOV 2008

2 ½ HOURS

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

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 (2 mks)

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 (1 mk)

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. (3 mks)

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 (4 mks)

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

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

Story - miserable, pitiable, without hope/ pathetic

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

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

The greenery implies peacefulness/ peace whether at the individual or political level. The yellow sots implies possibility of danger or turbulence. Things are not as tranquil or peaceful as they seem Red is imminent violence/ turbulence. Up heaved

Any two of the following

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

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

turbulence and leaves a permanent scar/ reminder/ aftermath

Repetition e.g. "ripples" " the red"

Onomatopoeia e.g. splash, ripples, rushing.....

Alteration e.g. hand in hand convey harmony"

" reflection regain" " stirring surges"

sad/tragic/ pessimistic/ ironic/ stoical/ resigned/ identification although life may seem calm and peaceful on the surface, there is a possibility of disturbance or turbulence

(3

mk)

the cause of the turbulence/ ripples is permanent

Surges- move forward in a wave – like manner

Fade- lose strength/ vigour

Tranquil – calm, quiet, motionless

(3

mks)

- (a) (i) sister – in law
(ii) pronunciation
(iii) run/ been running
(iv) doubtless/ deliberately/ undoubtedly
(v) least/ littlest
- (b) (i) Little did I know that there was trouble ahead
(ii) How tall she is
(iii) There was very little likelihood that our national team would lose the match/ the likelihood that our national team lose the match was small/ there was very little likelihood of our national team losing
(iv) Come with me, will you? A
(v) Wanjiku told Onyango that she would join him after a short while/ in a few minutes
- (c) (i) however/ nonetheless/ even so/ however
(ii) in fact (in fact)
(iii) Consequently/ hence/ therefore/ as a result/ thus/ subsequently
(iv) so (if comma uses, after so, ignore
(v) if (if any punctuation used after if aware)

101/2

ENGLISH

PAPER 2

MARKING SCHEME

(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)

OCT/NOV 2009

2 ½ HOURS

- (a) This was because the book was too good to be attributed to a female Author (2 mks)
- (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 (3 mks)
- (c) Perhaps not surprisingly, the one woman who crashed the barriers erected against her gender Italian Laura Bassi (1 mk)
- (d) A professor was expected to lecturer on regular basis, pursue his or her studies and conduct research (3 mks)
- (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 new tonian 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 bought 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. (3 mks)
- (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 ironical 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 (3 mks)

- (d) Upto 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 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 (1 mk)
- (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 (4 mks)
- (ii) Should you change you mind call this number
- (iii) Neither of them is known to me (3 mks)

- (c) (i) off
- (ii) among / amongst
- (iii) For
- (iv) Into

- (a) (i) Students
- (ii) Heroes / heroines
- (iii) Editors in chief
- (iv) Father Law’s / father in laws

- 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 IE
- 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
PAPER 2
MARKING SCHEME
(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)
OCT/NOV 2011**

Q1 A)

That his mother worships Obama in her living room/Obama is a saint /super human

whom she worshipped.

2mks

That her collections were sacred/ the room was considered sacred because of the collections

The collections had to be handled with utmost care

2 mks

She treated the room with reverence / holiness as a sacred place .

2mks

Any one

point = 2 mks

B) - Obama has awakened a dormant optimism in her

1 mk

- His message of unity

1 mk

- His message of hope (of going beyond)transcendence

1 mk

- His stubborn rejection of cynics-i.e. people with a low view of values/ who discourage him/his unwillingness to be cowed (a chorus of cynic

1 mk

- That his election would mean ,America has gone beyond race/Obama is a black American like his mother.

1 mk

- That Obama is, therefore , running a positive campaign

1mk

Any 2 points one mark each

2 x 1 = 2mks

C) Being a black (African American) and having suffered under the hands of white Americans she was thrilled by the fact a fellow black man was on the verge of /

on clinching the presidency of America . the unimaginable was imminent

2 mks

The change she was eager for as the blacks had suffered this suffering / bitter memories come to an end

2 mks

Any 1 x2 = 2 mks

(D) - At age 77 , this woman had probably never dreamt that this would come to pass in her life time

2 mks

- she has witnessed so much racism that this appears a life changing revolution

2 mks

- That a person who stands for such positive values has won is almost unbelievable/ unimaginable / incredible /a dream come true

2mks

- for the first time in History a black man becomes the president of America

2mks Any 1

point x2 =2mks

(E) - To give the Obama story a historical dimension (e. g reference to the mother as a child of the depression)

2 mks

- To personalize the issue of the obama campaign and victory

2 mks

(seeing the issue in relation to his mother the closest person)

- To present the issue in terms of generations 2 mks (grandparents)-

mother –son (perhaps grand children)

- To underscore the gender dimension on ordinary black woman who grew up during the depression enthusiastically supporting obama
- To hook the reader with a anecdote about his mother/catch the reader's interest

2 mks

- The mother has a firsthand experience of' the suffering of the blacks during the previous regime / the mother has more to tell than the author

2 mks

Any 1 point 2 mks

(F) She married young for she was a child of the depression / for she was a child of the depression she married young

Comma missing = 1/2 mk

'the" missing = 0

Small D

depressing = 0

1 mk

G) -Flank / sincere- telling it exactly as it is / typical of a black woman of her generation

supportive --- understands where the mother is coming from

Empathetic - sees things from his mother's point of view

loving / warm / close /intimate /cordial / happy

my mother is special to me

the son is the one telling the story ,but behind it we can fell a mother's love for her son

Inspiring /inspirational/ influential /administration

.....deeply informs my own life

Any two points 2 mks

----2 x 2 =4

Indentification -1 mk

Illustration – 1mk

2 indentifications

2 illustrations

(H) Negative

1mk

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

Identification 1 mk

Illustration

1 mk =2 mks

(I) (i) staple of my mother's conversation –major /main topic of her discussion /center of her talk /core /main subject / key

(ii) surge – emergence /overflow /bubbling /sudden strong feeling /boost /increase

(iii) Digested – adopted /processed/internalized imbibed //understood /comprehended/ taken in / absorbed / memorized

1 mk each 1 x 3 = 3mks

Q3 . ORAL LITERATURE

Nzoko was inspired by the murmuring of the river 1 mk the rustle of the wind in the trees

1 mk and the hum of the bumble bees 1 mk

Any 2 x 1 =2 mks

b) it is broken to indicate hesitation 1mk /uncertainty 1mk caused by fear /shock /amazement /surprise/ anxiety fright brought by the presence of the little fairy man 1mk

from each of the three areas

(1x3= 2 mks

(c) we are told that he did not need telling twice = 2 mks

(d) To encourage Nzoko to develop his talent to the fullest/to perfect his music. 2mks

To bring good to the world by stopping fighting and healing the sick through Nzoko's

talent/to use music to bring hamony/to make the world a better place

2mks

To teach Nzoko that precious things do not come cary/ to test his determination

/patience/the riddle is given to the best

2mks

Any 2x2=4mk (e) the six are mentioned to show how exceptionally good Nzoko's music was if it

managed to charm all manner of birds into silence -

2rnks

(g)

bedient /responsible/ dutiful- 1 mk --he went lo graze his father's goats after school,

1 mk

Determined /persistent 1 mk --he did not give up even after he initially failed to ousting the-blackbird. He kept practicing

1mk

Creative/innovative 1 mk -he fashioned flute from the wood of a willow
he also composed many songs

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

1 mk

Compassionate /sympathetic/emotional/empathetic

1 mk

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

patient /self –controlled 1 mk – able to wait till all the conditions are
fulfilled before turning; The ring,

1 mk

industrious /hardworking 1mk -after school he went to graze his father;s
goats. 1 mk

He worked over and over again to perfect his music. 1mk

1mk trait

illustration

Any 2 x 2 = 4 mks

g)They valued

Education ---Nzoko went to school

The cnvironmcnt-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/compositing songs/Nzoko's music was appreciated and he was
rewarded for excelling in it.

Animals -harmony/peace /compassion :

Responsibility - kindness /honesty

Creativity/innovation -entertainment

hard work - patience

Any 3 x1 =3mks

Q4. GRAMMAR

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

"Tom return my key tomorrow, " Aisha said

Aisha told Tom , "re-turn my key tomorrow."

(ii) " Where were you last friday9? the teacher asked them.

"Where?" the teacher asked them "were you last fr iday?" Small f- ½ 'mk

Comma missing- ½ mk

Wrong punctuation = 0

(iii) what a pleasant surprise (it is) to meet you again after all these years ! 1
x 3 = 3 mks

B)

- (i) is /was /has / has been /is being will be / had been /would be
(ii) are /were /would / will be should be /could be 1mk

each = 2mks

C) (i) All the money they needed , they collected no more , no more less / target /money

was enough / sufficient 1mk

(ii) whatever money they collected ,they needed all of it .They could not spare any for anyone else /no excess whatever was collected was required 1mk

i) There were number of students only four from the group were admitted to the university 1mk

ii) there were only four students and all of them were admitted to university
1 mk

D) i) break- through / breakthrough

ii) break- up / breakup

ii)break –even / breakeven

1x3=3mks

E) i) Risen

ii) dwelt /dwelled

iii)unconditionally

1x3=3 mks

101/2

ENGLISH

PAPER 2

MARKING SCHEME

(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)

OCT/NOV 2012

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
Ili = 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/deviousness √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

PAPER 2

MARKING SCHEME

**(COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR)**

OCT/NOV 2013

2 ½ HOURS

1. (a) - Domestic waste: left-over rice, ugali, fish heads, rotting water melons and half-eaten

bananas.

(Any 2 = 1

mark)

- Industrial: newspapers, directories, soiled diapers, lipstick cylinders, medicine vials,

toys and cigarette butts.

(Any 2 = 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 spurs 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.

The man discovers 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 the man to accept responsibility for a child that he

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 marks for illustration. (Any two traits = 4 marks)

(c) (i) disclaimed - denied.

(1 mark)

(ii) The mother's husband is not the biological father of the child.

(1 mark)

This infuriated him for being cheated.

(1 mark)

(d) - The birth of a child should have consolidated the marriage yet it led to separation.

- A pale child from a black father.

- It is ironical that the child who is innocent is seen as illegitimate/He has not done

anything wrong yet he is declared an out-cast.

- An illegitimate child from a legitimate marriage.

(Any one instance. 1 mark for identification 2 marks for explanation = 3 marks)

(e) Attitude - pities/sympathetic: the casualty "the poor boy"

The persona recognizes that the poor boy suffers because of other peoples mistakes.

(2 marks for identification, 1 mark for explanation) = (3 marks)

(f) They both died/they both passed on. (Any - 1 mark)

(g) - All that glitters is not gold.

- Hurry hurry has no blessing.

- Look before you leap.
- When two bulls fight, the grass suffers.
- Marry in a hurry, repent at leisure.

(Any one proverb - 2 marks)

4. (a) (i) Difficult as it was, we completed the task. (comma missing = ½ a mark)
(ii) He denied insulting me./He denied/ having insulted me./ he had insulted me.
(iii) At no cost will I support your evil plans.
(iv) She is renovating her house with a view to selling it.

(4 marks)

(b) I. The first sentence means " the person also attended the ceremony in addition

to those others cited while the second sentence means the person attended the

ceremony in addition to doing those other things she did and which were previously mentioned.

(1 mark)

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) gone down.

(3

marks)

- (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
2 ½ HOURS**

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

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

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

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.

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

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

It is used ironically/ it means the opposite /it is sarcastic
Civilization is supposed to improve life than 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 incontinous prose. If not deduct 50% per point. Glimmer once In 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 rain forests)/be part of the solution (4 marks)

Compulsory Novel

Margaret Ogolla, The River and the Source

Convinced Maria to accept Oloo Sugu as aspiring suitar
Invited male relatives (according to chik)

(if candidates bring out names they must be correct.

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

Idea : nostalgic / fond memories – 2mks

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

Illustration with identification - 0

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
"a stone throw away..... guided the people"
(deduct 1mk for direct uplifting)

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

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 i.e He was a soldier/fought for the whiteman in distance land/ he is widely travelled.

He is a clerk /works in a company in Nakuru. Earns a good salary/hardworking. He was a light complexion.

He is reasonable. He is a Luo from Seme. He is a descendant of Nyagudi Kogambi/ his uncle is Semo Rakula/son of Sign. 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

(any 3 points 1mark each)

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) The singers are unmarried people most likely girls. This is because they focus on the things that unmarried girls enjoy. It is sung 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 step she is taking/she will not go dancing, 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

(3 marks)

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 ideas 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

(4 marks)

- (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

(5 marks)

- (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

- (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? (2 marks)

**For marking Schemes Call
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