

F3 TOPICAL REVISION ENGLISH

***A SERIES OF TOPICAL QUESTIONS IN FORM
THREE ENGLISH***

***FOR MARKING SCHEMES
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FUNCTIONAL WRITING

1. You are revising with your friend over the April holiday. On reaching school in May, you realize that one of your books, Top Mark English is missing. Write a fax to your friend in a neighbouring school requesting for the book he had borrowed from you
2. You have just read a novel entitled *The Modern Girl* by a famous writer. You want to recommend it to a friend who has asked you to briefly tell him why you found the text interesting. Write with appropriate sub headings, a review of the text convincing your friend to read it.
3. Imagine you live in Mumias, an average town in Western Kenya. The National Music Festivals are set to be held in this town for five days. Your friend who lives in Webuye town intends to come over.
 - a) Give them clear directions to Nabongo cultural centre in Mumias town. Make your
 - b) Instructions as precise (one page) and clear as possible – you could use land marks, well known means of transport, show distance in kilometers e.t.c.
4. Imagine you are the school captain, and the CDF committee wishes to set up a project in your school. The principal has asked you to organize with the prefects to collect students views on the most appropriate project. Write an internal memo to the concerned prefects. (20mks)

5. FUNCTIONAL SKILLS. (20 MARKS)

You are secretary of the drama club in your school. The chairperson has asked you to send out a notice of the second meeting to plan the staging of Francis Imbuga's play, *Betrayal in the City*. 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.

- (a) Write the notice of this meeting which you would send to the members of the drama club. (12 marks)
- (b) Write the agenda that you would attach to the notice. (8 marks).

6.(a) You are a Form 4 student at Rafiki High School. You would like to pursue a course in Computer Programming after the KCSE examination. You have heard about Imani Computer College which offers such a course. Write a letter of inquiry to the Principal, Imani Computer College inquiring on:

- i) Minimum educational requirements
- ii) Subjects useful for this course
- iii) Fee per semester
- iv) Duration of the course.

(13 marks)

(b) One month later, you receive a reply to your inquiry from the Principal of Imani Computer College. Write a thank you note appreciating him for the effort he made to ensure that all your queries are answered. (7 marks)

7. You are the chairperson of the school's environment conservation association. Your group has just come back from a visit to a national park in a neighboring country. Write a report to the patron about the trip. In your report indicate what you accomplished, the problems you experienced and what cautionary measures to take during future trips.

8a] You are the chairman of the student's council in your school. Write an internal memo to all council members notifying them of the meeting to discuss the state of discipline in the school responsibilities and school routine. Copy the memo to the principal and deputy principal. (12mks)

b) Attach the agenda of the meeting. (8mks)

9.

Imagine you are the school captain of Amani Secondary School and students have been complaining of incidences of insecurity in the school. The Principal has asked you to carry out an investigation and come up with recommendations on how to curb insecurity in the school. Write a Report.(20 marks)

10. Functional writing

(20mks)

You are the journalism club chairperson in your school. You have seen an advertisement in the newspaper about a Journalism Careers Day hosted by a media house. Unfortunately, it coincides with your school Annual Prize-Giving Day. The club members really wish to benefit from the information shared during the Journalism Careers Day. Write a letter of request to the managing director of the media house, through your principal, requesting that your club be hosted on a different day. (20mks)

11. "You have read the novel "The River and the Source" and really enjoyed and are now ready to tackle it in K.C.S.E. You overheard some of your friends in form three complaining that it should not be included as one of the texts to be done in K.C.S.E
Write a book review encouraging them to read since it will be examined in their year.

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- (a) Your brother who has been studying abroad is coming home and the family has organised a party. Write an e-mail inviting two of your friends; Sabina and Kioko and copy your brother who is organising. (10 Marks)
- (b) Your friend Sabina is flying into the country from Addis Ababa Airport-Ethiopia. Write clear directions on how she can come to your home. (10 marks)

13. Imagine that you are the Organizing Secretary of Virginia Mwende's Graduation Party. Mwende has graduated with a First Class Honours Degree from the University of Nairobi.

- a) Design an invitation card to be sent to the guests (12mks)
- b) Write a congratulatory note to Mwende to be presented on that day (8mks)

14. You are the secretary of Debating Club in your school, recently the club held a meeting and the following issues were discussed;

- Election of officials
- Income generating activities in the club
- Preparation for the great debate.

In the meeting, 8 members were present, 3 including the vice chairperson sent apologies and the whereabouts of 2 members were unknown. The club patron also attended the meeting. Apart from the main issues, members raised some issues from the previous meeting. Write down the minutes of the meeting.

CLOZE TEST

1: There are (1)..... people who have never known the real value of ironing clothes before use. These people find ironing a (2)..... activity in the house and it continues daily without anybody ever giving it much thought. By wearing clothes (3)..... are well ironed, we look smart. There is definitely a great (4)..... between clothes that are not ironed and those that are well ironed. Ironing is one of the most important activities as (5)..... as promotion of personal hygiene is concerned. When clothes are hung (6)..... To dry, they are exposed to insects which could lay eggs or leave poisons that are (7)..... To us. Ironing protects us (8)..... some diseases. (9)..... Clothes are not ironed before wearing, we are likely to (10)..... From various skin problems such as skin rashes and irritations.

2. Fill in the blank spaces with the most appropriate word (10mks)

Although (1) _____ President and prime minister effectively (2) _____ a ceasefire (3) _____ they (4) _____ on the telephone (5) _____ Wednesday night and asked their lieutenants to cease hostility _____ relationship may not be out of the woods (7) _____.

The President (8) _____ Prime Minister differed when Raila (9) _____ the suspension of (10) _____ William Ruto of Agriculture and Sam Ongeru of Education a week ago.

(Adapted from The Standard Newspaper)

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

The (1) _____ common way for germs to spread from one person to another or from animals to people is (2) _____ drinking water. Drinking water from a tap is not possible for everybody (3) _____ wells and springs can be kept clean. Wells need a fence around them to prevent animals from falling (4) _____ People might not notice that there was a dead animal in the well. Then it would rot and every one would become (5) _____ from the eater. (6) _____ can put germs into springs and water-holes with their feet and tongues if they drink from them. Springs and water-holes need a (7) _____ around them too. Best of all, drinking water sources should be covered and water taken (8) _____ with a pump. People must not use the grass or brushes near a source of drinking water as (9) _____ The (10) _____ can easily be washed into the water by the rain.

4. Fill each blank space in the following passage with the most appropriate word.

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

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

5. Read the passage below and fill each blank space with the most appropriate word. (10 marks)

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

6. Stress, intonation and pronunciation are invaluable aspects of 1. _____ for any fluent 2. _____ of the English language. Any handicap 3. _____ these three areas adversely affects the 4. _____ of one's speech. One 5. _____ hope to achieve competence in both spoken and 6. _____ English if one has not mastered stress, intonation 7. _____ pronunciation. In this book, the 8. _____ have endeavoured to guide the reader to see the possibilities of working 9. _____ their effective use of the English language. With the rising popularity and usage, the correct use of the English language has been 10. _____ compromised.

7. Read the passage below and fill in the blanks with the most appropriate word.

The food we eat seems to have profound i] on our health. Although science has made enormous ii] in making food more fit to eat, it has, at the same time, made many foods unfit to eat. Some research has shown that perhaps 80% of all human illness are related to diet and 40% of cancer is related to the diet as iii] especially cancer of the colon. Different cultures are more prone to iv] certain illness because of the food that is characteristic in these cultures v] food related to illness not a new discovery. In 1945, government researchers realized that nitrates and nitrites,

commonly used to preserve colour cancer. Yet, these carcinogenic additives remain in our food and it becomes more difficult all the times to know which things on the packaging label of processed food are helpful or harmful. The additives which we eat, are not all so direct. Farmers often give penicillin to beef or poultry. And because of this, penicillin has been found in the milk of treated cows. Sometimes similar drugs are vi].....to animals not for medicinal vii] but for financial viii] the farmers are simply trying to father the animal in order to ix]..... a higher price on the market. Although the food and drug administration (FDA) tried repeatedly to control these procedures, the x].....continue.

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

We are on the verge 1.....an economic renewal if we consider the recent 2of mineral resources in several parts of the country. There have been discoveries of titanium in Kwale, oil and water in Turkana,3 coal in Kitui. Kenya has joined the 4 of other countries in Africa endowed with natural resources. These discoveries should provoke 5 to consider 6 questions: How well are the resources 7 to be managed? What mechanisms are we putting in place to promote accountability and transparency in the 8 of these resources? Given our track 9 in managing public funds, how 10 we assure the citizens of accountability by properly managing the natural resources?

9. Fill in the blank spaces in the following passage with the most appropriate word. (10mks)

The devolved system of government that Kenya 1.....after the March 2013 general elections holds a lot of 2.....to unlock the country’s economic, social and political fortunes 3.....have been stifled 4.....a centralized system of government since independence. Devolution will result in 5.....development in all parts of Kenya. The central system of government that was in place 6.....fifty years resulted in serious 7.....of large parts of the country 8.....Northern Kenya. Devolution has in the last two years delivered encouraging 9.....in many counties.10.....include purchase of ambulances, road construction equipment, availing medicine in hospitals among others.

10. Fill in the blank space with the most appropriate words.

A new research title “Underage Drinking in Kenya” has (1) _____ that nearly one third of form four students aged below 18 years take alcohol (2) _____. As our society ponders this sad (3) _____, the urgent message to children who are taking alcohol

(4) _____, do not drink another sip. Advice to those children is to strongly say “no.”

(5) _____ irresponsible behavior to alcoholism, there are many (6) _____ effects of alcohol. It is wrong and illegal for children to drink alcohol.

The report also states that 46 percent of the children receive (7) _____ first pint from friends and (8) _____. Do you offer alcohol to child? As a parent or guardian, do you nurture (9) _____? How much time do you spend with them? Notably, (10) _____ of guidance and supervision are stimuli to underage drinking.

11. Fill in the blanks with the most suitable word.

The purchasing of a motor vehicle or (1) _____ a driving licence is a satisfying achievement for most Kenyans. Few, however, (2) _____ that their achievement can, and (3) _____ does, amount to a passport to prison. A driver in prison? Yes, an individual can be (4) _____ to jail even when he is not driving.

To curb the increasing (5) _____ of accidents in the country, the courts are taking a very (6) _____ view and as a result sentences are being (7) _____ including imprisonment.

Under the (8) _____ Act, any person who causes the death of another, be it a passenger in the driver’s car or a (9) _____ crossing the road, or another motorist, by reckless driving or speeding or even leaving any vehicle on a road in such a position as to be dangerous can be (10) _____ for the offence of causing death.

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

Alcohol impacts people and societies in different (1) _____ and is determined by the (2) _____ of alcohol consumed, the pattern of drinking, and, on rare

occasions, the quality of alcohol (3)_____. Alcohol is a psychoactive substance and its harmful use is known (4)_____ have dependence - producing properties and cause (5)_____ than 200 diseases among drinkers as well as devastating effects to innocent victims such as unborn children.

Drinking alcohol (6)_____ pregnancy can lead to miscarriage, preterm birth, still birth, spontaneous abortion, and contribute to a range of disabilities known (7)_____ foetal alcohol spectrum disorders (FASD). FASD is an umbrella term (8)_____ to an array of conditions involving impairments of the growth and development of the central (9)_____ system caused by (10)_____ intake during pregnancy.

(Adapted from DN2 - The Daily Nation 19th May 2015)

13. There is this bizarre preoccupation with 1..... class among us such
2..... what happened at Langa'ta was bound to happen. Our greed
3..... wealth and standing considers nothing sacred, nothing immoral, nothing offensive to everyone, which is why some people were wondering why the children were protesting 4..... they were supposed to be in class! Our preoccupation with private academies for our children is partly what made the “private developer” target public school 5....., only that for the “developer”, the police who came to secure the interests of one against many used tear gas on children. If most of us decided to 6..... our children to public schools and worked collectively to make them better, chances are this particular “private developer” and many 7..... would avoid school land for fear of reaction. But many of us have 8..... to this mess by avoiding public facilities— schools, hospitals 9..... even parks — because using them does not speak 10.....of our social standing.

ORAL SKILLS

1. *Read the story below and answer the questions that follow:-*

THE CRUEL STEP-MOTHER

Once upon a time, there was a man and wife who had a baby girl. Unfortunately, the wife died and so, the man married again. He got another girl with the second wife. The two girls became extremely close; so close that whenever the mother sent one on an errand, the other was sure to accompany her. The mother, however, did not like the child of the deceased. She would always show her dislike by denying her certain favours. Her feelings became so bad that she decided to get rid of the girl.

To do this, she dug a hole in her bedroom on a day when the husband was absent and covered the hole with a cow's hide. She then called her daughter and sent her to the house of a friend some kilometers away. As usual, the two girls wanted to go together but the woman refused, giving the excuse that she wanted to send the other one elsewhere. After the departure of her daughter, she tailed the other girl and sent her for her snuffbox in the bedroom. Unaware of what lay ahead, the girl eagerly rushed into the room only to fall into a hole! The mother very quickly filled the hole with soil, completely disregarding the girl's screams for help. When the daughter came back, she merely assumed that the absence of her dear companion was justified. After hours of waiting, she, however, became impatient and questioned the mother.

'Where is my sister?' she asked

"But she followed you. As soon as she did what I wanted, she ran after you. Now stop bothering me" the mother retorted.

Time passed and the now anxious girl went round calling out the name of the other one, but all in vain. Alas ...she cried the whole night and the next day and refused to touch any food. The father helped in the search but to no avail. After three days, the girl still cried and called the other one. She then heard a very weak voice responding in song:

Maalya Maalya

Maalya Maalya

Na mwenvu niwe mwai iiee malya

Ekwinza muthiko iiee malya

Wakwisa kunthika iiee malya

Maalya Maalya

(And your mother is the wise one iiee malya

She dug a grave iiee malya

For interring me in iiee malya)

The girl dashed towards the direction of the voice, repeated her cries and again got the same response. She came to the conclusion that whoever was responding was definitely underground somewhere in the house. Immediately the father came that day (before the arrival of the mother), she told him what had happened. After hearing the song, the father dug up the place and pulled out an extremely weak and disfigured daughter. All the three wailed and eventually, the father gave her a mixture of blood and milk from a goat to drink after which she vomited all the soil she had eaten. He gave her some more of the mixture after which he hid her.

When the wife eventually came back, the man did not let her get into the house but sent her for a cow in a far off place. He explained his action by telling her that he had decided to host a feast for relatives (including his in-laws). In the meantime, he sent-for all of them. When the woman came back with the cow, she found everyone waiting for her. Uneasy now, she sat

down in the place she was shown by her husband. He then stood up and after welcoming all, reminded them of the lost daughter. He then called upon the wife to explain the circumstance leading to the sad episode. She hauntingly repeated the now commonly know story. When she sat down, the husband told this woman's daughter to repeat her earlier wails after which all heard;

Maalya Maalya

Maalya Maalya

Na mwenvu niwe mwai iiee malya

Ekwinza muthiko iiee malya

Wakwisa kunthika iiee malya

All were surprised to hear the words of the other girl's song and at that moment; the 'dead' girl joined them. The woman was as though paralyzed by shock. The husband then explained the truth of the matter and told his in-laws to take their daughter with them. They said that if that was what she had done to the girl, they couldn't have such a monster in their house. The woman was disowned by all and chased away.

- (a) How would you say the following opening formula "Once upon a time"?
- (b) If you were performing this story what oral skills would you use?
- (c) As a story teller, how would you deliver the two songs to portray the different contexts?
- (d) If you were one of the relatives invited by the girl's father, how would you portray your reaction towards the revelation of the step-mother's behaviour?
- (e) *What intonation would you use at the end of this statement and why?*
"Now stop bothering me"

PART B

- (a) Shem showed Sila's shining shoes shamelessly on Sheba's shore.
 - (i) Classify the above genre
 - (ii) Identify the dominant aspect of style in the above genre and illustrate your answer with a brief explanation
 - (iii) State any three functions of the genre identified in (i) above
- (b) *Mr. Angwech of Shangilia mixed secondary school asked his class to decide on which set of text books in their syllabus they should perform for the rest of the school. She asked Noreen to lead the discussion. Read their discussion below and then answer the questions that follow:-*

Mr. Angwech : Noreen, would you lead the discussion?

Noreen: Aha, Ok. The question is: What play should we pick for our class play?
Does

anyone have suggestions? Kabonyi?

Kabonyi: I suggest we do 'An Enemy of the People'.

Tom: How about 'Shreds of Tenderness'?

Noreen: No. I dislike 'Shreds of Tenderness'

Lilian: I love 'The River Between'.

Kabonyi: No way! That will make a stupid play! Let's do 'An Enemy of The People.'

Noreen: Peter?

Peter: I have never watched 'Shreds of Tenderness' but...

Peris: It's a superb play.

Noreen: Peris, Please let Peter finish then it will be your turn

Peris: Sorry.

Peter: Anyway, I have seen a play on 'An enemy of the People' but I have watched the movie and I love it

Noreen: Peris?

Peris: I just want to say that I think 'Shreds of Tenderness' is a really good play.

Noreen: Apepo?

Apepo: I saw the movie 'An enemy of the people' too and I really like it. I loved that part where Aslasken asks Dr. Stockmann to...

Noreen: Excuse me, Apepo, but we should talk about that after the discussion is over. Does anyone have any other suggestions? No? Ok, Kabonyi proposed 'An enemy of the People', Tom likes 'Shreds of Tenderness' and Lillian wants to the 'The River Between'. Has anyone seen or read all three? No. Ok? I suggest that we all go to the library and read them and then continue the discussion in a couple of days. Is that ok with everyone? Ok. The discussion is over.

(i) Identify any *three* wrong things done by the class in terms of effective communication

(a) Koech was part of the audience listening to a speech delivered by the Director of Youth Affairs on how to empower the youth. After the speech the Director asked them questions on the key issues which featured in the speech. Koech could not remember much. What do you think he failed to do during the speech?

(b) You have been invited to give a talk to the Pamoja Youth Group on etiquette. You decide to focus on respecting personal space in social interaction in your talk. Describe two examples that you would use to illustrate the different situations in which it would be important to respect personal space.

(c) During a presentation, you were interrupted severally by some members of the audience. Give four reasons why the audience would do so?

2. (a) *Identify the silent letter(s) in the following words*

- (i) Married.....
- (ii) Bomb
- (iii) Difference
- (iv) Satchet.....
- (v) Buffet

(b) *Read the following oral song and answer the questions that follow:-*

ORAL SONG

Ndiegu akatsia kusuma
 Achima umwana
 Numwana akatsia kusuma
 Achima ndiegu

Ndiegu vava
 Ukalilanga gu?
 Zunu, zunu, zunu....

Translation

Ndiegu went to beg for food
 She didn't give it to the child
 The child went to beg for food
 It didn't give it to Ndiegu

Ndiegu, please
 Why then are you crying?
 Pinch, pinch, pinch.....

- (i) Give the characteristics of this oral performance
- (ii) What features of oral performance are lost when this song is written down?
- (iii) If you were to perform this song before your fellow students in form II, what accompaniments would make for this audience to remember your performance for a long time?
- (iv) What aspects of this song would make it easy for the audience to join in the singing of

(c) You are required to give an impromptu speech in a crowded assembly of inattentive students.

State what you would do to ensure that they listen to you

(d) *Divide the following words into their constituent syllable units e.g. Operate – op-er-ate*

- (i) Wonder
- (ii) Honey
- (iii) Drawback.....
- (iv) Town

(v) Education.....

(e) (i) *Two teachers (Mrs. Stima – D.O.S and Mr. Obwaya – the drama teacher) of Kiti High school are involved in a discussion in the staffroom. They are assessing the possibility of allowing students continue with their entertainment on Friday evenings. Complete the conversation:-*

Mrs Stima: Mr. Obwaya, do you think entertainment is necessary in this school?

Mr. Obwaya:

Mrs. Stima: More time? This is unacceptable! Let the students do what brought them to school. This is a school and not a leisure resort.

Mr. Obwaya:

Mrs Stima: In fact we are wasting time discussing this issue. Let's ban entertainment. We are not destroying anybody.

Mr. Obwaya:

Mrs. Stima: (calmly) Would you please, explain why you are favouring this issue.

Mr. Obwaya:

Mrs. Stima: But when they go into the dance hall they are never grown ups nor are they responsible. They should stick to books.

Mr. Obwaya:..

Mrs Stima: I am sorry, Mr. Obwaya, I've to cut you short. Are you aware that the majority in this school are of the opinion that entertainment should be curtailed?

Mr. Obwaya: (shocked)

Mrs. Stima: That is it. Nothing is going to happen and nobody is going to change this.

Mrs. Stima:.....

Mr. Obwaya: yes! Why not? They even need to be added more time

Mrs. Stima:

Mr. Obwaya: I agree with you but you know, we may think we are assisting the children but find we are destroying them.

Mrs. Stima:

*

Mr. Obwaya: to me entertainment is part and parcel of learning. It is absolutely necessary

Mrs. Stima:

Mr. Obwaya: Students need time away from their books. Let them ventilate their steam. Furthermore, they are responsible as they are grown-ups

Mrs. Stima:

Mr. Obwaya: But they need.....

They show interruption. if no ellipse or dots, award "0" mark.

Mrs. Stima:

Mr. Obwaya: What! It can't be! You are invited for trouble✓

N/B:- The exclamation mark is necessary to show shock.

Mrs. Stima:

(ii) State two forms of polite address used by Mrs. Stima in the above conversation (1mk)

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

BOY ON A SWING

Slowly he moves
To and fro, to and fro,
Then faster up and down.

His blue shirt
Billow in the breeze
Like a tattered kite

The world whorls by:
east becomes west,
north turns south

Mother!
Where did I come from?
When will I wear long
trousers?
Why was my father jailed?

The four cardinal points in his head,

- i) Identify any two sound patterns used in this poem and illustrate them.
- ii) Why do you think the poet uses the sound patterns you have identified in (i) above?
- iii) How would you say line 2 – 4 of this poem and why?
- iv) Give words that sound similar to the following ones in this poem.

Blue –
Wear

b (i) *Rearrange the following words in pairs of homophones.*

whines, mown, lays, weather, dough, laze, moan, doe, whether, wine

(ii) *Provide minimum pairs for the following words.*

/t/

/d/

doubt

dt

dor

- c) You were the best student in K.C.S.E. last year. The principle of your former school has requested you to give a speech to the present candidates. What important aspects would you consider in order to enhance effective speech delivery?

d. *Read the following dialogue and answer the questions that follow:*

Makokha : Hi old man! I hope you know why I'm here, Your girl
Lavender

loves me and I have come to take her away. Where is she?
Murunga : Did I hear you right? Did you say
Makokha : Yes, Lavender! Just say how many goats you want!
Murunga : Who are you? Whose son are you?
Makokha : Good heavens! You mean you don't know f who Iam? You must the only one in this village who doesn't know famous people like me. I am Makokha or Deno, the guy whose voice you usually hear on Egesa F.M. radio. You are a very lucky father- in- law!
Murunga : What is the world coming to?
Makokha : I hope you are not going completely blind. The world is going nowhere! It is Lavender who is coming to my three- stories palace. Ask her to come. I am running late.
Murunga : Young man get out of my sight before I set dog, Toby, on you!

- d.** (i) Identify and illustrate four things that you find wrong with Makokha's manner of speech.
(ii) "Your girl, Lavender, loves me and I have come to take her away." Rewrite this sentence in the manner in which Makokha should have uttered if he had a sense of courtesy.
(iii) At one point Makokha deliberately misunderstands Murunga. Identify this point and state what it reveals about Makokha's attitude.

4. Read the following poem and respond to the questions

I SHALL RETURN

I shall return again. I shall return
To laugh and love and watch with wonder eyes
At golden noon the forest fires burn,
Wafting their blue – black smoke to sapphire skies
I shall return to loiter by the streams
That bathe the brown blades of the bending grasses,
And realize once more my thousand dreams.
Of waters rushing down the mountain passes.
I shall return to hear the fiddle and fife
Of village dances, dear delicious tunes
That stir the hidden depths of native life

Stray melodies of dim- remembered tunes.
I shall return. I shall return again
To ease my mind of long, long years of pain.

- (a) i) What **three** things does the poet wish to return to?
- ii) Name the stylistic device to emphasize the poets longing.
- iii) Describe two sound patterns used in the poem
- iv) A poem is best read aloud. What do you think is lost if you read this poem silently?
- b) Imagine you are part of the 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? Mention at least four causes
- ii) If you were to be the speaker, what would you do to capture and sustain the interest to the audience? Mention at least four
- c) i) *For each of the words below give another word with the same pronunciation*
- Wet –
- Soar –
- Would –
- Tied –
- One –
- You –
- ii) *Underline the silent sounds in these words*
- Gain
- Helipad
- Resist
- Rhy
- Tomb
- Deliver
- d) What will be the meaning of the sentences below if the underlined words are stressed
- i) The young tout and the driver, hijacked the car
- ii) The young tout and the driver, hijacked the car
- e) *The phone rings.*
- Mr. Oundo: (picking the phone) Yes!
- Ken : Who is speaking please?
- Mr. Oundo : What do you want?
- Ken : I would like to speak to ...

Mr. Oundo : Speak up I cant hear what you are saying!

From the above telephone conversation identify and explain at least three cases of lack of telephone etiquette

5. a) *Read the poem below and answers questions based on it.*

LISTEN TO THE RAIN

Listen to the rain,
The whisper of the rain,
The slow soft sprinkle,
the drip-drop tinkle,
the first wet shisper of the rain.

Listen to the rain,
the singing of the rain,
the tiptoe pitter patter,
the splish and splash and splatter,
the steady sound,
the singing of the rain.

Listen to the rain,
the roaring pouring rain,
the hurly-burly
topsy- turvey
Lashing gnashing teeth of the rain,
The lightning-flashing
Thunder crashing
Sounding pounding roaring rain,
leaving all outdoors a muddle,
A mishy mushy muddy puddle.

Listen to the quietude,
The silence and the solitude
Of after rain,
The dripping, dripping, dropping,
The slowly, slowly stopping
The fresh wet silent
after time
of rain.

- i) Identify any two sound patterns employed in the poem
- ii) Describe the rhyme scheme of the poem
- iii) How would you say the first line of the poem?

- b) A bear will bear a bear
 i) Classify the above genre
 ii) State two functions of the genre above
 iii) Give another example of the genre

c) ***Underline the odd one out***

i) Picked	wicked	packed	sacked
ii) World	worker	wolf	worship
iii) Think	this	thing	thistle
iv) Tube	tutor	turn	tumour

d) i) non-verbal skills in communication are very important in the delivery of any oral item. State any four forms of non-verbal cues

- ii) Give three reasons why listening is an essential aspect of communication
 iii) How would you say the following statements ;

- i) Why do you always come to church late?
 ii) Are you the boy who was found bullying the form ones?
 iii) I don't believe your story.

e) ***Imagine you are faced with the following situations and give at least two appropriate responses to each situation***

- i) You accidentally knock down another student on the pavement
 ii) You are in a hurry to get to school and three people are busy conversing right in the middle of the path
 iii) Your friend has lost a close relative and you decide to console her

6. **ORAL SKILLS.** (30 marks)

If we Must Die - Claude McKay.
 If we must die - let it not be like hogs.
 Haunted and penned in an inglorious spot
 While round us bark the mad and hungry dogs.
 Making their mock at our accursed lot,
 If we must die - oh let us nobly die
 So that our precious blood may not be shed
 In vain; then even the monsters we defy
 Shall be constrained to honour us through dead!
 Oh Kinsmen! We must meet the common foe;

Though far outnumbered, let us show us brave
 And for their thousand blows deal one deathblow
 What though before us lies the open grave?
 Like men we'll face the murderous, cowardly pack
 Pressed to the wall, dying, but fighting back!

Questions.

- i) Describe the rhyme scheme of this poem. (2 marks)
 - ii) Which words would you stress in the last line of this poem and why? (3 marks)
 - iii) Apart from rhyme, how else has the poem achieved rhythm? (2 marks)
 - (b) Your former school has invited you as a guest speaker to give a talk on discipline. At the end of the speech, the students comment that the talk was well delivered. Suggest reasons why they commented so.(4 marks)
 - (c) For each of the following words, underline the part that is stress. (3 marks)
 col - league
 re . gis . ter (verb)
 ap . proach (noun)
 - (d) Identify and number any four pairs of words that are pronounced the same. (4 marks)
- | | | | | | |
|--------|-------|-------|--------|---------|---------|
| plain | mourn | plane | mad | berry | mud |
| burrow | cat | bred | cut | bury | you |
| pool | ewe | pull | father | fool | farther |
| bread | moan | full | sea | further | see |
- (e) Suppose you were asked to make a speech at a friend's graduation party. What would you do to capture the audience attention? (4 marks)
 - (f) *Study the following item of oral literature and answer the questions that follow.* (2 marks)

Kot took Kot's coat, Kot went to court, the court told Kot to return Kot's coat to Kot.

Questions.

- i) Identify the above genre. (1 mark)
- ii) If the above genre was to be translated to another language, what would be the effect of translation? (1 mark)
- (g) *Read the telephone conversation below and answer the questions that follow.* (6 marks)

Wanjala: Hello, is that Chaka Limited.

Sheila: (Picking the phone) Those shoes fit well. Hello, is anybody on this line?

Wanjala: Hallo, is that Chaka Limited?

Sheila:What do you want?

Wanjala: Please confirm for me whether I called the right place, Chaka Limited?

Sheila:(Shouting) Which other company has a similar phone number as this?

Wanjala: May I then speak to the Managing Director?

Sheila: I prefer the red shoes ... (on phone). What do you say? Oh, the Managing director can't talk to you.

Wanjala: Can I then leave a message which you can pass to him.

Sheila: Why can't you call him on his personal line ... (away from the receiver) go for the red ones.

Wanjala: (Surprised) Hello, excuse me madam. I am Wanjala Nicholas and I'm requesting to talk to the Managing Director over an important matter concerning one of your employee...

Sheila: I told you Managing Director is not in. (hangs up)

Questions.

- i) Explain three things that make Sheila an ineffective communicator. (3 marks)
- ii) Explain three things that one should observe if they are to communicate effectively over the phone. (3 marks)

7. ORAL SKILLS

(a) Consider the following riddle and then answer the questions that follow.

Challenger : I have a riddle; I have a riddle!

Audience : State it. We accept it.

Challenger : I have a wife. She never returns where she came from.

Audience : The water of a stream.

Challenger : No.

Audience : Rain.

Challenger : No.

Audience : A child from the womb.

Challenger : No.

Audience : We cannot get it.

Challenger : Give me a village so that I tell you the answer.

Audience : We give you Bulindo.

Challenger : Oh no! That little village is miserable. It is dry and infertile. And it is full of drunkards. I don't want it.

Audience : We give you Ggayaaza.

Challenger : Fine! So, then, I would settle there in my Ggayaaza, and I would fully relax there. And I would fully relax there, be ruler of even the girls' high school. And I would see for you that wife of mine who never returns to where she came from.... It is the leaf of a tree!

(Adapted from Oral Literature by Austin Bukonya et.al. Nairobi: Longhorn Publishers, 2004)

Questions

- i) Identify the different parts of this riddle. (3 marks)
- ii) Mention the non-verbal cues the challenger would separately use in response to the offer of the two villages, Bulindo and Ggayaza and say why in each case. (4 marks)
- iii) If you were the challenger, how would you deliver the solution statement? (1 mark)
- (b) Identify the letter that is not pronounced in each of the following words. (5 marks)
 - (i) Could- _____
 - (ii) Sachet- _____
 - (iii) Sword- _____
 - (iv) Assign – _____
 - (v) Lesson- _____
- (c) Underline the part that would be stressed in each of the following words. (5 marks)
 - (i) pro.blem
 - (ii) cha.nnel
 - (iii) spi.der
 - (iv) po.lish
 - (v) ta.ckle

(d) Read the telephone conversation below and then answer the questions that follow.

- Wanjiru: (Dialing a number) Is that Wananchi Wholesalers?
Voice 1: Sorry, wrong number.
Wanjiru: (Tries several other numbers unsuccessfully and eventually gets it right) Is that Wananchi Wholesalers?
Voice 2: Yes, it is. Can I help you?
Wanjiru: I want to order maize flour.
Voice 2: How many bales, Madam?
Wanjiru: Just a minute. (Turns from the phone and asks her husband how many bags they need.) Ten bales
Voice 2: Any preference in the brand?
Wanjiru: Of course! Everybody goes for Jaza.
Voice 2: Anything else, Madam?
Wanjiru: No. But I want them delivered.
Voice 2: When and to what address?
Wanjiru: Before too long to shop number eighnifi, Keriko Shopping Centre.
Voice 2: Pardon, what was the number again?
Wanjiru: (Impatiently and shouting) 8-9-5

Voice 2: We will deliver them in an hour's time. Thank you, Madam. It has been a pleasure doing business with you.

Identify any four shortcomings of Wanjiru's telephone skills in this conversation. (4 marks)

(e) You are attending a seminar with your friend. Halfway through the presentation by the speaker, your friend tells you she can hardly concentrate. Explain any THREE strategies you would advise her to employ so as to continue listening to the talk. (3 marks)

(f) In each of the sentences below, identify a pair of words that begin with the same consonant sound. (3 marks)

- i. The jet transporting gemstones and garments has arrived.
- ii. A psychologist visited her in the cold cell.
- iii. The chief chef shapes cake beautifully.

(g) In each of the sentences below, underline another word with the same vowel sound as the italicized one. (2 marks)

- (i) They were charged in a court of law for conning me.
- (ii) Don't talk with your mouth full of food, you fool.

8.a) Read the poem below and answer the questions that follow. (10 marks)

As I meditate
And levitate
In human state
No one can see
How the internal sea
Wells up with hope
But let's hope
Life so dear
With love so near
And closeness so close
Will bring home
The thing that we hope
Means to transform
Even the simplest digit
Into a magnified seed
Of a mustard tree.

- i. Which words would you stress in line one of the poem and why? (2mks)
- ii. How has rhythm been achieved in this poem? (4mks)
- iii. What tone of voice would be appropriate in recitation of this poem? (2mks)

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

b) *Read the conversation below between two students from Masomo Mazuri High School and then answer the questions that follow:*

WAKONYO:(Shortly after attending an English symposium)

Good morning, Kebu. How are you fairing on with your academic work?

KEBU:Good morning, I don't even wish to talk about my performance. I din't get the score I had promised.

WAKONYO: come on, Kebu, you are taking your failure too much to heart. I know it is a great disappointment to score a grade below what you expected in the pre-mocks and I sympathize with you but you must not allow it to make you so unhappy.

KEBU:(Looks sullen) it is all very well for a lucky lass like you, Wakonyo. You have passed and you would not feel cheerful if you were in my place.

WAKONYO:(Leaning forward) I know, but you must pull yourself together, and wake your mind up. You will pass next time. Remember the old saying, "if at first you don't succeed, try, try, try again!"

KEBU:I think the other version of the saying has more sense to it. "If at first you don't succeed, quit, quit, quit at once!"

WAKONYO:(Nodding her head encouragingly) Mmm.....

KEBU:I should just give up

WAKONYO:Oh nonsense! You'll never do anything if you don't persevere. Now why do you think you failed?

KEBU:last term had been very challenging for me. I was down with malaria for three weeks and I could not prepare properly.

WAKONYO:well, you did have bad luck, I am sorry. But I am sure you will do well in the mocks and National Exams, so you must make your mind to win through.

KEBU:I wish I had your will power. Still, I will take your advice and put more effort.

WAKONYO:that's the way forward! And I am sure you will register a better grade next time.

(i) Identify and explain three strengths in Wakonyo's speaking and listening skills.
(6mks)

(ii) Although interrupting a speaker is often taken to be impolite, there are times when such interruption would be welcome. Cite three such instances
(3mks)

c) Underline the part you would stress in these words.

i. Frequent (adjective) (1/2 mk)

ii. Recruit (verb) (1/2 mk)

iii. Display (noun) (1/2 mk)

d) Identify the odd one out, considering the underlined letters

- i. Chef Chief Sachet (1/2 mk)
 - ii. Bucket Burry Berry (1/2 mk)
 - iii. Pornography Photograph Shepherd (1/2 mk)
- e) Read the following conversation between a tourist and yourself. The former tries to get direction to the local tourists' attraction site. Complete it with a suitable response (8mks)
- Tourist: Hello, how are you? Could you please help me?
- You: (2mks)
- Tourist: I am James Anden from England and this is my son Joe
- You: (2mks)
- Tourist: We would like to visit any park nearby to see wildlife.
- You: (1mks)
- Tourist: How much does a taxi charge?
- You: (1mks)
- Tourist: Alright. That's okay. Is there any hotel nearby that is not expensive?
- You: (1mks)
- Tourist: Thank you so much. That is very kind of you.
- You: (1mks)

9.a) Read the following poem and answer the questions that follow.

Sunset

The sun spin like
 A tossed coin.
 It whirled on the azure sky,
 It clattered into the horizon,
 It clicked in the slot,
 And neon light, popped
 And blinked 'time expired.'
 As on a parking meter.
 (Oswald mbuyiseni mtshali)

Questions

- i. Describe the rhyme scheme of this poem. (2mks)
- ii. How would you say the last line of this poem? (2mks)
- iii. State any two onomatopoeic words in the poem. (2mks)
- iv. Identify any other sound pattern used in the poem. (1mk)

b) Read the oral narrative below and answer the questions that follow.(6mks)

one day the chameleon and the donkey were arguing as to who could run faster than the other. The donkey said, “ you chameleon, you are very old. You can’t compete with me in a race.” The chameleon replied, “ don’t blow your own trumpet. I am not going to praise myself, but I know you can’t defeat me in a race. We shall be equal.

The race began and the chameleon jumped on the donkey’s tail. They ran, until the donkey was so tired that he stopped to rest. As soon as the donkey stopped, the chameleon jumped from the donkey’s tail and said, “now my friend donkey, are you any faster than I?” “no, now I know that you are a man.”

Questions

- i) What would you do in order to capture the audience’s attention before you begin to tell this story? (2mks)
 - ii) Outline two ways you would use to make narration of line 4 and 5 of the story effective. (2mks)
 - iii) If you were part of the audience for this story, mention two things you would do to show that you are participating in the performance. (2mks)
- c) Underline the stressed syllable in the following words. (3mks)
- i) Revision
 - ii) Travel
 - iii) Decide
- d) Provide a word in which the following letters are silent. (5mks)
- i) t –
 - ii) w –
 - iii) h –
 - iv) s –
 - v) n –
- e) Provide another word which is pronounced the same as the following. (5mks)
- i) Prophet –
 - ii) Sell –
 - iii) Made –
 - iv) You –
 - v) Know –
- f) Identify the odd one out. (4mks)
- i) charade
chair
machine
niche
 - ii) rough
tough

- dough
- laugh
- iii) phonetics
- physics
- shepherd
- phloem
- iv) gnaw
- ignore
- graph
- goat

10. (a) *Read the story below and then answer the questions that follow: (5mks)*

Long time ago I was told a story about a tall, very muscular man. He used to walk only at night and he used to carry a collection of all kinds of metals “Sufulia, ruyungu, bikhule nu rundirundu tsa rwa khaboolakhu.’ With these he made a lot of noise Ngalia-ngalia-ngalia when walking. His direction was always towards the moon. His mission nobody knew. In this metal he carried all the diseases of the earth. The noise made by his collection warned people to be out of the way, for anybody who saw him was infected by the diseases he carried and thus became blind.

- i) If you are performing this story to children how would you make it interesting?
(2 marks)
- ii) Identify the sound device used in the story? What is its effectiveness (2mks)
- iii) Mention one way in which you would know that the audience in this story is fully participating? (1 mark)
- (b) Give a word that is pronounced in the same way as the words below(5 marks)
 - (i) Colonel.....
 - (ii) Guest...
 - (iii) Male....
 - (iv) Oral
 - (v) Click...
- (c) Underline the silent letters in the following words (5 marks)
 - (i) indictment
 - (ii) poignant
 - (iii) subpoena
 - (iv) enough
 - (v) should
- (d) Read the item below and answer the questions based on it (4 marks)

The needle might be tiny but it sews.

- i) Classify the genre above? (1 mark)
 - ii) Provide another item that has the same meaning as the one above (1 mark)
 - iii) For what audience would the genre be suitable? Give reasons for your answer (2 marks)
- (e) You have been asked to prepare and present an oral report on the consequences of drug abuse
- (i) How would you prepare for the presentation (3marks)?
 - (ii) Explain how you would make use of verbal skills to make your presentation effective (2marks)

f. **Read the following telephone conversation and then answer the questions that follow**
(6marks)

Secretary: (phone rings) Hello, Masomo secondary school How may I help you?

Caller: I want to speak to my mother

Secretary: May I know who your mother is please?

Caller: (Impatient and irritated) I have said I want to speak to my mother.

Secretary: Excuse me. I'm sorry I don't know who your mother is. Could you please tell me her name?

Caller: (shouting) You have been working in that institution for the last ten years and you don't know Mrs.Marita?

Secretary: (Politely) Oh! Mrs. Marita? She has just stepped out shortly. May I take a message for her please?

Caller: (Bangs the receiver)

- (i) Identify any three instances that show the caller's lack of telephone etiquette. (3marks)
- (ii) How can you tell that the secretary observes professional conversational skill in the above telephone conversation? (3marks)

11.a) Read the poem below and answer questions that follow (8mks)

To my Sister

It is the first mild day of March

Each minute sweeter than before,

The red breast sings from the tall larch

That stands beside our door

There is a blessing in the air,

Which seems a sense of joy to yield?

To the bare trees and mountains bare,

And grass in the green field

My sister! ('tis a wish of mine)

Now that our morning meal is done
Make haste, your morning task resign,
Come forth and feel the sun.

William Wordsworth.

Questions

(a)

- (i) List any four pairs of rhyming words. (4mks)
- (ii) Describe the rhyme scheme of the poem. (2mks)
- (iii) How would you say the ninth line of the poem? (2mks)

b) For each of the following words, write a word that has a similar pronunciation. (2mks)

- (i) Profit
- (ii) Medal
- (iii) Style
- (iv) Symbol

c) Explain the two different meanings of the sentences below. (2mks)

He cursed the day he was born.

d) Identify the silent letter in each of the following words (3mks)

- (i) Mutton –
- (ii) Sachet –
- (iii) Sword –

e) From the following set of words, identify the odd one out with regard to the pronunciation of the underlined letters. (3mks)

- | | | | |
|-------|------------|--------------|--------------|
| (i) | Critically | Occasionally | Academically |
| (ii) | Hop | Rod | Hope |
| (iii) | Soar | Saw | So |

f) State whether you would end with a rising or falling intonation against each of the following sentences. (3mks)

- (i) Why did you oversleep?
- (ii) What a tragic experience that was!
- (iii) My younger sister has identical twins.

g) A Form Four class has been requested by their class teacher to suggest a place they would like to visit after posting very good marks in the county mocks.

Read the conversation below and answer the questions that follow.

Class teacher: Harry, please chair the discussion.

Harry: Colleagues, let us give proposals of where you'd like to visit. John, give your opinion

John: I propose we visit Nairobi.

Ken: What about Meru?

Harry: There is nothing to see in Meru

Peter: Why don't we go to Naivasha?

John: What? You are not serious. What is in Naivasha?

Harry: Brian?

Brian: I have not been to Nairobi, but

Steve: There are many places to visit in Nairobi.

Brian: Thank you. I have not been to Nairobi but given the distance and the money at our disposal. I think we should visit nearer places.

Harry: Yes Steve

Steve: I believe Nairobi would be the best place since there is the museum, Snake Park, animal orphanage and other interesting places.

Harry: What about you Andrew?

Andrew: We visited Naivasha sometimes last year and wouldn't mind going there a second time. We didn't visit the Hell's Gate.....

Harry: Excuse me Andrew, let us fix the place first before we say what we shall see there. No more suggestions as this discussion is lead us to nowhere.

so we shall vote for these places that is Nairobi, Meru and Naivasha. The secret ballot is the way to go and the class teacher will be the returning officer.

- i) Explain any three responses that have flouted the acceptable manner of conversation. (6mks)
- ii) Pick out instances of etiquette in the conversation. (3mks)

12.

(a) Read the following poem and answer the questions that follow.

Ah, Are you digging on my grave?

“Ah, are you digging on my grave,

My loved one?- planting rue?”

“No ; yesterday ‘he went to wed ‘

One of the brightest wealth has bred.

‘It cannot hurt her now,’ he said,
“ That I should not be true.

“Then who is digging on my grave?
My nearest dearest kin?”
“Ah, no: they sit and think, ‘what us!
What good will planting flowers produce?
No tendance of her mound can loose
Her spirit from Deaths gin;”

Questions

- (a) (i) Supposing you were to perform this poem to your class how would you prepare?
(3marks)
(ii) How would you say line two stanza 1 and why? (2marks)
(iii) Identify an instance of alliteration in stanza 1 (1mark)
(iv) Describe the rhyme scheme of stanza 2(2marks)
- b) For each of the following words, provide another word with similar pronunciation
(4marks)
(i) gate
(ii) bread
(iii) you
(iv) rest
- c) You recently attended an interview which you failed. Mention some of the reasons that could have contributed to your failure. (4 marks)
- d) Mr. Mutiso recently brokered a deal for your school with a contractor which other teachers given the responsibility before had failed to negotiate. What skills could have given Mr. Mutiso an upper hand over teachers in negotiating the deal. (5marks)
- e) Study the following genre and answer the questions that follow.
Hurry hurry has no blessing
(i) Identify the genre (1mark)
(ii) Identify and name two parts of the above genre (2marks)
(iii) Identify and illustrate any two aspects of style employed in the above genre
(4marks)
- f) For each of the following words, construct two sentences to convey two different meaning as indicated
(4marks)
(i) early (as an adverb and as an adjective)
(ii) Surprise (as a noun and as a verb)

13.a) *Read the following oral narrative and answer the questions that follow. (10mks)*

One day, the chameleon and the donkey were arguing as to who could run faster than the other. The donkey said, “**You chameleon, you are very old and tired. You can’t compete with a man like me in a race.**”

The chameleon replied, “Don’t blow your own trumpet. I am not going to praise myself, but you know you can’t defeat me in a race. We shall be equal.”

The race began and without donkey’s knowledge, the chameleon jumped on the donkey’s tail. They ran and ran, until the donkey was so tired until he stopped to rest. As soon as the donkey stopped, the chameleon jumped from the donkey’s tail and said, “Now my friend, are you any faster than I?”

“No, now I know that you are a man,” answered the poor donkey.

- i. What would you do in order to capture the attention of the audience before you begin to tell the story? (2 marks)
 - ii. How would you make the narration of the line indicated in **bold** effective? (4marks)
 - iii. If you are part of the audience for this story, **explain two** things you would do to show that you are participating in the performance.(4marks)
- b) For each of the following words write another that is pronounced the same. (3 marks)
- i. Quay
 - ii. Seed
 - iii. Not
- c) There is need to light a night light on a light night like tonight.
- i) Identify the above genre. (1 Mark)
 - ii) Give two functions of the genre. (2 Marks)

d) For each of the following words, write two sentences to bring out two different meanings.
(4 Marks)

- i) Polish
- ii) Intimate

e) Imagine you have passed your K.C.S.E exams well and you are being interviewed for a scholarship abroad. Write **four** ways in which you would ensure you succeed in the interview.
(4 Marks)

f) Complete the following conversation appropriately

Delphine: (Telephone rings), Hello,

.....

Trevor

(1 mark)

Delphine: I'm sorry. Ms Oketch is in a conference out of town. Could you kindly leave a message for her?

Trevor:

.....

(1 mark)

Delphine: Sorry, I didn't get the last two digits of the number.

Trevor:

.....

(1 mark)

Delphine:

.....

(1 mark)

Trevor: Correct.

Delphine

.....

(1 mark)

Trevor: Yes, let him know I'll be expecting his call.

Delphine: Okay, goodbye.

Trevor:

.....

(1 mark)

14. Read the poem and answer the questions that follow.

I SEE HIS BLOOD UPON THE ROSE by Joseph Plunkett

I see his blood upon the rose,
And in the stars the glory of his eyes,
His body gleams amid eternal snows,
His tears fall from the skies.
I see his face in every flower;
The thunder and the singing of the birds
Are but his voice - and carven by his power
Rocks are his written words

All pathways by his feet are worn,
His strong heart stirs the ever beating sea
His crown of thorns is twined with every thorn,
His cross is every tree.

- i) Describe the rhyme scheme of the poem (2mks)
 - ii) Which words would you stress in the last two lines of the last stanza and why? (2mks)
 - iii) Apart from rhyme, identify and illustrate one sound device in this poem(2mks)
 - iv) Give two effects of the above sound pattern 2mks)
 - v) How would you say the last line of the poem (2mks)
- b) For each of the following words, underline the silent letters
- (i) Juice
 - (ii) Solemn
 - (iii) Island (3mks)
- c) Identify the intonation that would be present in the following sentences (4mks)
- (i) What deal did the two agree on?
 - (ii) Did you see the summary?
 - (iii) I have donated more blood
 - (iv) The farmer harvests much, doesn't he?
- d) Give the meaning of the following sentences when the underlined words are stressed.
- (i) James was humbled by the experience
 - (ii) James was humbled by the experience
 - (iii) James was humbled by the experience
- e). Put the words below in the correct column according to the pronunciation of the vowel sound (Night, school, floor, write, you, oar) (3mks)

1. /ai/	2. /u:/	3. /ɔ :/

- f. Your former primary school has invited you to give a talk on how to improve performance. You decide to focus your talk on the value of listening skills. Write down three points on how you would ensure the listening is effective(3mks)
- g. There were two candidates for an interview. One was successful while the other one was not. State and explain his/her conducts during the interview that could have made him or her to be successful. (4mks)

15. a). Read the following poem and then answer the questions that follow. (8marks)

The Bride.

Why do you wear that dress so white?
Why do you wear that veil so light?
Why do your young eyes shine so bright?
Is it your wedding?

I wear dress and veil to show
That gladly to my love I go
My young eyes shine because I know
It is my wedding.

- (i) Identify the rhyme scheme of this poem? (2 marks)
- (ii) Using illustrations show how rhythm has been achieved in the poem.(3 marks)
- (iii) Would you use the rising or the falling intonation in reading line 3 in stanza one in this poem? Give reason. (1 mark)
- (iv) How would you say the last line of the second stanza? (2 marks)
- b). Identify the silent letters in the following words (6 marks)**
- i) Practically
- ii) Ballet
- iii) Bristle
- iv) Guilt
- v) Baguette
- vi) Psychotic
- c). Underline the stressed syllables in the following words. (3marks)
- i) Palatial
- ii) Rejuvenation
- iii) Police

- d). Underline the stressed syllable of the following words when used as verbs. (2marks)
- i) Ridicule
 - ii) Suspect
- e). You are going to attend an interview for your first job in a bank. You want to look presentable to create a good impression. What would you do before and during the occasion to achieve this? (4marks)
- f). Complete the telephone conversation below between a parent and a student acting as a receptionist at her school.

Mrs. Wanjau:

1mark

Joan: Hallo. Yes, this is Makutano High School. How can I help you?

Mrs. Wanjau:

.....

2marks

Joan: I am sorry the Principal is not in at the moment. Can you leave a message?

Mrs. Wanjau:.....

1mark

Joan: I am Joan, a form 4 student stepping in for the receptionist who has gone out shortly.

Mrs. Wanjau:

1mark

Joan: Yes once in a while students of office practice and typing are allowed to step in for the receptionist as part of their practice.

Mrs. Wanjau:

.....

2marks

Joan: Thank you very much. I will let the Principal know that you will call tomorrow.

COMPREHENSION

1. *Read the passage below and then answer the questions that follow:-*
- Unquestionably a literary life is for the most part an unhappy life; because if you have genius, you must suffer the penalty of genius; and, if you have only talent, there are so many cares and worries incidental to the circumstances of men of letters as to make life exceedingly miserable. Besides the pangs of composition, and the continuous disappointment which a true artist feels at his inability to reveal himself, there is the ever-recurring difficulty of

gaining the public ear. Your writers are buoyed up by the hope and the belief that they have only to throw that poem at the world's feet to get back in return the laurel _crown: that they have only to push that novel into print to be acknowledged at once as a new light in literature. You can never convince a young author that the editors of magazines and the publishers of books are a practical body of men, who are by no means frantically anxious about placing the best literature before the public. Nay, that for the most part they are mere brokers, who conduct their business on the hardest lines of a profit and loss account. But supposing your book fairly launches, its perils are only beginning. You have to run the gauntlet of the critics. To a young author, again, this seems to be as terrible an ordeal as passing down the files of Sioux or Comanche Indians each one of whom is thirsting for your scalp. When you are a little older, you will find that criticism is not much more serious than the bye-play of clowns in a circus. When they beat around the ring the victim with bladders slung at the end of long poles. A time comes in the life of every author when he regards critics as comical rather than formidable, and goes his way unheeding. But there are sensitive souls that yield under the chastisement and, perhaps, are the saddest example of a fine spirit hounded to death by savage criticism; because whatever his biographers may aver, that furious attack of Gifford and Terry undoubtedly expedited his death. But no doubt there are hundreds who suffer keenly hostile and unscrupulous criticism, and who have to bear that suffering in silence, because it is a cardinal principle in literature that the most unwise thing in the world for an author is to take public notice of criticism in the way of defending himself. Silence is the only safeguard, as it is the only dignified protest against insult and offence.

*P.A.
Sheehan*

- (a) Why is the literary life mostly an unhappy one?
- (b) What are the ambitions of a young author?
- (c) Are editors and publishers sympathetic to young authors?
- (d) What is ironical about the way editors and publishers operate?
- (e) What are some of the ordeals awaiting the young authors from the critics?
- (f) Why is Keats mentioned?
- (g) How, according to the author, should a writer respond to criticism?
- (i) Explain the meaning of the following expressions as used in the passage
 - men of letters.. -
 - a new light in literature..
 - chastisement.-
- (h) Why does the writer of this extract call editors and publishers “mere brokers”?

2. ***Read the following passage and answer the questions that follow:-***

Ethnocentrism is a way of putting ourselves at the centre of everything and judging all others by our standards. It is a universal weakness and one that is at the **root** of most tribal and racial misunderstandings. While we consider ourselves superior and **exalt** our customs, we look down with scorn on those who behave differently from ourselves. They are lazy, unintelligent,

immoral, un-enterprising, and materialistic. The more different these people are from us, the stronger our condemnation.

But this outlook raises a key question – what are the criteria for making these judgments? In each society, customs evolve to meet specific needs. It is when outsiders judge these customs against their own, particularly when they are very different, that they find them absurd, illogical or even downright savage.

Here in Kenya as many parts of Africa, old people are held in very high esteem. Custom demands respect for the old, and in some cases, superstition enforces it by threatening that if the old are treated badly, their ghosts will take revenge on those who were unkind to them. The old people therefore enjoy a great deal of respect; they are consulted in decision- making and they continue to head their house holds even when their sons are grown up. We find it **inconceivable** that the people could treat their old in any other way.

When we learn that some nomadic tribes in Australia and Brazil used to kill their old, we immediately label them as barbaric and uncivilized. And yet, for those people, it was a perfectly practical thing to do. They had to walk long distances in search of pasture, often with enemies in pursuit. The old were a burden and if captured would be tortured to death; it was kinder to kill them

A further example of **apparently** strange behaviour is the treatment of old people in some modern European families. They put their old in homes for the aged, a practice which we may find cruel and selfish. Within the framework of these societies, however, this is quite acceptable. Many European houses are small, and domestic help is not readily available to care for the old. In an old people's home, they will have more company and attention. None of those ways is superior to the others. They are all ways of coping with the problem of the old and as long as they do not create **discord** in the society, they are justifiable.

Variations abound in all forms of behaviour. What, for example is the standard form of greeting? For some of us, the American nod of the head and 'Hi' may appear too casual and impersonal. To the Americans, our elaborate handshaking and exchange of courtesies may appear too ritualistic and a waste of precious time. The Baganda women kneel in greeting. Those sensitive about equality of the sexes may find this behaviour objectionable. The French hug and kiss when they meet friends – some Africans may find this embarrassing.

The increased speed of travel has in a sense created a world community. There is even some validity in talking about the international man- one who can travel to any corner of the globe equipped with international language, dress and manners. But shall become sufficiently internationalized so that we are no longer ethnocentric or shall we always remain intolerant?

Questions

1. a) What is at the root of tribal and racial misunderstanding?
b) Why should we not condemn other people's customs? (3mks)
c) Explain the irony in the way some nomadic tribes in Australia and Brazil used to treat their old (3mks)
- c) Why does the author contrast how Kenyan's treat the old and how the old are traditionally treated in Brazil and Australia (2 mks)

- d) What is the writer's attitude towards the old people among the nomadic tribes in Australia and Brazil
- f) Here in Kenya, as in many parts of Africa, old people are held in very high esteem. (*Rewrite beginning: Old people.....*) (2 mks)
- g) State the theme of this passage (2 mks)
- h) Explain the meaning of each of the following words: (5 mks)
- i) Root
 - ii) Exalt.....
 - iii) Inconceivable
 - iv) Apparently
 - v) Discord

3. Read the following comprehension passage and answer the questions that follow

Ethnocentrism is a way of putting ourselves at the centre of everything and judging all others by our standards. It is a universal weakness and one that is at the root of most tribal and racial misunderstandings. While we consider ourselves superior and exalt our customs, we look down with scorn on those who behave differently from ourselves. They are lazy, unintelligent, immoral, un-enterprising, and materialistic. The more different these people are from us, the stronger our condemnation.

But this outlook raises a key question – what are the criteria for making these judgments? In each society, customs evolve to meet specific needs. It is when outsiders judge these customs against their own, particularly when they are very different, that they find them absurd, illogical or even downright savage.

Here in Kenya as in many parts of Africa, old people are held in very high esteem. Custom demands respect for the old, and in some cases, superstition enforces it by threatening that if the old are treated badly, their ghosts will take revenge on those who were unkind to them. The old people therefore enjoy a great deal of respect; they are consulted in decision- making and they continue to head their house holds even when their sons are grown up. We find it inconceivable that the people could treat their old in any other way.

When we learn that some nomadic tribes in Australia and Brazil used to kill their old, we immediately label them as barbaric and uncivilized. And yet, for those people, it was a perfectly practical thing to do. They had to walk long distances in search of pasture, often with enemies in pursuit. The old were a burden and if captured would be tortured to death; it was kinder to kill them

A further example of apparently strange behaviour is the treatment of old people in some modern European families. They put their old in homes for the aged, a practice which we may find cruel and selfish. Within the framework of these societies, however, this is quite acceptable. Many European houses are small, and domestic help is not readily available to care for the old. In an old people's home, they will have more company and attention. None of those ways is superior to the others. They are all ways of coping with the problem of the old and as long as they do not create discord in the society, they are justifiable.

Variations abound in all forms of behaviour. What, for example is the standard form of greeting? For some of us, the American nod of the head and 'Hi' may appear too casual and impersonal. To the Americans, our elaborate handshaking and exchange of courtesies may appear too ritualistic and a waste of precious time. The Baganda women kneel in greeting. Those sensitive about equality of the sexes may find this behaviour objectionable. The French hug and kiss when they meet friends – some Africans may find this embarrassing.

The increased speed of travel has in a sense created a world community. There is even some validity in talking about the international man- one who can travel to any corner of the globe equipped with international language, dress and manners. But shall become sufficiently Internationalized so that we are no longer ethnocentric or shall we always remain intolerant?

- a) According to the author, what is at the root of tribal and racial misunderstanding?
- b) Why according to the passage, should we not condemn other people's customs?
- c) Explain the irony in the way some nomadic tribes in Australia and Brazil used to treat their old
- e) What does the writers achieve by contrasting the way Kenyans treat old people with the way the old were treated in Australia and Brazil

- e) What is the writers attitude towards the treatment of old people among the nomadic tribes of Australia and Brazil

- f) In not more than 40 words, summarize the argument in the passage
Rough copy
Final copy
- g) Explain the meaning of the following words and phrases as used in the passage
 - i) Root -
 - ii) Exalt–
 - iv) Putting ourselves at the centre of everything
 - v) Look down with scorn on

4. ***Read the following passage and answer the following that follow:***

CONSTITUTIONAL LAW

If you belong to a club, a college, a large company or some other institution, you will find that it has a set of rules. These govern the organizational structure of an institution, its composition, its powers and the rules which regulate its management. All persons who belong to the institution will have to abide by its rules. It is the same with the nations of the worlds. Each of them is governed by a set of rules, which is described in law as a constitution.

A constitution has been defined as ‘a document having a special legal sanctity which sets out the frame and framework and the principal functions of the organs of government of a state and declares the principles governing the operation of these organs

Most modern constitutions are, in fact, contained in a formal document known as ‘the constitution.’ This constitution is described as a written constitution, because it is contained in a written law in the form of an Act of Parliament

A written constitution is generally contrasted with an unwritten constitution. An unwritten constitution is not found in any formal document as such, but is contained in a number of sources. One example of an unwritten constitution is the British constitution. Its sources are found in statute law, case law, conventions of the constitution and even in certain textbooks.

A further contrast between constitutions is that some are rigid while others are flexible. A rigid constitution is one which can only be changed as the result of a long and **cumbersome procedure**. Such constitutions can only be by definition, written constitutions. For example, an amendment to the American constitution can only be effected by the approval of the president, a two-thirds majority in the House of Representatives and the senate, and the approval of the three-quarters of the Legislature of the Federal States. It is possible to delay or **block** such amendments in either the House of the Representatives or the senate. It does not follow though, that all written constitutions are rigid. It depends on the manner in which an amendment can be made. A flexible constitution is a constitution which can be amended with ease. All unwritten constitutions will generally be flexible.

The Kenya constitution can be altered by a Bill supported on the second and third readings by votes of not less than sixty five percent of all the members of the National Assembly. Such a Bill also requires the assent of the President. There is no question of any **referendum** and the ease with which the Kenya constitution has been amended since the original independence constitution of 1963, suggests that although the constitution is written, it is nevertheless a flexible one.

Another distinction can be drawn between Unitary and Federal constitutions where, under a unitary constitution, as is in Kenya, the Central Government retains the principal powers of state; there is no delegation of powers to the provinces. Under a federal constitution, the power of state are divided between the Central Government and the Federal States, as is the case in Nigeria.

The importance of the constitution in Kenya is made by the section 3 of the Act of Parliament. In here, the constitution is supported by the force of law throughout Kenya. If an other law is inconsistent with this constitution, the constitution shall prevail and the other law shall be **void**. This gives the High Court of Kenya power to declare any Act of parliament which is inconsistent with any part of the constitution to be unconstitutional and void. In addition, if the Executive (which includes both the administration and the members of the local and central government) acts in an unconstitutional manner, an aggrieved person can apply to the High Court for declaratory order. This order can claim the action in question is **ultra vires**. In addition, he can apply for an order of injunction to restrain the Executive from acting in the manner it proposes.

From what has been said above, it is clear that there is a division of powers between the three organs. The powers of government are traditionally divided into three main organs; the executive, the judiciary and the legislative. This division, in a way, is necessary. If the same person or body exercised all the three functions, then there could be tyranny and arbitrary government. It is, therefore desirable that the power of government should be vested in different persons or bodies, but a strict separation is still not possible or desirable. In Kenya, we have separation of powers but only to a certain extent.

The legislature, which makes laws, includes certain members of the Executive Ministers who are responsible for carrying out the laws. This link here, between the executive and the Legislature, is essential for the efficient administration of government services. For example, the rent tribunals exercise a quasi-judicial function by these tribunals is not usurpation of the powers of the Judiciary. It is only a recognition of the fact that there are certain functions which can be conveniently administered by other bodies.

*Adapted from The Laws of Kenya: An Introduction
By Tudor Jackson, Kenya literature Bureau, Nairobi,*

1970.

- a) What is the purpose of having rules in any organization according to the passage?
- b) According to the passage, differentiate between a 'unitary' and a 'federal' constitution.
- c) Describe the kind of constitution Kenya has in the passage.
- d) In note form, state which constitution you would prefer and why.
- e) A rigid constitution is one which can only be changed as a result of a long and cumbersome procedure' Begin:.....
- f) In Kenya, we have a separation of powers but only to a certain extent. (Add a question tag)
- g) *Explain the meaning of the following words and phrases:*
 - i) Void –
 - ii) Ultra vires –
 - iii) block -
 - iv) referendum

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

Most of the 10 million Kenyans threatened with starvation are not where you thought they would be. They are not in the drought-stricken rural areas. They are instead, in the country's urban centres, huddled in the informal settlements famously known as slums.

New official report lays bare the reasons for Kenya's hunger – and they go beyond rain failure. Drought is only one of the growing number of causes of hunger threatening nearly 10 million people in the country.

The Kenya Food Security Update- released early this week- says that the highest number of people who are likely to starve are low-income earners who live in urban informal settlements. According to the February 2009 Survey, 4.1million people in Nairobi and Mombasa slums are threatened with starvation because of reduced earnings resulting from the loss of employment after the elections violence.

Matters have been made a lot worse by rising food prices. In the slums, 37percent – or nearly four in every 10- of the households reported having only one meal a day. And adults are required to be of good behaviour by restricting the food portion they consume. People are running into debt, moving elsewhere or selling whatever belongings they have to survive according to the survey.

Ironically, this population is receiving the least help from the government, aid workers and good Samaritans who are lining up to give donations, everywhere. “The unfortunate reality is that intervening organizations tend to respond to emergencies fairly quickly and have less enthusiasm for funding and implementing non-food interventions that are, at the minimum, mitigative in nature,” says the report. It is jointly published by the government, the World Food Programme, the United States Agency for International Development and the Famine Early Warning Systems Network.

As the global economic crisis bites and its effect are felt at home, it is unlikely that the rains – in whatever quantity – will alleviate the suffering of the urban hungry. The army of the manual workers, domestic and office support staff, security guards and idlers is hungry.

If they are not fed – and urgently, too – Kenyan’s urban middle class can expect a spike in **larceny** and other petty crimes, all to their detriment. Not to forget the public face of the famine, those affected by the extended drought season are only 2.5million – and they have among their number some 850,000 school-age children.

Another 1.9 million people are faced with starvation because they are affected by HIV and Aids – either directly or have lost a breadwinner to the condition. A shocking admission in the report is that there are 150,000 people displaced after the elections who are in transit camps close to their homes but cannot return or farm. This number receives food rations from the UN World Food Programme’s Emergency Operation.

Officially, the government claims that it has moved 255,000 people out of camps for the displaced. With 150,000 people displaced after the election depending on **donor dole**, the resettlement effort has only benefited 105,000 people. This number constitutes 16 percent of the revised total of 663,000 displaced people which is the official figure from the Ministry of Special Programmes. Obviously, truth is something that makes the coalition Government extremely uncomfortable that it spends most of the time sugarcoating it.

- (a) Where are most starving Kenyan’s assumed to be? (2mks)
- (b) What steps are victims of hunger taking for their survival? (3mks)
- (c) What are the likely consequences of hunger on Kenyan’s urban middle class?
(2mks)
- (d) Rewrite the following sentence beginning:
(Rising-----) “Matters have been made a lot worse by rising food prices
- (e) What according to the passage is wrong with the approach taken by the groups assisting the hungry? (2mks)
- (f) Make notes on the reasons for Kenyan’s hunger (4mks)
- (g) Why is the rain unlikely to alleviate the suffering of the urban hungry? (2mks)
- (h) Explain the meaning of the following expressions as used in the passag(4mks)

- (i) Alleviate.....
- (ii) Larceny.....
- (iii) Donor dole.....
- (iv) Sugarcoating.....

6. READ THE FOLLOWING PASSAGE AND ANSWER THE QUESTIONS THAT FOLLOWS.

One of the oldest forms of recreation known to human kind, sports are the one arena in which many of the society’s traditional strictures about masculinity are often loosened ,allowing boys to experience parts of themselves they reared experience elsewhere. At their best, sports provide boys with an opportunity for play in a free atmosphere so that they can be themselves and express a full range of emotions-from the exhilaration of a last minute goal to the acute disappointment of being defeated by the opposing team, from the joy of being the one to pull off unexpected play to the embarrassment of fumbling the ball in the last quarter of the game

Sports provide boys with the theater for the unfettered expressions of their feelings, a place where it is OK to be spirited, a motive and passionate. As twelve- year-old Max told me, ”During school we have to be quiet, and raise our hands to talk. It is boring and sometimes I feel like there is nobody to talk to. I love doing sports after school because we can all be together. We to run fast, shout out things, scream, whatever. It lets me be me.”

For many boys, sports can be a form of intimacy and a way to be honest. By temporarily freeing boys from the Boy Code — especially from the rules that say boys shouldn’t express feelings, show, and affection or expose their yearning for connection - sports can become one of the most important activities through which our sons, as their genuine selves, can relate closely with girls and other boys.

But just as much as they can offer a break from the Boy Code, a chance for openness, expressions and intimacy, sports can also push back loneliness, shame and

vicious competition. “It’s rough out there” one high school football player recently told me. “Some guys play hard just the way they should. But other guys just seem like they are out to get you-you know, they try to demolish you”. Thus sports can also be a place where boys show unbridled aggression, let out inappropriate feelings of anger and frustrations, and actually hurt other boys.

And then sports can thrust boys into a cult of competition, the goal of winning at any cost, a quest for narcissistic glory at the expense of others. They cause some boys—especially those who are not interested in sports or who are not skilled at playing them — to feel left out unworthy, a shamed.

I firmly believe that the positive benefits to boys dim when sports cease to be play. D.W. Winnicott, to distinguished English psychoanalyst observed that for children, play is at the heart of health integrated development. His words were especially pertinent to boys whose inner selves are too often suppressed. “Playing shows that the child is capable of developing a personal way of life and eventually becoming a whole being... welcomed by the world at large.”

Sheer competition among boys is a character and does little to bring boys closer to one another.

But sports, when they are played, can be a tremendously good thing for boys. The late commissioner of baseball and Renaissance scholar Gianotti A. Batlett spoke of sports as, “that aspiration out of the self—for a moment in touch-with a joy free of all constraints. It is a sensation not of winning, but of fully playing “. When sports are kept in proper perspective — when we see sports primarily as a chance for boys come together for joyful, spirited high energy play—they can help boys discover new competencies, buttress their feelings of self-worth and reunite them with their authentic voices, enabling them to express the deepest stirrings of emotions in their hearts, widening their cycles of connection.

QUESTIONS.

1. In your own words, write the point that the author makes in the first sentence of this passage. (2mks)

.....
.....
2. What is Max’s attitude towards school? (3mks)

.....
.....
2. Re write the following sentences following the instructions given after each. Do not change the meaning. (2mks)

(a)Some guys play hard just the way they should,” said the student. (Rewrite in reported speech)

.....
(b) During school we have to be quiet .(Add a question tag)

.....
4. When do sports cease to be play according to the author? (2mks)

.....
5. What do you think the author means by Boy Code? (2mks)

.....
6. In not more than sixty words, summarize the disadvantages of sports as portrayed in the passage (6mks)
Rough Copy

.....
Fair Copy

.....
.....
.....
.....
.....
7. Give the meaning of the following words as used in the passage
(a) Unfettered

.....
(b) Pertinent.....

.....
(c) Buttress.....
.....

7. Read the passage below and answer the questions that follow.
Choosing a career

The career market is full of opportunities. Gone are the days when we had ‘either.... or’ career choices. The time when women, for example, choose between only nursing, teaching and secretarial work are long gone. The explosion in communication technology, and the liberalization and globalization of the world economy has ensured that there is no longer a dearth of career choice. Today, colleges and universities offer a wide range of training opportunities to high school graduates. This has made choosing a care an involving process. It has also given rise to the need for career counseling.

When choosing a career, whether you have the help of a career counsellor or not, there are several factors that you should consider. These include your abilities or talents, your interests, your priorities, and the available opportunities in the job market.

The skills required in a particular career and the ability to gain them through education must be considered when choosing careers. Becoming a doctor, for instance, requires extensive education and training, and many years of educational commitment. In addition to the compulsory subjects, the academic background required for this career is good grades in Chemistry and Biology at secondary school level. If your ability in these subjects is just

average, you would be overstretching your luck to enroll for a Bachelor of Medicine degree course. In the past, students have chosen to pursue training in engineering, even when their ability to handle Physics and Mathematics was low. This, in many cases, has made them drop out of the class mid-course. The waste of time and resources would have been avoided if they had considered a career that did not require the ability to handle Mathematics and Physics well.

There are times when people have been driven to choose a particular career because of the salary and prestige associated with jobs in that field. At times, the desire to take certain courses comes from within the individual, but most times, individuals feel pressured by peers or family to take certain courses. Joining a career in which you have no interest is a recipe for a dull life since you will spend most of your working hours doing something you do not like. Your career does not necessarily have to be your passion, but it should not bore you to death either. You can work out your interests by identifying the subjects you enjoy most at school, or the topics that are of interest to you and for which you take the initiative to read on your own.

It is true that many young people are attracted more by the social mobility that the job might provide than by their interest in the career. However, it plays a big role in job satisfaction as many people think. Of course we all have to make a living, but if you do not like your job, it does not matter how much you get paid to do it. What does matter is how well a career choice matches your values. If you value variety, collaboration, and creativity, for example, you would not find job satisfaction in a career where you are working alone and doing the same thing every day.

The availability of jobs in a particular field should also be a factor in choosing a career. This should be considered alongside the skills and education sought in a given field. Most times, highly competitive fields require more education but may not pay well. When there are more applicants for a particular position, unique personality traits become an added benefit. However, in fields where there are fewer applicants than the positions available, the pay may be more and the job may require less education.

Nevertheless, one should be discouraged by the scarcity of employment positions because institutions of higher learning now emphasize that they are not simply training people to get out and look for jobs. They are training people to get out and create jobs. Therefore, the availability of job opportunities is not necessarily limited to the presence of employers. It also encompasses opportunities for self-employment which everyone is free to explore.

1. What has ensured that there is no longer a dearth of career choice.

(3 marks)

.....
.....
.....
.....

2. What has created the necessity for career counseling?

(1 mark)

.....
.....

3. Why is one's ability an important factor in career choice.

(1 mark)

.....
.....
.....

4. According to the passage, which career should a person who values variety choose?

(1mark)

.....
.....
.....

5. Make notes on factors to consider when choosing a career?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

6. What drives people to choose a particular career?

.....
.....
.....
.....
.....
.....
.....
.....
.....

7. What evidence is given in the passage to support the statement ‘money does not play as a big role in job satisfaction’?

.....
.....
.....

8. Explain the meaning of the following words as used in the passage?

(4 marks)

- (a) Dearth
- (b) Social mobility
- (c) Liberalization
- (d) Collaboration

9. Rewrite the following sentences according to the instructions given after each.

(2 marks)

- (a) The career market is full of many opportunities. (Begin: There)
.....
.....

.....
.....
(b) The waste of time and resources would have been avoided if they had considered a career that did not require the ability to handle Mathematics and Physics well. (Begin: If)
.....
.....
.....

8. Read the passage below and answer all the questions that follow

Society has the obligation to provide young people with the right knowledge and skills to become productive workers, good parents and responsible citizens, according a World Bank Report, Development and the Next Generation. And it is through education that the young develops their ability to be productive workers, good parents and responsible citizens, World Development Report, 2007, authored by World Bank notes.

The report says that effective investments need to happen during childhood and adolescence for it to bear fruits. Investments in adolescence are needed to make earlier investments during childhood pay off a hundred fold. The report underscores the need to establish a strong secondary education that will further strengthen the capabilities that primary education established.

It stresses the need to improve the relevance and quality of post primary education by teaching students the practical knowledge, thinking and behavioral skills demanded by the labour market. To achieve this, the education system must promote a teaching method that leads to high learning achievement and blends the academic and vocational curricular. It should link what happens in school to local economy.

To improve the relevance of education to the learners, the report says, education must produce peep with strong thinking and interpersonal skills because job tasks are increasingly requiring problem solving, and communciaiton skills. Entrepreneurs are also increasingly demanding thinking skills and problem and behavioral skills such as self-confidence and leadership.

In a nutshell, what are the types of skills that a topnotch education system requires? It requires two basic types of skills: thinking skills and behavioral skills. Thinking skills include conceptual, critical and creative skills. High quality education develops learners with superior conceptual, analytical and critical skills – skills that condition the learner to be curious,. Inquisitive and always posing and seeking answers to problem situations or processes. Behavioral skills include such traits as perseverance, self-discipline, teamwork, the ability to negotiate risks.

The report also still highlights the enduring role of what it terms basic skills which is literacy and numeracy-ability to read, write and count. These basic skills are needed for further learning, work and life. The report also identifies what it terms post basic skills-the higher order thinking skills, and higher order behavioural skills such as decision-making skills, team work, the ability to negotiate conflict and manage risks and specific knowledge applied to real-life situations, and vocational skills. The foregoing demonstrates the integral role of Early Childhood and Primary and Secondary cycle plays in crating the foundation for higher education in tertiary and Universality education. The quality of higher education is as good as the primary and secondary education.

(Adapted FromElimu News. A Newsletter of Ministry of Education. Issue No. 7 Dec. 2012)

- a) According to the passage what is the role of the society in the development of an individual? (2 marks)

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- b) In what ways can an education system attain the demands of the job market? (3 marks)

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- c) Contrast thinking and behavioural skills (4 marks)

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d) In not more than 40 words, summarize what is expected of a person who has attained post basic skills (5 marks)

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e) Explain the relationship between primary and secondary education (2 marks)

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f) The report says that effective investments need to happen during childhood and adolescence for it to bear fruits, (Rewrite using a conditional) (1 mark)

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g) How does post secondary education benefit from lower levels of education? (1 mark)

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h) Explain the meaning of the following words as used in the passage (3 marks)

- a. Underscores.....
- b. Blends.....
- c. Topnotch.....

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

The recent claim by scientists at Egerton University that the water table in the South Rift is dropping is alarming. The researchers have noted with great concern that several boreholes in the region have dried up and water volume in several rivers has rapidly reduced as a result of clearing of trees in the Mau forest. This significantly affects Lake Nakuru as its shoreline has noticeably been receding over time. We are being told this at a time when the Ministry of Natural Resources has already laid down plans to clear gazetted forests saying it to settle landless people. We cannot allow this to happen. In the past, we have watched influential people plunder Karura, Aberdares and Mt. Kenya forests. Marmanet forest in Laikipia is no more after several farmers were allocated the public land. We cannot afford to interfere with the water catchment areas of the great rivers of this country because they are our lifeline. Not so long ago, this country suffered crippling power rationing regime for more than six months, seriously hampering economic growth. Industries ground to a halt, laying off a number of employees; complicating an already worse unemployment crisis. This should have woken us up from the deep slumber that “all is well.”

Ours is a tale of unfettered impunity. Throughout the country, we read of owners of large flower farms who have diverted the river course into their farms to irrigate their crops, denying those living downstream a source of water. Others are busy clearing wetlands, seriously interfering with nature’s ecological balance. We hear of industries shamelessly emptying their waste into rivers. Apart from that, influential transporters ferry truckloads of charcoal and the precious sandalwood under the noses of the police. More often than not, apart from empty rhetoric, we never get to hear that those responsible have been punished.

When the government kicked off the drive to reclaim the Mau forest, there was a flurry of activities from all and sundry. All came together in a massive tree planting exercise. However, the politicization of the compensation claims put forward by large estate owners with the Mau Complex, brought things to a halt. The enthusiasm has since died and no one knows when the matter will be brought to a conclusion.

We depend too much on our rivers to allow any selfish individual to interfere with their watershed. Needless to say, our complacent attitude towards environmental issues has made environmental problems uncontrollable. It is the high time we came together and took care of our environment.

The government through National Environment Management Authority (NEMA), NGO’s and environmental lobby groups should step up efforts to sensitize people of all walks of life on the need to conserve our natural heritage for the future generations. This should be coupled with replanting of trees on all deforested government land and intensified practice in agro-

forestry. The ban on cultivation along river banks and indiscriminate felling of trees for charcoal burning must be enforced.

Apart from that, steps should be put in place towards revocation of all irregular allocation of government forests to individuals. Government officers suspected of abetting land grabbing must face the full force of the law. Industries that dispose off toxic or untreated waste into the environment should also be dealt with firmly.

It's time we took a step towards safeguarding our environment. There is need to develop a sense of collective responsibility. Considering the fact that the United States rejected the Kyoto Protocol of 1997, we should be even more vigilant and jealously safeguard what nature has provided. It's our environment, our country, our heritage. We need it to pass it on to our descendants.

(a) What evidence is given in paragraph 1 to show that the water table in the South Rift is falling?(2 mks)

(b) What excuse is the government giving for its plans to clear gazetted forests? (1mk)

(c) Using information in the second paragraph, summarize how impunity, has led to environmental degradation. (4 mks)

(d) How does power rationing affect economic growth?
(2 mks)

(e) What halted the reclaiming of the Mau Complex?
(2 mks)

(f) Why is the shoreline of Lake Nakuru receding?
(1mk)

(g) What should the government do to address the environmental problems? Write your answer in note

Form
(4mks)

(h) Explain the following words as used in the passage.

(4 mks)

- (i) Rapidly _____
- (ii) Plunder _____
- (iii) Intensified _____
- (iv) Safeguard _____

SETBOOK EXERPTS

1. Read the excerpt below and answer the questions that follow (25mks)

A Doll's House:

Krogstad: (Controlling himself) Listen to me, Mrs. Helmer. If necessary, I am prepared to fight for my small post in the Bank as if I were fighting for my life.

Nora: So it seems

Krogstad: It is not only for the sake of the money; indeed, that weighs least with me in the matter. There is another reason-well, I may we well tell you. My position is this. I

daresay you know, like everybody else, that once, many years ago, I was guilty of an indiscretion.

Nora: I think I have heard something of the kind.

Krogstad: The matter never came into court; but every way seemed to be closed to me after that. So I took to the business that you know of. I had to do something; and, honestly, I don't think I've been one of the worst. But now I must cut myself free from all that. My sons are growing up; for their sake I must try and win back as much respect as I can in the town. This post in the Bank was like the first step up for me – and now your husband is going to kick me downstairs again into the mud.

Nora: But you must believe me, Mr. Krogstad; it is not in my power to help you at all.

Krogstad: Then it is because you haven't the will; but I have means to compel you.

Nora: You don't mean that you will tell my husband that I owe you money?

Krogstad: Hm! – suppose I were to tell him?

Nora: I would be perfectly infamous of you. (*Sobbing*) To think of his learning my secret, which has been my joy and pride, in such an ugly, clumsy way – that he should learn it from you! And it would put me in a horribly disagreeable position-

Krogstad: Only disagreeable?

Nora: (*Impetuously*) well, do it, then! – and it will be the worse for you. My husband will see for himself what a blackguard you are, and you certainly won't keep your post them.

Krogstad: I asked you if it was only a disagreeable scene at home that you were afraid of?

Nora: If my husband does get to know of it, of course he will at once pay you what is still owing, and we shall have nothing more to do with you.

Krogstad: (*Coming a step nearer*) Listen to me, MrsHelmwe. Either you have a very bad memory or you know very little of business. I shall be obliged to remind you of a few details.

Questions

a) What happens just before this excerpt?

(2mks)

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b) Identify and illustrate any two themes evident in the excerpt. (4mks)

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c) Using about fifty words, summarise why Krogstad is prepared to fight for the small post in the bank (5mks)

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d) Identify and illustrate any two character traits of; (4mks)
i. Krogstad

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ii. Nora

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e) Identify and illustrate any two stylistic devices used in the excerpt. (4mks)

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f) Explain the meaning of the following words as used in the extract

(2mks)

i. Compel

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ii. Blackguard

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g) "I shall be obliged to remind you of a few details". Which are those details? (4mks)

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2. EXCERPT

Read the excerpt below and then answer the questions that follow.(25 marks)

- Krogstad: Are you aware that is a dangerous confession?
- Nora: In what way? You shall have your money soon.
- Krogstad: Let me ask you a question: Why did you not send the paper to your father?
- Nora: It was impossible: papa was so ill. If I had asked him for his signature, I should have had to tell him what the money was to be used for: and when he was so ill himself, I couldn't tell him that my husband's life was in danger – it was impossible.
- Krogstad: It would have been better for you if you had given up your trip abroad.
- Nora: No, that was impossible. That trip was to save my husband's life. I couldn't give that up.
- Krogstad: But did it never occur to you that you were committing a fraud on me?
- Nora: I couldn't take that into account: I didn't trouble myself about you at all. I couldn't bear you, because you put so many heartless difficulties in my way, although you knew what a dangerous condition my husband was in.
- Krogstad : Mrs. Helmer, you evidently do not realise clearly what it is that you have been guilty of. But I can assure you that my one false step, which lost me all my reputation, was nothing more or nothing worse than what you have done.
- Nora: You? Do you ask me to believe that you were brave enough to run a risk to save your wife's life?
- Krogstad: Foolish or not, it is the law by which you will be judged, if I produce this paper in court.
- Nora: I don't believe it. Is a daughter not to be allowed to spare her dying father anxiety and care? Is a wife not to be allowed to save her husband's life? I don't know much about law: but I am certain that there must be laws permitting such things as that. Have you no knowledge of such laws – you who are a lawyer? You must be very poor Mr Krogstad.
- Krogstad: Maybe. But matters of business – such business as you and I have had together – do you think I don't understand that? Very well. Do as you please. But let me tell you this – if I lose my position a second time, you shall lose yours with me. (He bows and goes out through the hall) Nora (appears buried in thought for a short time, then tosses her head)

Nonsense! Trying to frighten me like that! – I am not so silly as he thinks.
(begins to busy herself putting the children’s things in order) And yet-?
No it’s impossible! I did it for love’s sake.

Questions:

a) Briefly describe the dangerous confession Nora admits to in the onset of the excerpt.

(3 marks)

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b) Explain why Nora did not send the paper to her father for signing. (3 marks)

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c) Explain **two** themes evident in the excerpt above.
(4 marks)

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d) Contrast Krogstad's and Nora's views on the law
(2 marks)

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e) How is Krogstad portrayed in the excerpt
(2 marks)

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f) The law cares nothing about motives. (Add a question tag) (1 mark)

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g) Krogstad informs Nora that “one false step, lost him all reputation.” Briefly explain how. (2 marks)

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h) “.....If I lose my position a second time, you shall lose yours with me.” From elsewhere in the play, show the truth of this statement (2 marks)

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i) What is the general tone in this excerpt? Explain your answer. (3 marks)

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j) Explain the meaning of the following words as used in the excerpt. (2 marks)
(i) defiantly

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(ii) false step

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3. Read the excerpt below and then answer the questions that follow. (25 marks)

Mrs. Linde: Listen to me Nora you are still very like a child in many things, and I am older than you in many ways and have a little more experience. Let me tell you this-you ought to make an end of it with Doctor Rank.

Nora : What ought I to make an end to?

Mrs. Linde: Of two things I think. Yesterday you talked some nonsense about a rich admirer who was to leave you money-

Nora : An admirer who doesn't exist, unfortunately! But what then?

Mrs. Linde: Is Doctor Rank a man of means?

Mrs. Linde: And comes here every day?

Nora : Yes, I told you so.

Mrs. Linde: But how can this well-bred man be so tactless?

Nora : I don't understand you at all.

Mrs. Linde:Don't prevaricate, Nora.do you suppose I don't guess who lent you the two hundred and fifty pounds?

Nora :Are you out of your senses? How can you think of such a thing? A friend of ours, who comes hereevery day! Do you realize what a horribly painful position that would be?

Mrs. Linde: Then it really isn't he?

Nora : No, certainly not. It would never have entered into my head for a moment.

Besides, he had no money to lend then; he came into his money afterwards.Mrs.

Linde: Well I think that was lucky for you, my dear Nora.

Nora :No, it would never have come into my head to ask Doctor Rank. Although I am quite sure if I had asked him-

Mrs. Linde: But of course you won't.

Nora : Of course not. I have no reason to think it could possibly be necessary. But I am quite sure that if I told Doctor Rank-

Mrs. Linde: Behind your husband's back?

Nora : I must make an end of it with the other one, and that will be behind his back too, I must make an end of it with him.

Mrs. Linde: Yes, that is what I told you yesterday, but-

Nora : (walking up and down) a man can put a thing like that straight much easier than a woman.

Mrs. Linde: One's husband , yes.

Nora : Nonsense!(standing still) When you pay off a debt you get your bond back, don't you?

Mrs. Linde:Yes, as a matter of course.

Nora : And can tear it into a hundred thousand pieces and burn it up- the nasty dirty paper.

Mrs. Linde:(looks hard at her, lays down her sewing and gets up slowly.) Nora you are concealing something from me.

Nora : Do I look as if I were?

Mrs. Linde: Something has happened to you since yesterday morning. Nora, what is it?

- (a) Briefly explain what happens before the events in this extract. (4marks)
- (b) Explain why Mrs. Linde says "...I am older than you in many ways and have a little more experience? (3 marks)
- (c) From the dialogue, what do we learn about Nora's character? (4 marks)
- (d) What is Mrs. Lindes' view about Doctor Rank and Nora's relationship? (2 marks)
- (e) Identify and explain the use of hyperbole in this excerpt. (2 marks)
- g) What does Mrs. Linde thinks Nora is concealing from her? Is Mrs. Lindes right? (3 marks)

(f) Explain the meaning of the following words as used in the extract. (3 marks)

i)A man of means

ii)Prevaricate

iii)nasty

(h) Describe what happens immediately after the events presented in this extract (4 marks)

4. Read the extract below and answer the questions that follow. (25 marks)

Nora: It's a shame to say that. I do really save all I can.

Helmer: *(laughing)* That's very true, - all you can. But you can't save anything!

Nora: *(smiling quietly and happily)* You haven't any idea how many expenses we skylarks and squirrels have, Torvald.

Helmer: You are an odd little soul. Very like your father. You always find some new way of **wheeling money out of me**, and as soon as you have got it, it seems to melt in your hands. You never know where it has gone. Still, one must take you as you are. It is in the blood: for indeed it is true that you can inherit these things, Nora.

Nora: Ah, I wish I had inherited many of papa's qualities.

Helmer: And I would not wish you to be anything but just what you are, my little skylark. But do you know, it strikes me that you are looking-rather—what shall I say- rather uneasy today?

Nora: Do I?

Helmer: You do, really. Look straight at me.

Nora : *(looks at him)* well?

Helmer: *(wagging his finger at her)* Hasn't Miss Sweet Tooth been breaking rules in town today?

Nora: No; what makes you think that?

Helmer: Hasn't she paid a visit to the **confectioner's**?

Nora: No, I assure you, Torvald-

Helmer: Not been nibbling sweets?

Nora: No, certainly not.

Helmer: Not even take a bite at a macaroon or two?

Nora: *(going to the table on the right)* I shouldn't think of going against your wishes.

Helmer: No, I am sure of that: besides, **you gave me your word-** *(Going up to her)* Keep your little Christmas secrets to yourself, my darling. They will be revealed tonight when the Christmas tree is lit, no doubt.

Nora: Did you remember to invite Doctor Rank?

Helmer: No. But there is no need; as a matter of course, he will come to dinner with us.
However, I will ask him when he comes this morning. I have ordered some good wine.
Nora, you can't think how I am looking forward to this evening.

Nora: So am I! And how the children will enjoy themselves, Torvald!

Helmer: **It is splendid to feel that one has a perfectly safe appointment**, and a big enough income. It is delightful to think of, isn't it?

Nora: It's wonderful!

- a) Place this extract in its immediate context. (4 marks)
 - b) Explain the dramatic irony in this extract. (3marks)
 - c) Helmer says here, "it is splendid to feel that one has a perfectly safe appointment". What is he referring to? (1 mark)
 - d) What issues on money and gender emerge in this extract? (4 marks)
 - e) Identify and illustrate any two ways the playwright has used language to achieve foregrounding in this extract. (4 marks)
 - f) What do we learn about the character of Nora in this extract? (4 marks)
 - g) Imagine you are directing this play. Which quality would you look for in an actor to play the role of Torvald? (2marks)
 - h) Explain the meaning of the following expressions as used in the extract? (3 marks)
- i) Wheedling money out of
me.....
- ii)
Confectioner's.....
.....
- iii) You gave me your
word.....

5. EXCERPT

Krogstad : Are you sure of that?
MrsLinde : Quite sure, but –

Krogstad: (with a searching look at her) Is that what it all mean? That you want to save your friend at any cost? Tell me frankly. Is that it?

Mrs Linde: Nils, a woman who has once sold herself for another's sake doesn't do it a second time.

Krogstad: I will ask for my letter back.

Mrs Linde: No, no.

Krogstad: Yes, of course I will. I will wait here until Helmer comes; I will tell him he must give me my letter back-that it only concerns my dismissal-that he is not to read it.

Mrs Linde: No Nils, you must not recall your letter.

Krogstad: But, tell me wasn't it for that very purpose that you asked me to meet you here?

Mrs Linde: In my first moment of right, it was. But twenty-four hours have **elapsed** since then, and in that time I have witnessed **incredible** things in this house. Helmer must know all about it. This unhappy secret must be disclosed; they must have a complete understanding between them which is impossible with all this concealment and falsehood going on.

Krogstad: very well, if you take the responsibility. But there is one thing I can do in my case and I shall do it at once.

Mrs Linde: (listening) You must be quick and go! The dance is over, we are not safe a moment longer.

Krogstad: I will wait for you below

Mrs Linde: Yes, do. You must see me back to my door.

Krogstad: I have never had such an amazing piece of good fortune in my life!

Questions

1. Explain what happens before this excerpt. (2mks)
2. Why does Krogstad say he would ask for his letter back? Explain. (2mks)
3. Identify and explain the dominant theme in the excerpt. (2mks)
4. "Nills, a woman who has once sold herself for another sake doesn't do it a second time". Briefly explain what makes Mrs Linde say this? (3mks)
5. Explain the use of irony in this excerpt. (2mks)
6. Identify and illustrate two character traits of Mrs Linde in this excerpt. (4mks)
7. "I have never had such amazing piece of good fortune in my life!" Rewrite beginning never..... (1mk)
8. What makes Krogstad say that he has never had such good fortune in his life? (2mks)
9. "But there is one thing I can do in any case and I shall do it at once." What is that Krogstad does and how does it affect the rest of the play? (3mks)
10. Explain the meaning of the following words and phrases as used in the passage. (4mks)

- i) At any cost –
- ii) Recall –
- iii) Elapsed –
- iv) Incredible things –

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

Nora. What right have you to question me, Mr. Krogstad?—You, one of my husband’s subordinates! But since you ask, you shall know. Yes, Mrs. Linde is to have an appointment. And it was I who pleaded her cause, Mr. Krogstad, let me tell you that.

Krogstad. I was right in what I thought, then.

Nora (*walking up and down the stage*). Sometimes one has a tiny little bit of influence, I should hope. Because one is a woman, it does not necessarily follow that—. When anyone is in a subordinate position, Mr. Krogstad, they should really be careful to avoid offending anyone who—

Krogstad. Who has influence?

Nora. Exactly.

Krogstad (*changing his tone*). Mrs. Helmer, you will be so good as to use your influence on my behalf.

Nora. What? What do you mean?

Krogstad. You will be so kind as to see that I am allowed to keep my subordinate position in the Bank.

Nora. What do you mean by that? Who proposes to take your post away from you?

Krogstad. Oh, there is no necessity to keep up the pretence of ignorance. I can quite understand that your friend is not very anxious to expose herself to the chance of rubbing shoulders with me; and I quite understand, too, whom I have to thank for being turned off.

Nora. But I assure you—

Krogstad. Very likely; but, to come to the point, the time has come when I should advise you to use your influence to prevent that.

Nora. But, Mr. Krogstad, I have no influence.

Krogstad. Haven’t you? I thought you said yourself just now—

Nora. Naturally I did not mean you to put that construction on it. I! What should make you think I have any influence of that kind with my husband?

Krogstad. Oh, I have known your husband from our student days. I don’t suppose he is any more unassailable than other husbands.

Nora. If you speak slightly of my husband, I shall turn you out of the house.

Krogstad. You are bold, Mrs. Helmer.

Nora. I am not afraid of you any longer. As soon as the New Year comes, I shall in a very short time be free of the whole thing.

Krogstad (*controlling himself*). Listen to me, Mrs. Helmer. If necessary, I am prepared to fight for my small post in the Bank as if I were fighting for my life.

Nora. So it seems.

Krogstad. It is not only for the sake of the money; indeed, that weighs least with me in the matter. There is another reason—well, I may as well tell you. My position is this. I daresay you know, like everybody else, that once, many years ago, I was guilty of an indiscretion.

Nora. I think I have heard something of the kind.

Krogstad. The matter never came into court; but every way seemed to be closed to me after that. So I took to the business that you know of. I had to do something; and, honestly, I don't think I've been one of the worst. But now I must cut myself free from all that. My sons are growing up; for their sake I must try and win back as much respect as I can in the town. This post in the Bank was like the first step up for me—and now your husband is going to kick me downstairs again into the mud.

Nora. But you must believe me, Mr. Krogstad; it is not in my power to help you at all.

Krogstad. Then it is because you haven't the will; but I have means to compel you.

- (a) Krogstad asks **four** questions just before this excerpt. Which are they?
(4marks)
- (b) For what reasons has Krogstad visited Nora? Refer to what happens in the excerpt and in the rest of the play.
(3marks)
- (c) “I was right in what I thought, then.” What do you think Krogstad thought?
(2marks)
- (d) Describe **two** character traits of Nora as brought out in the excerpt.
(4marks)
- (e) Rewrite the sentences according to the instructions given after each without changing their meanings.
(2marks)
- i. If you speak slightly of my husband, I shall turn you out of the house.
Use: Unless...
- ii. So it seems.
supply a question tag
- (f) Highlight **two** themes evident in this excerpt.
(4marks)
- (g) “Then it is because you haven't the will; but I have means to compel you.” How does Krogstad plan to force Nora to talk to her husband?
(3marks)

(h) Write a word with the same meaning as each of the following words as used in the excerpt.

(3marks)

i. Necessity

.....

ii. Pleaded

.....

iii. Influence

.....

7. A DOLL'S HOUSE – 25 MARKS

Helmer: I have got authority from the retiring manager to undertake the necessary changes in the staff and in the re-arrangement of the work and I must make use of the Christmas week for that, so as to have everything in order for the New Year, Nora. Then that was why this poor Krogstad-

Helmer: Hm!

Nora: (*Leans against the back of his chair and strokes his hair*) If you hadn't been so busy I should have asked you a tremendously big favour, Torvald.

Helmer: What is that? Tell me.

Nora: There is no one who has such good taste as you. And I do so want to look nice at the fancy dress ball. Torvald. Couldn't you take my hand and decide what I shall go as, and what sort of dress I shall wear?

Helmer: Aha! So my obstinate little woman is obliged to get someone to come to her rescue.

Nora: Yes, Torvald, I can't get along a bit without your help.

Helmer: Very well. I will think it over; we shall manage to hit upon something

Nora: That is nice of you (*goes to the Christmas tree; a short pause*) How pretty the red flowers look, but tell me, was it really something very bad that this Krogstad was guilty of?

Helmer: He forged someone's name. Have you any idea what that means?

Nora: Isn't it possible that he was driven by necessity?

Helmer: Yes; or, as in so many cases, by imprudence. I am not so heartless as to condemn a man altogether because of a single false step of that kind.

Nora: No, you wouldn't, would you, Torvald?

Helmer: Many a man has been able to retrieve his character, if he has openly confessed his fault and taken his punishment.

Nora: Punishment -?

Helmer: But Krogstad did nothing of the sort; he got himself out of it by a cunning trick, and that is why he was gone under altogether.

Nora: But do you think it would -?

Helmer: Just think how a guilty man like that has to lie and play the hypocrite with everyone; how he has to wear a mask in the presence of those near dear to him, even before his own wife and children. And about the children that is the most terrible part of it all, Nora.

Nora: How?

Helmer: Because such an atmosphere of lies infects and poisons the whole life of home. Each breath the children take in such a house is full of the germs of evil.

Nora: (*coming near him*) Are you sure of that?

Helmer: My dear I have often seen it in the course of my life as a lawyer. Almost everyone who has gone to the bad early in life has had a deceitful mother.

Nora: Why do you say mother?

QUESTIONS

a) Explain the events that lead to this excerpt.

(4marks)

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b) In this excerpt, though Helmer and Nora are discussing about Krogstad, they are indirectly referring to Nora's predicament. Explain.

(4marks)

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c) ‘..... so my obstinate little woman is obliged to get someone to her rescue? Explain the ‘rescue’ Nora needs at this point in time.
(4marks)

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d) From your knowledge of the text, apart from the fact that Krogstad had forged a signature why else does Helmer detest him? (2marks)

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e) Describe any two styles used in this excerpt
(6marks)

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f) Give one character trait of Nora from this excerpt.
(2marks)

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g) Add a question tag: I can't get a long a bit without your help
(1mark)

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h) The discussion with Helmer leaves Nora terrified. Explain why this is so going by what happens immediately after this excerpt
(2marks)

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8. Read the excerpt below from *doll's house* and answer the questions that follow.

Nora: Yes!

Helmer: When did my squirrel come home?

Nora: Just now. (Puts the bag of macaroons into her pocket and wipes her mouth.)
come in here, Torvalds, and see what I have bought.

Helmer: Don't disturb me. (A little later, he opens the door and looks into the room, pen in hand.)
Bought, did you say? All these things? Has my little spendthrift been wasting money again?

Nora: Yes but, Torvalds, this year we really can let ourselves go a little. This is the first Christmas
that we have not needed to economize.

Helmer: Still, you know, we can't spend money recklessly.

Nora: Yes, Torvalds, we may be a wee bit more reckless now, mayn't we? Just a tiny wee bit! You
are going to have a big salary and earn lots and lots of money.

Helmer: Yes, after the New Year; but then it will be a whole quarter before the salary is due.

Nora: Pooh! We can borrow until then.

Helmer: Nora! (Goes up to her and takes her playfully by the ear). The same little featherhead!
Suppose, now, that I borrowed fifty pounds today, and you spent it all in the Christmas week, and
then on New Year's Eve a slate fell on my head and killed me, and —

Nora: (Putting her hands over his mouth) Ah! Don't say such horrible things.

Helmer: Still, suppose that happened, - what then?

Nora: If that were to happen, I don't suppose I should care whether I owed money or not.

Helmer: Yes, but what about the people who had lent it?

Nora: They? Who would bother about them? I should not know who they were.

Helmer: That is like a woman! But seriously, Nora, you know what I think about that. No debt, no
borrowing. There can be no freedom or beauty about a home life that depends on borrowing and
debt. We two have kept bravely on the straight road so far, and we will Go on the same way for
the short time longer that there need be any struggle.

Helmer: That is like a woman! We two have kept bravery on the straight road so far, and we will
go on the same way for the short time longer that there need be any struggle.

Questions.

a) What had happened before this excerpt? 3mks

b) 'That is like a woman!' What does this reveal about Helmer? 2mks

- c) Nora says that this is the first Christmas that they need not economize. Why is this so? 2mks
- d) Give and illustrate two-character traits of Nora brought out in the excerpts 4mks
- e) Why does Helmer refer to Nora as my little squirrel? 3mks
- f) From elsewhere in the play, explain why Nora had to hide the macaroons and wipe her mouth when

9. Read the following excerpt and answer the questions that follows .

Mrs. Linde: (Smiles sadly and strokes her hair). It sometimes happens, Nora.

Nora: So you are quite alone. How dreadfully sad that must be. I have three lovely children. You can't see them just now, for they are out with their nurse. But now you must tell me all about it.

Mrs. Linde: No, no; I want to hear about you.

Nora: No, you must begin. I mustn't be selfish today; today I must only think of your affairs. But there is one thing I must tell you. Do you know we have just had a great piece of good luck?

Mrs. Linde: No, what is it?

Nora: Just fancy, my husband has been made manager of the Bank!

Mrs. Linde: Your husband? What good luck!

Nora: Yes, tremendous! A barrister's profession is such an uncertain thing, especially if he won't undertake unsavory cases; and naturally Torvald has never been willing to do that, and I quite agree with him. You may imagine how pleased we are! He is to take up his work in the Bank at the New Year, and then he will have a big salary and lots of commissions. For the future we can live quite differently—we can do just as we like. I feel so relieved and so happy, Christine! It will be splendid to have heaps of money and not need to have any anxiety, won't it?

Mrs. Linde: Yes, anyhow I think it would be delightful to have what one needs.

Nora: No, not only what one needs, but heaps and heaps of money.

Mrs. Linde: (smiling) Nora, Nora, haven't you learned sense yet? In our schooldays you were a great spendthrift. (Laughing) Yes, that is what Torvald says now. (Wags

Nora: her finger at her.) But 'Nora, Nora' is not so silly as you think. We have not been in a position for me to waste money. We have both had to work.

Mrs. Linde: You too?

Nora: Yes; odds and ends, needlework, crotchet-work, embroidery, and that kind of thing.

(dropping her voice) And other things as well. You know Torvald left his office when we were married. There was not prospect of promotion there' and he had to try and earn more than before. But during the first year he worked early and late; but he couldn't stand it, and fell dreadfully ill, and the doctors said it was necessary for him to go south.

Mrs. Linde: You spent a whole year in Italy, didn't you?

Questions

- a) Place the excerpt in its immediate context. 5mks
- b) Identify three styles that are used in the excerpt. State their effectiveness. 6mks
- c) But 'Norah, Nora' is not so silly as you think. What proves that Nora has not been as silly as she was thought to be by many. 4mks
- d) What theme is brought out in the excerpt? 3mks
- e) What character traits of Nora and Mrs Linde are brought out in the excerpt? 4mks
- f) So, you are quite alone. (Add a question tag). 1 mk
- g) What is the meaning of the following words as used in the excerpt? 2mks

10. Read the extract below from DOLL'S HOUSE and answer the questions that follow.

Mrs. Linde: Still I think the sick are those who most need taking care of.

Rank: (shrugging his shoulders) Yes, there you are. That is the sentiment that is turning Society into a sick-house. (NORA, who has been absorbed in her thoughts, breaks out into smothered laughter and claps her hands).

Rank: Why do you laugh at that? Have you any notion what Society really is?

Nora: 'What do I care about tiresome Society? I am laughing at something quite different, something extremely amusing. Tell me, Doctor Rank, are all the people who are employed in the Bank dependent on Torvald now?

Rank: Is that what you find so extremely amusing?

Nora: (smiling and humming) That's my affair! (walking about the room) It's perfectly glorious to think that we have — that Torvald has so much power over so many people. (takes the packet in her pocket) Doctor Rank, what do you say to a macaroon?

Rank: What, macaroons? I thought they were forbidden here.

Nora: Yes, but these are some Christine gave me.

Mrs. Linde: What! I ?-

Nora: Oh, well, don't be ashamed! You couldn't know that Torvald had forbidden them. I must tell you that he is afraid they will spoil my teeth. But, bah! — once in a way — That's so, isn't it, Doctor Rank? By your leave! (Puts a macaroon into her mouth) You must have one too, Christine. And I shall have one, just a little one — or at most two. (walking about) I am tremendously happy. There is just one thing in the world now that I should dearly love to do.

Rank: Well, what is that?

Nora: It's something I should dearly love to say. If Torvald could hear me.

Rank: Well, why can't you say it?

Nora: No, I daren't; it is so shocking.

Mrs. Linde: Shocking?

Rank: Well, I should not advise you to say it. Still, with us you might. What is it you would so much like to say if Torvald could hear you?

Nora: I should just love to say— Well, I'm dammed!

Rank: Are you mad?

Mrs. Linde: Nora, dear- !

Rank: Say it, here he is! Nora (hiding her packet) Hush! Hush! Hush!) HELMER comes out of his room, with his coat over his arm and his hat in his hand.)

Nora: Well, Torvald dear, have you got rid of him?

Helmer: Yes, he has just gone.

Nora: Let me introduce you — this is Christine, who has come to town.

Helmer: Christine - ? Excuse me, but I don't know — Of course. School friends of my wife's I presume?

Mrs. Linde: Yes, we have known each other since then.

Nora: And just think, she has taken a long journey in order to see you.

Helmer: What do you mean? Mrs. Linde. No, really, I—

Nora: And when she heard you had been appointed manager of the Bank — she travelled here as quick as she could Torvald, I am sure you will be able to do something for Christine, for my sake, won't you?

Questions

- a) Why does Mrs. Linde feel that those who are sick need taking care of? 4mks
- b) Identify use of symbolism in the excerpt. 6mks
- c) Give Nora's traits brought out in the excerpt. 4mks
- d) What amuses Nora when she finds out that Helmer has so much power over many people? Explain 4mks
- e) What is it that Nora would dearly love to say? 2mks
- f) Hush! Hush! Hush! Identify the style used here. 2mk
- g) What happens immediately after the excerpt? 3mks

11. Read the extract below from DOLL'S HOUSE and answer all the questions that follow

Nora: Should? He did sign them.

Krogstad: I had left the date blank; that is to say, your father should himself have inserted the date on which he signed the paper. Do you remember that?

Nora: Yes, I think I remember—

Krogstad: Then I gave you the bond to send by post to your father. Is that not so?

Nora: Yes.

Krogstad: And you naturally did so at once, because five or six days afterwards you brought me the bond with your father's signature. And then I gave you the money.

Nora: Well, haven't I been paying it off regularly?

Krogstad: Fairly so, yes. But to come back to the matter in hand that must have been a very trying time for you, Mrs.

Nora: It was, indeed.

Krogstad: Your father was very ill, wasn't he?

Nora: He was very near his end.

Krogstad: And died soon afterwards?

Nora: Yes:

Krogstad: Tell me, Mrs Helmer, can you remember what day your father died? the month, I mean.

Nora: Papa died on the 29th of September. by any chance on what day of

Krogstad: That is correct; I have ascertained it for myself. And, as that is so, there is discrepancy (taking a paper from his pocket) which I cannot account for.

Nora: What discrepancy? I don't know—

Krogstad: The discrepancy consists, Mrs. Helmer, in fact that your father signed this bond three days after his death.

Nora: What do you mean? I don't understand —

Krogstad: Your father died on the 29th of September. But, look here; your father has dated his signature the 2nd of October. It is a discrepancy, isn't it? (NORA is silent) Can you explain it to me?

(NORA is silent) It is a remarkable thing, too, that the words '2nd of October,' as well as the year, are not written in your father's handwriting but in one that I think I know. Well, of course it can be explained; your father may have forgotten to date his signature, and someone else may have dated it haphazard before they knew of his death. There is no harm in that. It all depends on the signature of the name; and that is genuine. I suppose, Mrs. Helmer? It was your father himself who signed his name here?

Questions.

- a) What is it that Nora claims to have signed? Explain. 4mks
- b) What does this excerpt reveal about Krogstad's character? 8 mks

- c) Explain key theme brought out in the excerpt? 4mks.
- d) Why did Nora forge her father's signature? 4mks
- e) What is the meaning of the following words as used in the excerpt? 3mks
- I. Ascertained
 - II. Discrepancy
 - III. Genuine
- f) Papa died on the 29th of September (Add a question tag.) 2 mks

12. Read the extract below and then answer the questions that follow:

Nora: (drops her cloak) Someone is coming now! (Goes to the door and listens.) No — it is no one. Of course, no one will come today. Christmas Day — nor tomorrow either. But perhaps— (opens the door and looks out.) No, nothing in the letterbox; it is quite empty. (comes forward) What rubbish! Of course, he can't be in earnest about it. Such a thing couldn't happen: it is impossible — I have three little children. (enter the NURSE from the room on the left, carrying a big cardboard box)

Nurse: At last I have found the box with the fancy dress.

Nora: Thanks; put it on the table.

Nurse: (doing so) But it is very much in want of mending.

Nora: I should like to tear it into a hundred thousand pieces.

Nurse: What an idea! It can easily be put in order—just a little patience.

Nora: Yes, I will go and get Mrs. Linde to come and help me with it.

Nurse: What, out again? In this horrible weather? You will catch cold, ma'am, and make yourself ill.

Nora: Well, worse than that might happen. How are the children?

Nurse: The poor little souls are playing with their Christmas presents, but —

Nora: Do they ask much for me?

Nurse: You see, they are so accustomed to having their mamma with them.

Nora: Yes, but, nurse, I shall not be able to be so much with them now as I was before.

Nurse: Oh well, young children easily get accustomed to anything.

Nora: Do you think so? Do you think they would forget their mother if she went away altogether?

Nurse: Good heavens! - Went away altogether?

Nora: Nurse, I want you to tell me something I have often wondered about how could you have the heart to put your own child out among strangers?

Nurse: I was obliged to, if I wanted to be little Nora's nurse.

Nora: Yes, but how could you be willing to do it?

Nurse: What, when I was going to get such a good place by it? A poor girl who has got into trouble should be glad to. Besides, that wicked man didn't do a single thing for me.

Nora: But I suppose your daughter has quite forgotten you.

Nurse: No, indeed she hasn't. She wrote to me when she was confirmed, and when she was married.

Nora: (putting her arms round her neck) Dear old Anne, you were a good mother to me when I was little.

Nurse: Little Nora, poor dear, had no other mother but me.

Nora: And if my little ones had no other mother, I am sure you would — What nonsense I am talking! (opens the box) Go in to them. Now I must You will see tomorrow how charming I shall look.

Nurse: I am sure there will be no one at the ball so charming as you, ma'am. (goes into the room on the left)

Questions

- a) Why is Nora looking worried that someone might be at the door? 4mks
- b) The nurse reveals that she had to leave her daughter behind in order to serve as Nora's nurse. Explain the theme brought out from this revelation. 6mks
- c) What does this conversation between Nora and the Nurse foreshadow? 4mks
- d) Other than foreshadow, give another styles that is brought out in the excerpt 4mks
- e) Someone is coming now! (Change into a negative sentence). 3mk

13.SET TEXT. DOLL'S HOUSE

Read the excerpt below and answer the questions that follow.

(20marks)

Rank: Is there anything wrong?

Nora: No, no, not in the least. It is only something it is my new dress —

Rank: What? Your new dress is lying there.

Nora: Oh, yes, that one; but this is another. I ordered it. Torvald mustn't know about it —

Rank: Oho! Then that was the great secret.

Nora: Of course. Just go in to him; he is sitting in the inner room, Keep him as long as—

Rank: Make your kind easy; I won't let him escape. (Goes into HELMER'S room)

Nora: (to the MAID) And he is standing waiting in the kitchen?

Maid: Yes, he came up the back stairs.

Nora: But didn't you tell him no one was in?

Maid: Yes, but it was no good.

Nora: He won't go away?

Maid: No; he says he won't until he has seen you, ma'am.

Nora: Well, let him come in —but quietly. Hellen, you mustn't say anything about it to anyone. It is a surprise for my husband.

Maid: Yes, ma'am, i quite understand. (Exit)

Nora: This dreadful thing is going to happen! It will happen in spite of me! No, no, no, it can't happen — it shan't happen! (She bolts the door of HELMER'S room. The MAID

opens the hall door for KROGSTAD and shuts it after him. He is wearing a fur coat, high boots and a furcap.)

Nora: (advancing towards him) Speak low — my husband is at home.

Krogstad: No matter about that.

Nora: What do you want of me?

Krogstad: An explanation of something.

Nora: Make haste then. What is it?

Krogstad: You know, I suppose, that I have got my dismissal.

Nora: I couldn't prevent it, Mr. Krogstad I fought as hard as I could on your side, but it was no good.

Krogstad: Does your husband love you so little, then? He knows what I can expose you to, and yet he ventures —

Nora: How can you suppose that he has any knowledge of the sort?

Questions:

- a) Place the excerpt in its immediate context. 6mks
- b) What is it that Nora claims to be another that she ordered? What does it reveal about her character trait? 4mks
- c) This dreadful thing is going to happen! What is it that Nora fears will happen? 5mks
- d) What character trait of Nora is brought out in the excerpt? 4mks
- e) What is the presentation of Rank in the excerpt? 2mks .
- f) What major theme comes out in the excerpt? 2mks
- g) What is the meaning of the following words as used in the excerpt? 2mks

14. Read the excerpt below and then answer the question that follow.

Helmer: (walking about the room) What a horrible awakening! — All these eight years- she who was my joy and pride — a hypocrite, a liar— worse, worse —a criminal! The unutterable ugliness of it all! — For shame! For shame! (NORA is silent and looks steadily at him. He stops in front of her.) I ought to have suspected that something of the sort would happen. I ought to have foreseen it. All your father's want of principle — be silent! — all

your father's want of principle has come out in you. No religion, no morality, no sense of duty-. How I am punished for having winked at what he did! I did it for your sake, and this is how you repay me.

Nora: Yes, that's just it.

Helmer: Now you have destroyed all my happiness. You have ruined all my future. It is horrible to think of! I am in the power of an unscrupulous man; he can do what he likes with me, ask anything he likes of me, give me orders he pleases — I dare not refuse. And I must sink to such miserable depths because of a thoughtless woman!

Nora: When I am out of the way, you will be free.

Helmer: No fine speeches, please. Your father had always plenty of those ready, too. What good would it be to me if you were out of the Way, as you say? Not the slightest. He can make the affair known everywhere; and if he does, I may be falsely suspected of having been a party to your criminal action. Very likely people will think I was behind it all —that it was I who prompted you! And I have to thank you for all this you whom I have cherished during the whole of our married life. Do you understand now what it is you have done for me?

Nora: (coldly and quietly) Yes.

Helmer: It is so incredible that I can't take it in. But we must come to some understanding. Take off that shawl. Take it off, I tell you. I must try and appease him some way or another. The matter must be hushed up at any cost. And as for you and me, it must appear as if everything between us were just as before — but naturally only in the eyes of the world. You will still remain in my house that is a matter of course. But I shall not allow you to bring up the children; I dare not trust them to you. To think that I should be obliged to say so to one whom I have loved so dearly, and who, I still No, that is all over. From this moment happiness is not the question; all fragments, the appearance. (A ring is heard at the front-door bell)

Questions:

- a) Briefly explain the events that lead to this excerpt. 6mks
- b) What is so ironical about Helmer's reaction after reading Krogstad's letter? 4mks
- c) Give and illustrate two themes brought out in the excerpt 4mks

- d) What is it that Nora did that makes Helmer so angry? 4mks
- e) What does Helmer's reaction reveal about him? 2mks
- f) What happens immediately after the excerpt? 3mks
- g) When am out of the way, you will be free. (Add a question tag) 2 mks

15. Doll's House

Read the excerpt below then answer the questions that follow:

Mrs. Linde: I think I have the right to be. I too have

Nora: I think so, too. But now, listen to this: something to be proud and glad of.

Mrs. Linde: I have no doubt you have. But what do you refer

Nora: Speak low. Suppose Torvald were to hear! He mustn't on any account — no one in the world must know, Christine, except you.

Mrs. Linde: But what is it?

Nora: Come here. (pulls her down on the sofa beside her.)

Now I will show you that I too have something to be proud of. It was I who saved Torvald's life.

Mrs. Linde: 'Saved'? How?

Nora: I told you about our trip to Italy. Torvald would never have recovered if he had not gone there —

Mrs. Linde: Yes, but your father gave you the necessary funds.

Nora: (smiling) Yes, that is what Torvald and all the others think, but—

Mrs. Linde: But—

Nora: Papa didn't give us a shilling. It was I who procured the

Mrs. Linde: You? All that large sum?

Nora: Two hundred and fifty pounds. What do you think of that?

Mrs. Linde: But, Nora, how could you possibly do it? Did you win a prize in the lottery?

Nora: (contemptuously) In the lottery? There would have been no credit in that.

Mrs. Linde: But where did you get it from, then?

Nora: (humming and smiling with an air of mystery) Hm, hm! Aha!

Mrs. Linde: Because you couldn't have borrowed it.

Nora: Couldn't I? Why not?

Mrs. Linde: No a wife cannot borrow without her husband consent.

Nora: (tossing her head) Oh, if it is a wife who has any head for business — a wife who has the wit to be a little bit clever

Mrs. Linde: I don't understand it at all, Nora.

Nora: There is no need you should. I never said I had borrowed the money. I may have got it some other way. (lies back on the sofa) Perhaps I got it from some other admirer. When anyone is as attractive as I am -

Mrs. Linde: You are a made creature.

Nora: Now, you know you're full of curiosity, Christine.

Mrs. Linde: Listen to me, Nora dear. Haven't you been a little bit imprudent?

Nora: (sits up straight) It is important to save your husband's life.

Mrs. Linde: It seems to me imprudent, without his knowledge, to -

Questions:

- a) Place the excerpt in its immediate context. 6mks
- b) What major theme comes out in the excerpt? 3mks
- c) Give two-character traits of Nora brought out in the excerpt. 4mks
- d) Compare what Mrs Line has been through to what Nora has gone through and say what it reveals about women. 6mks
- e) Explain dramatic irony as brought our through Nora's revelation. 4mks
- f) I think I have the right to bee (Add a question tag) 2 mks

ORAL LITERATURE

1. KCSE TRIAL EXAM 1 Read the following narrative then answer the questions that follow (20mks)

Once upon a time Hare and Hyena were very good friends. They visited each other every day and herded their cows together.

There came a time when the cows started dying one after the other. The two friends wanted to find out why the cows were dying. Hare said, ‘Let us go and kill our mothers and take out their livers. We shall then cook and taste these livers. The bitter liver will show whose mother was making the cows die. At once Hyena went and killed his mother. He took out the liver and cooked it. Hare went and hid his mother in the garden in bushy banana plants. He then went and killed an antelope, took out its liver and cooked it.

The two friends met to eat their livers. ‘My liver is very bitter’, said the Hyena. ‘Mine is very sweet,’ said Hare, ‘So it was your mother who was making the cows die.’ Hyena kept quiet and went home feeling sad. He moved from the old house to a smaller one because now he had no mother. Hare did the same

After a short time, there was great famine in the land. The two friends decided that each of them was to look for food on alternate days sharing, on an equal basis what was available. When it was Hyena’s turn, he went and found only honeycombs without any honey. When Hyena brought these, Hare refused this because he had secretly gone to his mother who had given him some bananas. This went on for many days, and Hyena grew thinner and thinner. Then he started wondering. ‘How does my friend remain fat and he doesn’t eat anything. I will find out.’

One day he followed Hare. Hare went to his mother as usual. ‘Mother, mother, I have come’ and the mother dropped some bananas which Hare ate quickly. He then looked for some honeycombs and took them to the friend. ‘This is all I could find my friend.’ The Hyena kept quiet. The next day he went to the banana plant and called. His voice however was very deep and no bananas were dropped for him.

There was an old hyena who was staying at the end of the forest and used to give advice to people. So Hare's friend went to her and told her his problem. "Go and put your tongue on the path of black ants," He was told, "Let them bite your tongue until it hurts. That's how your voice will be soft."

Hyena went and did as he was told. When he went to Hare's mother his voice was as soft as Hare's. "Mother, mother I have come." And Hare's mother dropped bananas for his him. Then he told her to come and greet him. When she came down and saw it was Hyena she screamed but there was nobody near to help. Hyena killed her immediately.

Hyena went and met Hare as usual saying nothing about Hare's mother. The following day it was Hare's. "Mother, mother I have come." And Hare's mother dropped bananas for his him. Then he told her to come and greet him. When she came down and saw it was Hyena she screamed but there was nobody near to help. Hyena killed her immediately.

Hyena went and met Hare as usual saying nothing about Hare's mother. The following day it was Hare's turn. He went to his usual place. "Mother" he called again. He climbed up. There was nobody. Having seen some blood on the ground, Hare knew what had happened to his mother.

When Hare got back to Hyena's house, he said nothing. At night, Hare took all cows including Hyena's and went away to live in another part of the country. That ended the Hare and Hyena's friendship. And that is the end of my story to you.

Questions

- a) With illustrations, classify the above narrative (2mks)

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b) Identify three features of narratives (3mks)

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c) Identify three features in this story that are characteristics of oral narratives (3mks)

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d) Briefly explain the character traits of the following (4mks)

i. Hare

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ii. Hyena

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e) What moral lesson do you learn from this story? (2mks)

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f) Identify two socio-economic activities from the community in which the narrative is taken from. (2mks)

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g) You have been selected for a fieldwork research to collect the above item.

i. Briefly explain two ways in which you would collect information on the item. (2mks)

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ii. Identify two challenges you might encounter during the field work and state how you would solve them. (2mks)

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h) Then he started wondering “How does my friend remain fat and he doesn’t eat anything. I will find out”. (Re-write into indirect speech) (1mk)

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i) Describe the irony in the fifth paragraph (2mks)

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2. ORAL POETRY

Read the oral poem below and then answer the questions that follow. (20 marks)

Ha! That mother who takes her food alone
Ha! That mother before she has eaten
Ha! That mother she says, "lull the baby for me".
Ha! That mother, when she has finished eating,
Ha! That mother, she says, "give the child to me."

Questions

a) What type of oral poem is this? (2 marks)

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b) Explain briefly what the above oral poem is about (4 marks)

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c) Who is the speaker in the above oral poem? (2 marks)

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d) What is the speaker's attitude towards the mother? (2 marks)

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e) What evidence is there to show that this is an oral poem? (6 marks)

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f) State **two** functions of the above oral poem. (2 marks)

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g) Mention **one** feature that is characteristic of this sub-genre (2 marks)

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3. Read the narrative below and answer the questions that follow. (20 marks)

Long ago, there was famine in Gikuyu land. This famine had made the cows and goats to die. Only human beings were left and even them, it could be seen that they were not going to live much longer. Now the people asked themselves, “What shall we do?” It was decided that the most beautiful girl, one called Wanjiru should be sacrificed to god so that the rain could fall. She was brought to a place where there was a big river. She started to sing:

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost. I should be lost

My mother said I should be lost. I should be lost

Rain fall and make this ridge green

Make this ridge green

She went down on her knee, she sang:

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost, I should be lost

Rain fall and make this ridge green

Make this ridge green

The water reached the waist, she sang

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost, I should be lost

My mother said I should be lost, I should be lost

Rain fall and make this ridge green

Make this ridge green

The water reached the neck, she sang

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost, I should be lost

My mother said I should be lost, I should be lost

Rain fall and make this ridge green

Make this ridge green

The head went in

Very heavy rains fell on this land. The grass grew, a lot of food and the people began to feel better. Now where Wanjiru went she found her people who had died before her. These people had a lot of cows and goats. Now they asked her what she would like. She said she wanted cows and goats. She was given many goats and cows and then she was told to lie down in a place. When she woke up she found that she had returned back to her people. She woke up at a place where there was a river and she had her cows and goats. Now when the people saw her they rejoiced greatly.

The story ends there.

Adapted from: The Oral Literature of the Gikuyu by WanjikuKabira and KaregaMutahi.

- (a) Why do you think this community makes the choice of a beautiful girl such as Wanjiru to sacrifice to god so as to get rain? (1 mark)
- (b) Which functions does this song serve in this narrative? (2mark)
- (c) Describe one character trait of the villagers in this narrative.(2 marks)
- (d) In point form, list how events follow each other in this story. (3 marks)
- (e) Identify and explain two features of oral narration employed in this narrative. (4 marks)
- (f) Identify two elements of fantasy in this story. (2 marks)
- (g) Describe Wanjiru's tone in the song. (3marks)

(h) Which social/cultural practices of the Gikuyu are brought out in this narrative?(2 marks)

(i)What does this phrase mean? “My father said I should be lost.” (1 mark)

4. Read the poem below and then answer the questions that follow. (20 marks)

No coffin, no grave by Jared Angira

He was buried without a coffin
Without a grave
The scavengers performed the post-mortem
In the open mortuary
Without sterilized knives
In front of the night club

Stuttering rifles put up
The gun salute of the day
That was a state burial anyway
The car knelt
The red plate wept, wrapped itself in blood its
master's

The diary revealed to the sea
The rain anchored there at last
Isn't our flag red, black and white?
So he wrapped himself well

Who could signal yellow
When we had to leave politics to the experts
And brood on books
Brood on hunger
And schoolgirls
Grumble under the black pot
Sleep under torn mosquito net
And let lice lick our intestines
The lord of the bar, money speaks madam
Woman magnet, money speaks madam

We only cover the stinking darkness of the cave of our mouths
And ask our father who is in hell to judge him
The quick and the good.

Well, his diary, submarine of the Third World
War
Showed he wished
To be buried in a gold-laden coffin
Like a VIP
Under the jacaranda tree beside his palace
A shelter for his grave
And much beer for the funeral party

Anyway one noisy pupil suggested we bring
Tractors and plough the land.

*(From **Poems from East Africa**, D. Cook and D. Rubadiri (Eds.): East African Educational Publishers)*

- a) Briefly explain what this poem is about.
(3 marks)
- b) Explain the use of onomatopoeia in the poem.
(2 marks)
- c) Identify and explain the tone of the poem.
(4 marks)
- d) Comment on the central theme of the poem. (3 marks)
- e) Explain the meaning of the following lines:
 - i) who could signal yellow (2 marks)
 - ii) submarine of the Third World War
- f) How else can people bring change in society without assassinating politicians? (2mks)
- g) Explain the meaning of the following words as used in the poem
 - i) Anchored (1mk)

iii) Brood

5. Read the following oral poem and answer the questions that follow.

Oh beautiful bride, don't cry,
Your marriage will be happy,
Console yourself, your husband will be good.

And like your mother and your aunt,
You will have many children in your life,
Two children, three children, four.....

Resign yourself do like all other,
A man is not a leopard,

A husband is not a thunderstruck,
Your mother was your father's wife,
It will not kill you to work.

It will not kill you to grind the grain
Nor will it kill you to wash the pots
Nobody dies from gathering firewood
Nor from washing clothes.

We did not do it for you,
We did not want to see you go,
We love you too much for that

Its your beauty that did it
Because you are so gorgeous
Ah, we see you laugh beneath your tears!

Goodbye, your husband is here
And already you don't seem
To need our consolations.

Questions

- a) With evidence, classify the oral poem. (2mks)
- b) Who do you think are the singers of the song? Illustrate. (2mks)
- c) How do the singers make the situation bearable for the lady? (2mks)

- d) What is the attitude of the society from which the song is derived towards women? (2mks)
- e) Illustrate and explain the use of the following stylistic devices in this oral poem. (4mks)
 - i) Repetition –
 - ii) Ellipses –
- f) State in note form the duties of a wife according to the song. (2mks)
- g) Explain any social aspect and one economic activity carried out in the commodity from which the oral poem is taken (4mks)
- h) Explain the irony in the 7th stanza. (2mks)

6. Read the narrative below and then answer the questions that follow.

There was a certain town whose only occupation was catching squirrels (ground squirrels). There was a man in this town who excelled at catching squirrels. One squirrel was so smart that it eluded everyone in town. It was said that only this man said to his son, “Come, let’s go to catch the squirrel.” They took an axe; they found the squirrel near its hole. Then the squirrel ran and entered its hole. They searched out all the holes, then they stopped them up. Then the man said to his son, “Don’t let the quirrel get out of its hole.” He answered, “Okay.” But one hole wasn’t stopped up, and the squirrel escaped. When it escaped, the father came to his son and said to him, “Why did you let it escape? If I go home now, I will be ashmed.” He grabbed the axe and struck his son. Then he went on his way and left his son unconscious. Ants began to fill his eyeballs an his ears; vultures were circling above him.

In the afternnon, the headman of a rich caravan arrived at the spot. When he arrived, he setp up camp. Then he got up and went for a stroll and saw the boy. He called his slaves to take him and have him washed and shaved. The boy recovered. The headman had no offspring. When he took the boy, he decided that he would make him his son. He sent a message to the chief of the town, telling him that he had an offspring, that he was happy he had become a complete man, and that he would now receive the gifts due to him.

The chief said, “This is a lie. He is not his son. If he is his son, then let him come that I can see.” Then the headman arrived in town. The chief gave his sons horses worth ten pounds. He said, “Go and join the son of the headman. Have a race. When you finish give these horses away” (forcing him to do the same). They did it and they returned. the next day, the chief again gave them horses worth ten pounds. They did as the day before. They did it five times. They ran out of horses. Then the chief said, “Indeed, it is his son I have run out of horses. If it weren’t his son, he wouldn’t agree to let him give his own horses away to match the presents.” Then the chief summoned his daughter. The Gralladima brought his to help. The Madaki also gave, and the Makama gave. Altogether, four wives. The chief gave a big house. The headman came and brought twenty concubines and gave to his son. There was continuous feasting.

Then one day the son saw his father, the one who had knocked him down with the axe because of the squirrels. The father came to the house of his son and said, “Throw away your gown and start catching squirrels.” The slaves of the headman said, “This is a crazy man, let us all strike

him.” The boy said to him, “This is my father, the one who sired me.” The headman said, “I have already lied to the chief. Let us keep that secret. I will give your father wealth. Let him go home. Should he want to see you, let him come to visit you. If you want to see him, then you can go and visit him.” The real father said he did not agree. Then the headman said, “Well then, let us go out in the countryside.” They went. The headman unsheathed his sword. He handed it to the son, and said, “Kill one of the two of us.” Here ends the story.

Questions

- (a) With reasons, classify the above narrative.
(3marks)
- (b) What **three** features of oral narrative are evident in this story?
(6marks)
- (c) Identify **one** economic activity of the community described in this narrative and give evidence of your answer.
(2 marks)
- (d) Describe **one** character trait of each of the following as revealed in the narrative.
(4 marks)
- i. young man
 - ii. his father
- (e) What is the function of this narrative?
(1mark)
- (f) If you are asked to go and collect this story in the field, state:-
Three things you would do before the actual field trip. (3 marks)
Three difficulties you are likely to encounter.
(3marks)

7. Read the story below and then answer the questions that follows

There was once a man who had a wife who was barren after giving birth to an only boy. After consulting a witch doctor, he went in search of an ogre’s tail as he had been instructed. After a long and hazardous journey through unknown lands he came into a country of the ogres. That day the ogres were celebrating the installation of a new chief. He joined in their beer party and the ogres welcomed him through they had difficulty in restraining their cannibalistic nature.

When all ogres went to bed, the man with his knife in his hand stealthily crept to the bed chamber of the new chief. Overcome with too much beer, the chief was sleeping too heavily

to notice that his tail was being slashed off. When he woke up the following morning, he found the other ogres dancing and singing:

Omwamikenyalile The chief has urinated

Khaneomwamikenyalanga So the chief urinates

He looked about him and saw blood, then he noticed that his tail was missing. The visitor was also missing!

The chief then changed himself into a beautiful woman. After a long journey she came upon herds of boys playing lifundo with a ball made out of banana leaves. The beautiful woman asked each boy in turn what great thing his father had done. One said, "My father killed an elephant." Another said that his father had killed a company of ten Teso warriors. The third said, "My father cut off the tail of an ogre." The woman rejoiced and asked the boy to take her to his father's home. The man, struck by her great beauty, made her his wife the same day.

That night the woman tried to change into an ogre but the man's two dogs, Kutubi and Mulikho, barked at her fiercely and she gave up the attempt. The following day she told the man that she wanted some firewood from the forest. She told him to tie the dogs in heavy chains. She then led him deep into the forest, and then asked him to climb one of the trees that were dry. "I will hand the axe to you when you are up," she said.

But as soon as the man was up the tree, she turned into an ogre, "Now I have got you," the ogre said and started cutting down the tree. The man started calling for his dogs:

"Asa, asa, mbwa change KutubinaMulikho." ("Come, come, my dogs Kutubi and Mulikho.")

Each time the tree showed signs of falling, a dove on a nearby tree said, "KurrMurongorokwaseyililisia." ("Kurr, my tree. Regain your former state.") The ogre in a fury chased away the dove, which returned almost immediately.

In the meantime, the dogs after the struggle had cut their chains and came at breakneck speed as their master kept calling. When they arrived, the ogre threw away the axe, turned into the same beautiful woman and begged for mercy. But the dogs did not stop their onslaught until she was completely dead.

QUESTIONS

a) State two characteristics of ogre stories evident in the above narrative. (2marks)

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b) Identify any three social activities mentioned in the passage. (3marks)

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c) From the story, do you think the wife was cured of her illness? Explain your answer. (2marks)

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d) Identify and illustrate two character traits of the man? (4marks)

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e) With an illustration, identify one way in which the narrator has achieved the use of suspense in the above narrative. (2marks)

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f) State features of oral narrative evident in the above narrative (3marks)

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g) State any two functions of the song used in the narrative. (2marks)

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h) What moral lesson do you learn from the above narrative? (2marks)

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8. Read the poem below carefully and answer the questions that follow.

Pedestrian to passing Benz-man

You man, lifted gently
Out of the poverty and suffering
We so recently shared; I say
Why splash the muddy puddle onto
My bare legs as if, still unsatisfied
With your seated opulence
You must sully the unwashed
With your diesel-smoke and mud-water
and force him buy, beyond his mean
A bar of soap from your shop?
A few years back we shared a master
Today you have none, while I have
Exchanged a parasite for something worse
But maybe a few years is too long a time.

- (a) Briefly explain what is happening in the poem. (3 marks)

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- (b) With two illustrations from the poem, describe the economic condition of the persona(4 marks)

(c) Explain the **significance** of the following **images** in the poem.(6 marks)

(i) Muddy puddle/mud-water.

(ii) Diesel smoke.

(i) Parasite.

(d) What is the importance of the last line in relation to the rest of the poem.
(4 marks)

(e) Explain the tone of the poem.
(3 marks)

GRAMMER

1. GRAMMAR

(a) Use the correct form of the word in brackets to fill in the blanks.

(3marks)

- (i) His _____ (deceive) cost him his life.
- (ii) The dog barked _____ to the stranger. (menace)
- (iii) The _____ between Kamenno and Makuyu is damaging. (enemy)

(b) Use phrasal verbs to replace the underlined words.

(2 marks)

- (i) Heavy traffic jam delayed our visitors for an hold. (hold)

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- (ii) He regained consciousness before the doctor arrived. (come)

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(c) Use the correct preposition to fill the blanks.

(2marks)

- (i) I am indebted _____ him for the help he gave me.
- (ii) She has always confided _____ him.

(d) Fill the blank spaces using the correct form of the verb in brackets.

(2 marks)

(i) If I had money, I _____ (buy) a computer.

(ii) If he _____ (be) obedient, I would stay with him.

(e) Correct the error in the following sentences.

(2 marks)

(i) Something is smelling awful

.....

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(ii) This brilliance is utter.

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(f) In the sentences below, underline the nouns that are used as adjectives.

(2 marks)

(i) Mr. Charo amused the children by reciting nursery rhymes.

(ii) When we camped in the Maasai Plains, we felt like strangers in the new environment.

(g) Add question tags to the following statements.

(2 marks)

(i) We need to buy a radio.

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.....

(ii) He dares to stroke the lion.

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2. (a) Rewrite the following sentences according to instruction given in brackets

(4 marks)

i. John never reported late to work last year. (Not once...)

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ii. His excuse was flimsy. He ended up in jail. (Combine the two sentences beginning: so...)
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iii. If I had not missed the plane last night, I.....(give) my first
lecture now. (Use the correct tense of the verb in brackets)

iv. As soon as the sun rose, they set out. (Begin: no sooner)
.....

(b) Fill in the blanks with the correct word chosen from the ones given brackets after each
sentences (2 marks)

i. The bride was looking forward to walking down the.....on her wedding day
(aisle/isle)

ii. We cannot accommodate another person there is Space left (little/a
little).

(c) Use the correct form of the words in brackets to fill the blanks (2 marks)

i. The modern world today has manyforms of communication
(sophistication)

ii. The gas was stored in acontainer (pressure)

(d) Fill in using appropriate prepositions (3 marks)

i. Many people claim that girls are good arts subjects

ii. Unemployed youths often subscribe Illegal groups.

iii. They attended the party dressedsmart casuals

(e) Explain the meaning of the following idiomatic expressions (2 marks)

i. Face the music.....
.....

ii. From the horse's mouth

(f) Replace the underlined word(s) with a phrasal verb that has the same meaning as the underlined (2 marks)

i. The nurse couldn't tolerate the noise

ii. The mayor assumed that the problem had been got rid of.

3. GRAMMAR

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

(3 mks)

(i) The young man was very hungry. He swallowed the food without chewing it. (Begin: So.....)

(ii) The oil company has established petrol station here. (Rewrite beginning: A petrol station

(iii) The principal advised the students to consider the consequences of their behavior. (Rewrite in direct speech.

(b) Fill the blanks with suitable prepositions.

(3 mks)

(i) Mwendu is indebted _____ him for the help he gave me.

(ii) The thief who snatched my bag walked _____ a limp.

(iii) Harambee stars won because the spectators cheered them _____

(c) Replace the underlined phrasal verb with word of the same meaning.

(3 mks)

(i) The student kept breaking in on our conversation.

(ii) We stood up for what they believed.

(iii) We must pull together to make sure our team wins

(d) Explain the meanings of the following sentences.

(i) Only Mutungi spoke to him.

(ii) Mutungi spoke to him only.

(iii) Mutungi only spoke to him.

(e) Rewrite the following sentence replacing the underlined words with a gender word.

(3 mks)

(i) Our maid stole money from my mother's purse.

(ii) The firemen took a long time to arrive at the scene of the accident.

(iii) Mankind thrives on cooperation.

4.GRAMMAR 15 MARKS

a) Rewrite the following sentences as instructed without changing the meaning.

i) Is she the only entrant for the 100-metre race? (Begin: aren't...)

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ii) The second meal she cooked was even less successful than the first.

(Rewrite using asas.....)

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..... iii) I expect you to do well in this exam if you follow the instructions (Rewrite using unless instead of if)

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b) Fill the blanks with the correct form of the words in brackets

(2 marks)

The chief (shrink)from taking the (decide)..... step.

c) Replace the underlined words with gender - friendly words.

(2 marks)

i) The spokesman of the government was at the function.

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ii) The Musyokis have a very hard - working housegirl.

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.....

d) Replace the underlined words with one word that means the same as the underlined phrase.

(2marks)

i) The city council pulled down all the structures on road reserves.

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ii) He passed out during his grandmother's funeral.

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e) Choose the correct pronoun to fill in the blanks

(2marks)

i) He was asked to choose between John and (I /me)

ii) I have forgotten I gave my book. (who/whom)

f) Fill the blanks with the most suitable prepositions

(2marks)

i) Can you complete the teacher's assignmenttomorrow.

ii) We have lived in this village independence.

g) Add the appropriate question tag

(2marks)

i) I am early

ii) Go and get me a cup of coffee

5. Grammar

(a) Write the following sentences according to the instructions given. Do not change their meaning.

(3Marks)

(i) We had just alighted from the car when it began raining.

(Begin:Hardly.....)

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.....
.....

(ii) Mothers should not abandon their babies under any circumstances.

(Begin: under.....)

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(iii) My title deed was released only after I cleared the outstanding balance.

(Begin: Not until

.....
.....
.....

(b) Fill the blanks with the correct form of the verb in brackets.

(3Marks)

(i) Majority of the _____ are yet to receive their pension. (**retire**).

(ii) Client _____ is crucial in solving issues (**confidence**)

(iii) The items on the agenda were not _____ discussed (**exhaust**)

(c) Fill the blanks with the appropriate prepositions.

(3Marks)

(i) The disgruntled members could not agree _____ a common stand.

(ii) My son's preference _____ toy cars is alarming.

(iii) It is advisable to pay _____ cheque to avoid fraud.

(d) Fill in the blanks with the correct word from the brackets.

(3Marks)

(i) All the guests will be _____ (**dining/dinning**) with the queen tonight.

(ii) The people of Kameno shunned Chege's _____ (**prophecy/prophesy**) about the coming of the white men.

(iii) Children should always listen to their parents pieces of _____ (**advise/advice**)

(e) Punctuate the following sentences appropriately.

(3Marks)

(i) Certainly said Mayo I will see the manuscript next week.

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.....
.....

(ii) Do you live in Kitale asked msafiri.

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(iii) In case of any misunderstanding the teacher said consult the head boy.

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6. GRAMMAR

(15 marks)

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

(3 marks)

(i) Lillian Gilbreth invented the step - on garbage can. Her children wrote about her life.

(Join into one sentence using 'whose')

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.....
.....

(ii) My brother and me have been taking piano lessons for six years. (Rewrite correctly)

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.....

(iii) Is this the only blue car in your showroom?
(Begin: Aren't)

.....
.....
.....

(b) Punctuate the following sentences correctly:
(2 marks)

(i) The frog states an old African proverb does not jump without a reason

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.....
.....

(ii) The principal said thank you for the information Mrs. Mulwa.

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(c) Rewrite the following in passive voice:

(i) People say this new material is very good.

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.....

(ii) A student dentist took two of my teeth out.

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(iii) A guide took me round Fort Jesus.

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.....

(d) Fill in the blanks with the correct form of the words given in brackets:
(2 marks)

(i) In some areas the wildlife has had difficulty _____ (adopting/adapting) to the presence of tourists.

(ii) The graceful movements of the horse create the _____ (illusion/allusion) of a four-legged ballet.

(e) Replace the underlined words in each sentence with one word which has the same meaning.
(2 marks)

(i) The police arrested the man whom they thought had committed the crime.

.....
.....

(ii) The man who fells trees injured himself and was rushed to hospital.

.....
.....

(f) Fill the blanks with the correct preposition:

(i) The accused was so confused that he was lost _____ words.

(ii) A friend is someone you should be able to count _____ when you are in difficulties.

(iii) The county Director of education conferred _____ the class teacher before entering the class.

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

(4marks)

i) It is bad manners to spit on the ground. (Rewrite using a gerund)

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.....
.....

ii) It is a pleasant surprise to meet you again after all these years. (Rewrite beginning: What.....)

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iii) Kathundai likes eating rice more than taking coffee. (Begin: Kathundai prefers)

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.....
.....

iv) There were very few boys in our class. (useany.....)

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.....
.....

b) Fill in each blank space with the correct form of the word in brackets.

(3 marks)

i) It is not possible to spell a word from her (pronounce).

ii) Do not wait for the bus, it comes to this town very (regular).

iii) The hunt for the murderers has been (intense)

c) **Complete each of the following sentences using the correct phrasal verb formed**

from the word

given in brackets

(3 marks)

- i) It was so dark that I could hardly the person lurking in the darkness. (make)
- ii) The nurse was sothat she threw the file onto the doctor's desk (work)
- iii) The number of AIDS patients in Kenya is (come)

d) **Fill in each of the blank spaces with an appropriate word.**

(3marks)

- i) The burglar was accused being an accomplice in the theft.
- ii) The banana was shared the three girls.
- iii) The book is hiddenthe view of passers – by.

e) **Choose the correct word to fill in the blank spaces.**

(2 marks)

- i) I came here with Don and(she ,her)
- ii) Between you and (I, me) who is more generous?

8.GRAMMER (15marks):

a) Give the plurals of the following words
(3marks)

- i) folio.....
.....
- ii) hero.....
.....
- iii) postman.....
.....

b) Combine each pair of sentences using appropriate relative pronouns:
(2marks)

- i) Here is the man. He stole my blanket.
.....
.....
.....
- ii) She bought the books at a fair. They were all by the same author.
.....
.....
.....
.....

c) Fill in the blanks in the following sentences with the correct forms of the verbs in brackets: (3marks)

- i) Money cannot.....(buy) friends.
- ii) The painting..... (steal) from the museum.
- iii) We are.....(dine) with you tonight.

d) *Fill in the blanks with the correct phrasal verb formed from the word in brackets:*
(2marks)

i) Don't.....(put) what you can do now.

ii) You should (stand) your ideals.

e) *Use the correct form of the verb in the brackets to complete each of the following sentences:*

(2marks)

i) More than one key..... (has/have) been found.

ii) A number of points..... (was/were) raised during the consultation.

f) *Rewrite the sentence below in direct speech:*

(1mark)

The Governor said that he was always ready to assist in development projects in his county.

.....
.....
.....
.....

g) *Punctuate the sentences below correctly:*

(2marks)

i) Peter said Alice is a very lazy boy.

.....
.....
.....

ii) We have invited Shawn the guitarist Alfred the saxophonist Mutunga the poet and Kalekye the actress.

.....
.....
.....
.....

IMAGINATIVE COMPOSITION

1. *Either*
 - (a) Write a composition ending:
.....from that day, when ever I see him my heart is filled with bitterness.
or
 - (b) Write a story to illustrate the proverb: ‘ Once bitten twice shy.’

2. *Either*
 - a) *Write a story ending*
I realized that I would never have a second chance in life
Or
 - b) Write a story to illustrate the following saying
“A tortoise may be slow but he seldom falls”

3. *Either*
 - a) Write a story beginning with
“It looked quite easy at first.....”
Or
 - b) Write a story to illustrate the proverb; Too many cooks spoil the broth

4. *Either*
 - a) Write a story that illustrate the saying:-a bird in hand is worth two in the bush
Or
 - b) Write a composition beginning with the sentence:-from the outset one could see that a lot was a waiting us.

5. *Either*
 - (a) Write a composition beginning with the following sentence: ‘John could not stand up by himself that particular morning’
Or

(b) Write a composition on the measures that have been taken in your country to preserve forests