ENGLISH PP2 SERIES 1

KCSE EXAMINERS' PASSWORD QUESTIONS



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KCSE EXAMINERS' PASSWORD
ENG PP2 SERIES 1 QUESTIONS

Prefer Calling Sir Obiero Amos

@ 0706 851 439

for Marking Schemes

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(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

ENG PP2 SERIES 1 EXAMINERS PASSWORD QUESTION PAPER 1

1. COMPREHENSION

Read the passage below and answer the questions that follow

The process of developing social skills among children at an early age is important. Researchers have cited rejection by peers as the greatest challenge children face in their quest to build meaningful social skills. It has been reported that children who get bullied and snubbed by peers are more likely to have problems in relating with others. In recent times, researchers have found at least three factors in a child's behavior that can lead to social rejection. The factors involve a child's inability to pick up on and respond to nonverbal cues from their pals. In the United states 10 to 13 percent of school-going children experience some form of rejection by their peers. In addition to causing mental health problems, bullying and social isolation can increase the likelihood of a child getting poor grades, dropping out of school, or developing substance abuse problems.

It is reported that the social skills that children gain on the playground or elsewhere could show up later in life, according to Richard Lavoie, an expert in child social behaviour. He says that children experiment with the relationship styles they will have as adults during unstructured playtime-when children interact without the guidance of an **authority figure.** Researchers say that the number-one need of any human is to be liked by other humans. However, researchers have expressed concern that our children are like strangers in their own land. They don't understand the basic rules of social behaviour and their mistakes are usually unintentional.

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Children who face rejection may have problems in at least one of three different areas of nonverbal communication, which is the reason they are rejected. These are reading nonverbal cues; understanding their social meaning; and coming up with options for resolving a social conflict. A child, for example, simply my not notice a person's scowl of impatience or understand what a tapped foot means. In another situation, a child may have trouble reconciling the desires of a friend with her own. Anyone trying to help children on their social skills should try to pinpoint the weaknesses a child has and then build those up.

When children have prolonged struggles with socializing, "a vicious cycle begins," children who are **shunned** by others have few opportunities to practice social skills whereas popular children have more than enough opportunities to perfect theirs. However, having just one or two friends can be enough to give a child the social practice he or she need.

Parents, teachers and other adults in a child's life can help, too. Instead of reacting with anger or embarrassment to a child who, say, asks Aunt Vera if her new hairdo was a mistake, parents should teach social skills with the same tone they use for teaching numeracy skills or proper hygiene.If presented as a learning opportunity, rather than a punishment, children usually appreciate the lesson. It is important to note that most children are so desperate to have friends that they **just jump on board.**

To teach social skills, Lavoie advises a five-step approach in his book. The process works for children with or without learning disabilities and is best conducted immediately after a wrongdoing has been made. First, ask the child what happened and listen without judgment. Second, ask the child to identify their mistake. Often

children only know that someone got upset, but don't understand their own role in the outcome. Third, help the child identify the cue they missed or mistake they made, by asking something like: "How would you feel if Emma was hogging the tyre swing?" Instead of lecturing with the word "should," offer options the child "could" have taken in the moment, such as "You could have asked Emma to join you or told her you would give her the swing after your turn. "Fourth, you can create an imaginary but similar scenario where the child can make the right choice. For example, you could say, "If you were playing with a shovel in the sand box and Aiden wanted to use it, what would you do?" Lastly, give the child" social homework" by asking him to practice this new skill, saying: "Now that you know the importance of sharing, I want to hear about something you share tomorrow."

(Adapted from livescience.com-Tue Feb 2, 2010)

Questions

a) In one sentence, explain what this passage is talking about? (2mks)

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b) What is the number one need of any human being? (1mk)

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c) What are cited as the causes for social rejection according to the passage (2mks)

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d) What is social rejection likely to lead to (2mks)

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e) What vicious cycle is referred to in this passage (2mks)

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f) How can a parent make children appreciate the lesson on social skills? (2mks)

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g) "How would you feel if Emma was hogging the tyre swing?" Re-write in reported speech.

(1mk)

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h) Make notes on the five-step approach to teach children social skills (5mks)

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i) Explain the meanings of the following words and phrases as used in the passage (3mks)

i. Authority figure

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ii. Shunned

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iii. Jump on board

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2. <u>Read the excerpt below and answer the questions that follow</u> (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 out 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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3. <u>Read the following narrative then answer the questions that follow</u> (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 Hyenabrought 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 hyenawho 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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4. <u>GRAMMAR (15MKS)</u>

a) Rewrite the following sentences according to the instructions given (3mks)

i. He will not be given a driving license. He passes the road test (Rewrite as one using 'unless')

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ii. The woman left the child with a neighbor and went to the market. (Begin: leaving….)

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iii. The boys went to play in the field (underline the adverbial)

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b) Supply the correct preposition to complete the sentences given. (3mks)

i. Property worth millions of shillings went up **……** flames.

ii. The three boys shared the bread **…….** themselves.

iii. We should strive to live **……** our means.

c) Use the correct form of the word in brackets to fill in the blank spaces in the sentences below. (3mks)

i. The audience was offended by the **…….……..**(sense) of the speaker.

ii. The **……..**(acquire) of a university degree is a great milestone to a student.

iii. Everyone should obey the law **……**of their position in the society.

d) Use the correct alternative to complete the sentences below (4mks)

i. Teaching **……**(practice/practice) is not an easy job for teacher-trainees.

ii. The prophet's **…….**(prophesy/prophecy) was misleading to his audience.

iii. He **…….**((insured/ensured) his car with Madison.

iv. Mwita **……..**(hanged/hung) the chart on the wall.

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e) Write the following sentences in indirect speech **(1mk)**

"These are juicy mangoes," Ken said.

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f) You do not require to cheat to pass **(1mk)**

(Supply a suitable question tag).

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ENG PP2 SERIES 1 EXAMINERS PASSWORD QUESTION PAPER 2

1. COMPREHENSION

Read the following passage and answer the questions that follow. (20 marks)

In the end I was duly discharged (from hospital) and sent back relieved but not cured. A very elaborate belt kept death at arm's length. My congregation was deeply sympathetic, but started making representations for my transfer. Shortly afterwards the final blow was delivered. The circumstances in which I was forced to retire from the work for which I had sacrificed my youth and strength and hope were so confused and sad that a bitter taste will forever remain. I had toiled for over half a century only to end like this. Somehow I feel my third courtship had something to do with it, for I drew bitter opposition from some new relations of the lady. The campaign of mudslinging grew to ugly proportions and became an organized campaign to throw me out. Charges were tramped up. I was declared feeble, aged and unable to visit outstations, and probably I was secretly called immoral. These charges were duly handed to the superintendent minister.

Meanwhile at Mankessim angry mobs made the place untenable. I was in the end transferred – nowhere. That was the end. My retirement was skillfully managed by the chairman and superintendent minister, and I went quietly into obscurity with no lauvels and no respect, no last-minute farewell or godspeeds; no visible means of support save that which my own sons were hopefully expected to give. For catechists are the scum of the earth and command no respect and expect none. They are entitled to no gratuities or pension and when they are strong enough to

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outlive their usefulness….. "God will provide" I had worked half a century to bring salvation to other people. It would probably be appropriate to say, "Physician heal theyself." Sometimes I think we, the workers in the Lord's vineyard, have the greatest need of salvation 'in the obscurity of retirement I can now have time to look back on my life and into my soul and try to assess where I failed and try to effect my own salvation.' God indeed never leaves those who believe in Him really desolate. I have my wife with me now. My sons are all securely settled in life and work to support my old age. At the throne of God, I hope the Almighty will not deal too harshly with his servant, but in His infinite mercy will forgive my sins and accept even me.

(From: Joseph W. Abruquah, The Catechist, London – 1965)

Questions

a) What was the narrator's occupation before he was taken ill? (1 mark)

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b) Mention **four** factors responsible for the narrator's dismissal from his duty. (2 marks)

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c) Justify the narrator's bitter attitude in the third paragraph. (3 marks)

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d) Identify and explain the feature of style in the sentence below: They are entitled to no gratuities or pension and why they are strong enough to outlive their usefulness….. "God will provide." (2 marks)

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e) Basing your argument on one major failing of the narrator, why should you not be sympathetic with is situation (2 marks)

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f) On the whole, what feelings towards the narrator does this passage arouse? Explain your answer. (3 marks)

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g) The narrator uses the word 'salvation' to elicit two implications. Explain these two implications. (2 marks)

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h) Quote a statement in the last paragraph that hints at the narrator's sense of remorse. (1 mark)

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i) My congregation was deeply sympathetic but started making representations for my transfer. (Rewrite this sentence beginning: Much as …… (1 mark)

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j) Explain the meaning of the following words and clause in the passage (3 marks)

(i) Mudslinging

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(ii) Obscurity

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(iii) Physician heal theyself

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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 brace 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 dont 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. **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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4. **GRAMMAR** **(15 marks)**

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

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i)"I get up at six o'clock every morning." Said my friend (Rewrite in indirect)

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ii) It is possible to buy bread here. (Rewrite beginning: There is …)

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iii) My sister is older than me. (Rewrite using 'I')

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iv)The guard refused a student admittance. (Rewrite the sentence in the passive form)

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b) Complete each of the sentences with an appropriate question tag.(3 marks)

i) It's very cold, ……

ii) You are free, ……

iii) They haven't come yet,……

c) Use the correct form of the word in brackets to fill in the blank space in each of the sentences below. (3 marks)

i) Peter sang yesterday .....(melody)

ii) The state will undertake the ..... (maintain) of the road.

iii) Her argument was obviously ……. (error)

d) Choose the correct alternative from the words given in brackets after each sentence. (4 marks)

i) The boys left ..... (their, there) books in the field.

ii) All matatus have hiked the ..... (fair, fare)

e) Rewrite the underlined phrasal verbs with appropriate verbs in each sentence. (2 marks)

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i) Juma's performance did not <u>measure upto</u> the expected standards.

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ii) Mary <u>walked out on</u> her family

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f) Rewrite the following sentence to remove gender bias. (1 mark)

The steward is in the restaurant

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ENG PP2 SERIES 1 EXAMINERS PASSWORD QUESTION PAPER 3

1. Read the following passage and answer the questions that follow: (20 Marks)

When in early 1970s ultrasound confronted me with the sight of the embryo in a womb, I simply lost my faith in abortion on demand. I did not hold onto my old convictions. The change was in its way a clean and surgical conversion. I am by nature one that works out the conflicting data, weighs the opposing argument with great care, decides and then acts upon it with no lingering backward glances.

By 1984 however, I had begun to ask myself more questions about abortion: What actually goes on in an abortion? I had done many but abortion is a blind procedure. The doctor does not see what he is doing. He puts an instrument into a uterus and he turns on a mortar and a suction machine goes on and something is vacuumed out; it ends up as little pile of meat in a gauze bag. I wanted to know what happened, so in 1984 I said to a friend of mine who was doing fifteen or maybe twenty abortions a day:‘ Look ,do me a favour,Jay .Next Saturday when you are doing all these abortions put an ultra sound on the mother and tape it on me.”

He did, and when he looked at the tapes with me in the editing studio, he was so affected that he never did another abortion. Although I had not performed an abortion in five years, I was shaken to the very roots of my soul by what I saw. The tapes were shockingly amazing. Some of the tapes weren’t of very good quality but I selected one that was of better quality than the others and began to show it at pro- life gatherings around the country.(I had my first contact with pro-life movement in 1981 when the then president of the National Right to Life Committee, Carolyn Gerster, had gotten in touch with me).

At the time, I was speaking at a pro-life meetings around the country in weekends, and the response to the tape was so intense and dramatic that finally I was approached by a man

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named Don Smith, who wanted to make my tape into a film. I agreed that it would be good idea. That is how The Silent Scream, which was to generate so many furore, came to be made. We showed it for the first time in Fort Lauderdale, Florida, on January3, 1985. The reaction was instantaneous. Everybody was up in arms because The Silent Scream represented an enormous threat to the abortion forces, and because it escalated the war (it is not really a debate- we don't debate with each, we scream at one another). For the first time, we had the technology, and they had nothing.

The Silent Scream depicted a twelve- week- foetus being torn to pieces in the uterus by the combination of suction and crushing instrumentation by the abortionist. It was so powerful that pro choicers trotted out their heaviest hitters to denounce the tape. They very cleverly deflected the impact of the film into an academic cul- de- suc: a dispute regarding whether the foetus feels pain during an abortion. The impetus for the debate came from an on – the- record musing by the then President, Ronald Reagan, as to how much pain the foetus feels during an abortion.

(Source: The hand of God: A journey from death to life by the Abortion doctor who changed his mind- Bernard N. Nathanson, MD)

a) Based on your understanding of the entire passage, comment on the nature of the writer's 'old convictions'. (2 marks)

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b) Explain why it was easy for doctors such as the writer to carry out abortions prior to introduction of ultrasound technology? (2 marks)

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c) What are the names that are commonly used to refer to the two opposing groups mentioned in the passage(2 marks)

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d) Briefly describe, in your own words, how those who supported abortion tried to undermine the impact of ‘ The Silent Scream’. (2 marks)

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e) “ I was shaken to the very roots of my soul by what I saw’’. Rewrite this sentence beginning: (What…)(1 mark)

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f)Make notes on the way abortion is carried out according to this passage(4 marks)

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g) Identify and illustrate the use of parenthesis in the passage, give two examples. (2 marks)

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h) Provide one example from the passage to illustrate the need for leaders to weigh their words carefully. (2 marks)

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

i)convictions

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ii)escalate

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iii)impetus

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The Play, Henrik Ibsen, A Doll's House.

2. 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)

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(b) Explain why Mrs. Linde says "…I am older than you in many ways and have a little more experience? (3 marks)

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(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)

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(e) Identify and explain the use of hyperbole in this excerpt. (2 marks)

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g) What does Mrs. Linde thinks Nora is concealing from her? Is Mrs. Lindes right? (3 marks)

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Prefer Calling Sir Obiero Amos @ 0706 851 439 for the Marking Schemes

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

i)A man of means

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ii)Prevaricate

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iii)nasty

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

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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)

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(b) Which functions does this song serve in this narrative? (2mark)

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(c) Describe one character trait of the villagers in this narrative.(2 marks)

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(d) In point form, list how events follow each other in this story. (3 marks)

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(e) Identify and explain two features of oral narration employed in this narrative. (4 marks)

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(f) Identify two elements of fantasy in this story. (2 marks)

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(g) Describe Wanjiru's tone in the song. (3marks)

Prefer Calling Sir Obiero Amos @ 0706 851 439 for the Marking Schemes

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

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

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4(a) Rewrite the following sentences according to the instructions. Do not alter the meaning.(3 marks)

(i) Muli could have passed the examination. Muli was regularly absent from school. (Join into one sentence beginning: Were it not.....)

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(iii)The nurses agreed to work after signing an agreement with the government. (Begin: Only…)

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(ii) This is the boy. His father is a generous man. (Join into one sentence using a relative pronoun).

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(b)Replace the phrasal verbs underlined in the sentences below with one word that means the same. (3marks)

i)It is wrong to look down on students from other schools.

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(ii)Teachers should not give into their students' unreasonable demands.

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(iii)The delegates came up with ten rules to guide our response to globalization.

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(c)Complete the following passage with the most appropriate forms of the words in brackets. (3marks)

The Tsunami **……..…** (cruel) destroyed lots of lives and property. For days, the survivors **……..……..** (agony)

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searched for their missing relatives. The whole experience was

……. (horrible) traumatizing.

(d)Fill in the blanks with the appropriate prepositions. (2 marks)

(i) He was charged ……forging property inheritance document.

(ii) Kamau deals……..….groceries

(e)Fill the blank spaces with the correct article(2 marks)

i) The students said they wanted……union.

ii) What is …….. Ewe?

(f)Explain the meaning of the following sentences (2marks)

i. Lydia found the empty room.

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ii. Lydia found the room empty.

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ENG PP2 SERIES 1 EXAMINERS PASSWORD QUESTION PAPER 4

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

The question is at least as old as Socrates: If we know what the right thing to do is, why do we not do it? It is an especially acute question when applied to global warming. The science showing that carbon dioxide emissions are already changing the planet's climate, and are likely to have severe effects (melting ice caps, sea-level rise, and species extinction), is compelling and now barely disputed. Almost 90% of Europeans say they recognize climate change as a major issue, and 75% identify fossil fuel emissions as a major cause.

And yet, as was widely discussed at a conference of environmentalists, geologists and writers in May 2006 in Ankelohe, Germany, public understanding has not translated into even the simplest of public actions. Less than 1% of Britons, for example, have switched their home electricity to renewable sources, even though it requires little more than a phone call to one's existing provider. Proportions on the continent are slightly higher, but there is clearly no rush to go green or — shudder — stop driving cars.

Why such a disconnect between information and action? Part of the problem is that environmental advocates emit mixed messages. In mid-May 2006, Britain's *Guardian* published a front-page story showing that five companies in Britain produce more CO_2 pollution in a year than all the country's motorists combined. That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, "Why should I bother to cut down my driving?"

Similarly, not enough thought has been devoted to the best role for government. Climate change is too **vast** a problem for individuals to solve alone, and some big businesses have an

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incentive not to solve it. That leaves government to take the lead, which is tricky, because over-reliance on government can allow individuals to **fob off** their own responsibilities. What is worse, government power seems to tickle autocratic fantasies. In my experience, environmentalists spend far too much energy advocating hard-line government 'solutions' that do not stand a chance of being enacted. Sure, it might be good for the planet if governments banned the use of sports-utility vehicles or, for that matter, of all fossil fuels. Yet not only is it hard to sell outright prohibitions to voters, but the sad truth is that governments have a woeful record in even the mildest interventions. One of the most significant innovations in the last decade has been Europe's carbon-emission trading scheme: some 12 000 companies, responsible for more than half of the EU's emissions, have been assigned quotas. Companies with unused allowances can sell them; the higher the price, the greater the incentive for firms to cut their use of fossil fuels. The system seemed to work for about a year — but now it turns out that Europe's governments allocated far too many credits, which will likely hinder the program's effectiveness for years.

Perhaps the real reason that well-intentioned consumers do not change is that they do not see any benefit. Climate change may be a frightening, irreversible **calamity**, but its worst effects will not be felt next week or next year. The planet looks the same regardless of whether we use environmentally friendly technology or we do not care how much CO_2 we emit. But sure as the sun rises and sets every day, if we do not cut down on carbon emissions, then we may not have a planet to hand over to the next generation.

(Adapted from *Times*, June 5, 2006)

a) According to the passage, what are the effects of global warming? (4 marks)

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b) What, according to the passage, is the main cause of global warming?(2 marks)

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c) How does Britain encourage people to use renewable electricity? (3 marks)

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d) Paraphrase the following sentence: That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, 'Why should I bother to cut down my driving?' (4 marks)

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e) What message does the writer communicate in this passage? (4 marks)

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f) Explain the meaning of the following words and expression as used in the passage.(4 marks)

i) fob off

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ii) incentive

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iii) calamity

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iv) vast

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2. 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 **wheedling 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)

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b) Explain the dramatic irony in this extract. (3marks)

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c) Helmer says here, “it is splendid to feel that one has a perfectly safe appointment”. What is he referring to? (1 mark)

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d) What issues on money and gender emerge in this extract? (4 marks)

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e) Identify and illustrate any two ways the playwright has used language to achieve foregrounding in this extract. (4 marks)

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f) What do we learn about the character of Nora in this extract? (4 marks)

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g) Imagine you are directing this play. Which quality would you look for in an actor to play the role of Torvald? (2marks)

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h) Explain the meaning of the following expressions as used in the extract? (3 marks)

i) Wheedling money out of me

……..

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ii) Confectioner's

……..……

……..……..……..

iii) You gave me your word

……..……

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

<u>No coffin, no grave</u> **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 andD. Rubadiri (Eds,): East African EducationalPublishers)*

a) Briefly explain what this poem is about. (3 marks)

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b) Explain the use of onomatopoeia in the poem. (2 marks)

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c) Identify and explain the tone of the poem. (4 marks)

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d) Comment on the central theme of the poem. (3 marks)

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e) Explain the meaning of the following lines:

i) who could signal yellow(2 marks)

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ii) submarine of the Third World War

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f) How else can people bring change in society without assassinating politicians? (2mks)

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g) Explain the meaning of the following words as used in the poem

i) Anchored (1mk)

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ii) Brood (1mk)

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4. Grammar (15 Marks)

a) Complete the following sentences by choosing the appropriate expressions tofill the gaps. (3marks)

i) Although Nduati is a great friend of mine, I **……**him on a few important issues. *(differ to, differ with)*

ii) As good citizens, we must all pay our taxes **……..**the policy. *(in accordance to, in accordance with)*

iii) She chose her career **……..***(independent of, independent to)*her father's influence.

b) Rewrite the sentences below according to the instructions given after each. (3marks)

i) My father would not allow us to attend night parties under any circumstances.

(Begin: Under no circumstances **……..***)*

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ii) Strangers should not be allowed into the compound without the security officer's permission. *(Begin: On no account……..……..)*

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Iii) The plane had just taken off when one of the passengers began to scream.

(Begin: Scarcely ……..…..)

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c) ***Rewrite the following sentences avoiding repetition.*** ***(2 marks)***

i) Always be frank and open with your friends. When you are frank and open to your friends, you will win your friends trust and confidence.

……

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ii)Help yourself to some oranges. These oranges are sweet but those oranges are sweeter.

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d) Combine each of the following pairs of sentences by making one of them a relative clause. ***(2 marks)***

i) Kasoha joined our school this term. She is very good at grammar.

……

……

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ii) The generator had been on the whole night. It broke down in the morning.

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e) Add an appropriate question tag to each of the following statements.(3marks)

i) They aren't serious. ……

ii) He bought a new house last month. …….

iii) Let us go.

f) Fill in the gapsusing the present perfect form of the verbs in brackets. (2 marks)

i) I …… (visit) many places.

ii) My wife …….. (join) me in most of these trips.

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ENG PP2 SERIES 1 EXAMINERS PASSWORD QUESTION PAPER 5

1. QUESTION 1: COMPREHENSION. (20MKS)

Read the passage below and answer the questions that follow.

Substance Abuse has emerged in recent decades as a major concern both on and off the job. Although reasons vary, substance abuse can be a way that some people try to manage or reduce distress.

But it is important to be clear on what is generally meant by a drinking problem. In all cases related to alcohol abuse, a common factor is the unfavorable effect alcohol has on the health or well-being of the drinker and his or her associates. Common signs and symptoms that frequently indicate a drinking problem include being constantly absent from work, causing on-the-job accidents and expressing grievances most of the time.

Alcoholic employees can sometimes go undetected for years. Coworkers cover up for those unable to perform their jobs because of drunkenness. Even managers may be adept at concealing their alcohol abuse problems. Their secretaries or loyal associates may cover up for them. Alcoholics can be clever at inventing "credible" excuses when detected: "I must have a drink or two when I'm entertaining customers, of course."

Drug abuse, or drug addiction, exists when the taking of drugs, whether prescribed or non-prescribed, legal or illegal, causes difficulties in any area of an individual's life. Years ago, the stereotype of the drug user was either of a glazed-eyed musician frantically beating his sticks on a tight skin or a person who dwelt in a

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slum. Mass publicity on drug abuse has long since caused that stereotype to fade from view.

Complicating the ongoing war on drugs are changes in public attitudes and drug-use patterns. It sometimes seems that no sooner is progress made in combating one illegal drug than a different kind of substance abuse comes into vogue. Ethyl alcohol was the social drug during prohibition (1920 – 1933), marijuana became the social drug of the 1960s and 1970s, and some observers believe that crack cocaine and possibly ectasy – another so-called upper – became the social drugs of the 1980s and 1990s. the drugs of choice and people's attitude toward them may change, but the problem of drug abuse appears to be continuing unabated.

Pinpointing the specific symptoms of alcohol and drug abuse problems is not a simple task. A supervisor's main responsibility, therefore should not necessarily be uncovering evidence of dependency on alcohol and drugs but instead being observant for declining job performance. Yet there are certain behavioural patterns that some excessive users of alcohol and drugs display. These patterns can sometimes be spotted through simple observation. Increasingly though, employers are taking more aggressive steps to ferret out substance abuse among their workforces. A growing number of companies, especially large ones with many employees and those in business with potential to effect public health or safety, are adopting drug-testing programmes.

The signs of alcohol dependency, unfortunately, do not always become manifest until the middle of the late stages of the problem. No wonder some managers have mistaken an employee's euphoric appearance for the "look of love". The earlier treatment begins, naturally, the earlier treatment begins, naturally, the easier it will be. A person could experience some isolated incidents of such drinking problems

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without necessarily being a alcoholic. However, alcohol abuse usually results in declining job performance.

Because there are many symptoms of drug abuse, no one person would exhibit all of them and a supervisor should guard against assuming that the presence of one or more symptoms is conclusive of alcohol or drug abuse.

Questions

1. What is the main reason given for substance abuse? (2 mks)

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2. From paragraph two, state three ways in which alcohol abuse can unfavourably affect the workmates of a drunker? (3mks)

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3. According to the passage, what is drug abuse? (2mks)

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4. What was the common misconception about who a drug user was? (2mks)

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5. Rewrite the following sentences using "as soon as"

   It sometimes seems that no sooner is progress made in combating one illegal drug than a different kind of substance abuse comes into vogue. (1mk)

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6. What can we infer about "prohibition"? (2mks)

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7. In not more than 55 words, summarize the reasons that make it difficult to effectively deal with substance abuse. (4mks)

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8. Why do you think the author of the passage cautions supervisors against hastily concluding that one is a drug abuser? (2mks)

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

i) Credible

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……

……

ii) Stereotype –

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2. 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)

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2. Why does Krogstad say he would ask for his letter back? Explain. (2mks)

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3. Identify and explain the dominant theme in the excerpt. (2mks)

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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)

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5. Explain the use of irony in this excerpt. (2mks)

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6. Identify and illustrate two character traits of Mrs Linde in this excerpt. (4mks)

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7. " I have never had such amazing piece of good fortune in my life!" Rewrite beginning never…… (1mk)

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8. What makes Krogstad say that he has never had such good fortune in his life? (2mks)

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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)

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10. Explain the meaning of the following words and phrases as used in the passage. (4mks)

i) At any cost –

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ii) Recall –

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iii) Elapsed –

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iv) Incredible things –

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3. **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)

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b) Who do you think are the singers of the song? Illustrate. (2mks)

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c) How do the singers make the situation bearable for the lady? (2mks)

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d) What is the attitude of the society from which the song is derived towards women? (2mks

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e) Illustrate and explain the use of the following stylistic devices in this oral poem. (4mks)

i) Repetition –

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ii) Ellipses –

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f) State in note form the duties of a wife according to the song. (2mks)

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g) Explain any social aspect and one economic activity carried out in the commodity from which the oral poem is taken (4mks)

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h) Explain the irony in the 7th stanza. (2mks)

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4. GRAMMAR

i) **Rewrite the following sentences according to the instructions given.**

a) If he comes he will not be punished.

Begin: Unless

……

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b) The snail reached the ark only by perseverance

Begin: Only

……

……

c) They had just walked out of the building when the bomb went off.

(Begin: No sooner ……

……

……

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d) John told the principal that he needed to go and see the nurse because he was feeling unwell.

(Rewrite as direct speech)……

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……

e) These books belong to the daughters of our teacher.

(Begin: These are ……..

……

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……

ii) **Replace the underlined words with phrasal verbs that begin with the words given in brackets. (3mks)**

a) Parents should not <u>yield</u> to their children's unreasonable demands. (give

……

……

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b) The officials <u>cancelled</u> the match because of the heavy rain (call

……

……

……

c) <u>Disagreeing</u> with his parents was his worst mistake. (fall)

……

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iii) **Explain the difference in meaning of the following pair of sentence.**

a) I only heard the news in brief.

b) I only heard the news briefly.

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iv) **Change the following sentences into passive.**

a) Njoroge wrote the best composition.

b) Sue bought the beautiful house on the hill.

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v) **Complete the following sentences using the appropriate form of the word given in brackets.**

a) Sophie's mother **……**of Sophie wearing very tight clothes to church (approve

b) His **……..**cost him his job (efficient)

c) The **……**of the traveler's was hindered by the poor roads (mobile)

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ENG PP2 SERIES 1 EXAMINERS PASSWORD QUESTION PAPER 6

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

A lot of students think that learning is only in class. If students use two extra steps, most students will not forget what they learned in class. To achieve effective learning, students needed to follow two extra steps in the three strategic learning processes.

The key to success is by following these three strategies. Review is essential to student success. Unless content is reviewed by students shortly after it is learned, it will soon be forgotten. To avoid forgetting what you learned, it is recommended to review daily.

It is also recommended to reduce large volumes of notes into point form and to paraphrase what you have learned. Other helpful tips include creating concept maps and diagrams; creating fact, concept or vocabulary cards and using visualization to better connect to what you learned. These are all important tools to helping students better understand and memorize lesson content.

The key to achieving academic success cannot be directly **correlated** to one specific area. Rather it requires students to be overall rounded in many different aspects. This includes attending class regularly to keep pace with the class. Falling behind in studies or homework can be **detrimental** to academic success and can induce stress onto students. Participating in class activities and discussions are also vital parts of learning and applying concepts learned. On the other hand, taking

good, concise notes will always help in the long run when reviewing for tests and exams. To sum it all up, strategic learning is the password for many academic achievements. Being exposed to knowledge is the first step in the journey, the fact that young scholars can learn and be a part of history is a phenomenal step in furthering their search to success. Reviewing notes, in the way the young individual wishes, by him/herself, or with a good friend, this will help him/her to understand what has been learned in a way s/he understands. Lastly practice is a great way to memorise what has been learned, when practice achieves its full potential, the individual won't only be entitled for a good mark, but also a way to view, under and think of things. Those three attributes will help scholars become more successful, but it's important to one as it is to the other, and each and every person should find the learning strategies **effectual** for him/herself, and in extremely **exceptional** occasions even invent or innovate new strategies.

Questions

(a) What does the writer faults in the students thinking according to the first paragraph? (2 marks)

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(b) Explain the **three** strategies that are key to success. (6marks)

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(c) Unless content is reviewed by students shortly after it is learned, it will soon be forgotten.. (1 mark)

Begin: if…….

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……

(d) The key to achieving academic success cannot be directly **correlated** to one specific area.. (1mark)

Add a question tag.

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(e) Discuss the tone of the passage. (3 marks)

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(f) How, according to the passage, does practice help memorise what has been learned? (3marks)

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(g) Explain the meaning of the following words and phrases are used in the passage. (4marks)

i) Detrimental

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ii) Correlated

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iii) Effectual

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……

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iv) Exceptional

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2. 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

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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–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 slightingly 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)

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(b) For what reasons has Krogstad visited Nora? Refer to what happens in the excerpt and in the rest of the play. (3marks)

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(c) "I was right in what I thought, then." What do you think Krogstad thought?(2marks)

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(d) Describe **two** character traits of Nora as brought out in the excerpt. (4marks)

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(e) Rewrite the sentences according to the instructions given after each without changing their meanings. (2marks)

i. If you speak slightingly of my husband, I shall turn you out of the house.

Use: Unless…

……

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ii. So it seems.

supply a question tag

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(f) Highlight **two** themes evident in this excerpt. (4marks)

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(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)

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(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 ……

3. 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)

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(b) What **three** features of oral narrative are evident in this story? (6marks)

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(c) Identify **one** economic activity of the community described in this narrative and give evidence of your answer. (2 marks)

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(d) Describe **one** character trait of each of the following as revealed in the narrative. (4 marks)

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i. young man

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……

ii. his father

……

……

(e) What is the function of this narrative? (1mark)

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(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)

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Three difficulties you are likely to encounter. (3marks)

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4. GRAMMAR

(a) Use the most suitable form of the word in brackets to fill in the blank space. (3marks)

(i) My lawn ……..(cut) once a week.

(ii) We ……(ask) by the teacher tomorrow.

(iii) The fire brigade ……(phone) by neighbours soon after fire had broken out.

(b) Rewrite the sentence according to the instruction given without changing its meaning. (3marks)

(i) The girl said, "I have done my homework."

Rewrite without using the speech marks("..")

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(ii) She told him, "Don't drive so fast!"

Write in a reported speech

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(iii) I think Muna is funnier than Amos.

End: ...Muna.

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(c) Choose the more appropriate pronoun to fill in the blank space. (3marks)

(i) I can't believe that they never found out about Emilly and ……... (he, him)

(ii) You can't do this work without Joel or ……..! (them, they)

(iii) ……. Kenyans have a dark skin. (us, we)

(d) Fill in the most suitable preposition. (3marks)

i) Jomo Kenyatta was exempted ……. doing hard labour during his term in jail.

ii) I shouted atJoseph who was engrossed ……. watching TV.

iii) They acquainted Phoebe …….. French cuisine.

(e) Explain the difference in meaning between the sentences that follow. (2marks)

i) I bought three pens for thirty shillings.

……

……

ii) I bought three pens at thirty shillings.

……

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ENG PP2 SERIES 1 EXAMINERS PASSWORD QUESTION PAPER 7

1. COMPREHENSION – 20 MARKS

Read the passage below and answer the questions that follow

The act of giving and helping people in need is fast dying. Occasionally, we talk about a Good Samaritan having come ***out of the blue*** and helped us in our hour of need. It is not clear whether it is because people have become more egocentric or it is because of the diminishing culture of communal living.

If we found someone dying beside the road, we are unlikely to help because we first of all think of how helping them would make us late. We would walk away hoping that the next person will not be as busy as we are, and will therefore rescue the person. Whether it is modern life that has made us busier than before is really debatable.

Have you ever noticed that people are always running around, immersed in deep thought with drooping shoulders and with premature wrinkles etched on their foreheads? The common explanation for this is that we are so busy that we do not have time for ourselves, let alone others.

One writer said that people, who claim to be busy, are not really busy. Being busy he said, was a euphemism for an insatiable craving for money, power, status and overwhelming desire to have more and more material possessions. What this culture of being busy does is that it makes us lose some of the essential human values such as loving others, taking care of the sick and meeting other people's needs through generosity.

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Let us take the example of hunger and starvation. The two kill many people, especially children and the elderly. It is easy to say that hunger and starvation are as a result of a fall in the supply of rain. We can say that this is all an issue of climate. This is true to an extent. When rains fail, people's crops fail and they lose their sole source of food. For those who depend on livestock, their livestock die or become too famished to fetch enough money in the market to enable them buy food. The spiraling cost of foodstuffs does not lessen the pain and suffering of those faced with starvation.

However, the culture of being good Samaritans need not die. If we stopped being too busy and set aside time for our children, we would have time to watch them grow and understand their value system. We can then inculcate the culture of generosity; starting highlighting small ways in which children can be generous. For example, a child can be encouraged to share food with another who does not have or who has come to school without. They can also be encouraged to donate clothes and shoes to a children's home. This gesture will go a long way in clothing another less fortunate child. Later in life, they can find bigger ways of ***reaching out*** to those in need. Through small ways, we would have taught generosity to our children, created the good Samaritans that we all wish for when in need and ensured the act of giving lives on generations.

QUESTIONS

(a) According to the author, why is the act of giving dying? (2marks)

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(b) What is the main consequence of being too busy? (2marks)

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(c) Why does the writer believe that people die of hunger due to our selfishness? (2marks)

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(d) In what two ways can generosity be inculcated among children? (2marks)

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(e) The writer of passage is a parent; support this (2marks)

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(f) What are the benefits of teaching children to share? (3marks)

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(g) In note form, state the characteristics of busy people (4marks)

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(h) Write an appropriate title for this passage (1mark)

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(i) Explain the meaning of the following phrases as used in the passage (2marks)

i) Out of the blue

……

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…… ……

ii)Reaching out

……

……

……

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2. 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. Tovarld. 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 Krogstard 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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Prefer Calling Sir Obiero Amos @ 0706 851 439 for the Marking Schemes

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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Prefer Calling Sir Obiero Amos @ 0706 851 439 for the Marking Schemes

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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3. ***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.

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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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4. GRAMMAR – 15MARKS

(a) Rewrite the following sentences following the instructions given without changing the meaning (2marks)

i) Joshua would not fail his exams under any circumstances. Begin: Under no

……

……

…… ……

ii) The students had hardly got out of class when the rain started. Begin: Hardly

……

……

……

(b) Fill in the blank spaces in the following sentences with appropriate prepositions(2marks)

i) We prohibited …….. parking our bicycles at the gate.

ii) The carcass weighed ……. five hundred kilograms.

(c) Rewrite the following sentences supplying appropriate question tags (2marks) i) Let us go away

……

……

(d) ii) You can't be serious about going to the party this late

……

……

(e) Complete the following sentences using the appropriate form of the words in brackets (2marks)

i) The ……. (clear) of the speech was appreciated by all

ii) The police said it was a strange …… (occur)

(f) Rewrite the following sentences as directed (2marks)

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(g) i) The teacher told us that studying is necessary before we achieve success. (Change into direct speech)

……

……

……

ii) This is the boy. His father is a generous man. (Join the two sentences using a relative pronoun)

……

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……

(h) Join the following sentences into the passive voice (2marks)

i) The farmer breeds such many animals

ii) The police are seeking the criminals

……

……

……

(i) Arrange the adjectives given in brackets in the correct order in the space provided (1mk)

We are proud to launch a ……..…… drink. (refreshing sparkling new)

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ENG PP2 SERIES 1 EXAMINERS PASSWORD QUESTION PAPER 8

1. ***Read the following comprehension and answer the questions that follow.***
(20 marks)

Over the years man has cultivated to exhaustion the better soils in the plains. This has led to progressive destruction of land to the point where some of the steeper hill slopes are cultivated so that widespread erosion has been initiated. Meanwhile, the livestock are continuously being forced on to smaller areas of poorer land and further up the hill slopes where they have to compete with foresters. As a result the quantities of animal proteins, so necessary to human health, have steadily declined. Surprisingly, instead of accepting the responsibility for all his destruction, man blames livestock and in particular the goat.

Man has repeatedly failed to do anything to restore the fertility of the soils he has ravaged. After the last miserable crop has been harvested the land has been left to weeds. No attempt has been made to plant grass or to under plant the last agricultural crop with fodder species. Had this been done rehabilitation would have been quicker and sure and erosion would have been reduced. Thus the gradually worsening situation would be arrested.

If man would shoulder the responsibility for his own greedy misuse of the land, the goat could easily carry the blame for its own much smaller share in this degradation. Unfortunately, because human nature is what it is, man will find something to blame for his won carelessness. The goat has been chosen to carry this blame largely

because it is often the last animal to be seen wresting a precarious living from the areas where man has done his worst and from which cattle and sheep have long since been forced to move.

Conservation of land depends on proper planning. Livestock numbers therefore, irrespective of species, should be strictly limited to a density which will permit pasture renewal instead of causing its degeneration. This adjustment of numbers should help man to have a balanced mixture of livestock.

Many writers in recent years have tried to show that there has been considerable improvement in mountain grazing areas after the banishment of the goat. Most, however, fail to indicate to what extent this has been due solely to the removal of the goat or to a reduction in other livestock densities or other measures such as erosion control, terracing, the building of gabions and grass plan planting. It is essential to ensure that results which are obtained in one environment are not automatically applied to different one. *(Adapted from observation on the goat)*

(a) According to paragraph **one** of the passage, who has man used as a scapegoat? (2 marks)

_____

_____

_____

(b) In paragraph **two**, what two words show that land has not been very productive. (2 marks)

_____

_____

_____

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(c)Why has the quantities of animal proteins necessary to human health declined? (2 marks)

(d) Rewrite the following sentences according to instructions given.

(i) Unfortunately, because human nature is what it is, man will find something to blame for his own carelessness.

(Begin: The author stated that …….) (2 marks)

(ii) Thus, the gradually worsening situation would be arrested. (Add a question tag). (2 marks)

(e) What could have been done to ensure quicker rehabilitation and reduce erosion. (2 marks)

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(f) What other words could be used in place of those given without changing the meaning. (4 marks)

(i) Initiated

(ii) Miserable

(iii) Degradation

(iv) Banishment

(g) Rewrite in the active voice.

(i) The goat has been chosen for this blame. (2 marks)

(ii) Livestock are continually being forced onto poorer areas.

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(h) How would you sum up the author's argument in 1 or 2 sentences? (2 marks)

2.***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

_____

_____

_____

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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

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f) From elsewhere in the play, explain why Nora had to hide the macaroons and wipe her mouth when

_____

_____

_____

_____

_____

3. 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.

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

(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.

(iii) Parasite.

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(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)

4. **GRAMMAR**

(a) Use the **comparative form** of the word in brackets at the end of each sentence to fill the blank space **correctly**. (3 marks)

(i) Grace could not have been _____ about our plans. (happy)

(ii) The cake has a _____ flavour than the one you made last week. (rich)

(iii) Last July, I had the _____ of my life. (bad)

(b) Choose the **correct form** of words in brackets to complete each of the sentences **below**. (2 marks)

(i) Who broke the handle (off, of) this cup?

_____

_____

(ii) Choose (among, between) these sick.

_____

_____

(c) **Rewrite** the following sentences using the words in **brackets**. (2 marks)

(i) We will give the winner a prize.(whoever)

_____

_____

_____

(ii) "Goodness always conquers evil," is my favourite life saying. (me)

_____

_____

_____

(d) In the following sentences, **insert** the word in brackets into the **correct position**. (2 marks)

(i) They had a political argument. (absurd)

_____

_____

_____

(ii) She sold her house. (comfortable, wooden)

_____

_____

Prefer Calling Sir Obiero Amos @ 0706 851 439 for the Marking Schemes

(e) For each of the following sentences, write the **tense** of the verb in **brackets** according to the **instruction** given. (3 marks)

(i) The canoe ends (taper) to make the craft glide through the marsh. (Present continuous).

(ii) The plants, called blushes, (provide) both new and replacement coverings for summer lodges. (Future tense)

(iii) The Kalispel women (follow) this way of life for many years. (Past tense)

(f) **Add** question **tags** to the following statements. (3 marks)

(h) William is such a talented guitarist._____

(ii) Mwombe dared the mob to attack him._____

(iii) Let's respond to the distress call. _____

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ENG PP2 SERIES 1 EXAMINERS PASSWORD QUESTION PAPER 9

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 of 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 yarning 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 pyschoanalist observed that for children, play is at the heart of health integrated development. His words were especially pertinent to boys whole 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 ooysreareiyouna 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 Giamatti A.BatletGiamati 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

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

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3. 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)

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

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

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

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

Rough Copy

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Fair Copy

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7. Give the meaning of the following words as used in the passage

(a) Unfettered

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(b) Pertinent

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(c) Buttress

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DOLL'S HOUSE

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!

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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

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b) Identify three styles that are used in the excerpt. State their effectiveness. 6mks

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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

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d) What theme is brought out in the excerpt? 3mks

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e) What character traits of Nora and Mrs Linde are brought out in the excerpt? 4mks

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f) So, you are quite alone. (Add a question tag). I mk

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g) What is the meaning of the following words as used in the excerpt?2mks

QUESTION 3.

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LITERARY APPRECIATION.

Read the poem below then answer the questions that follow.

RESPECT.

What you don't understand, sister.
Is that women are respected in Africa
Oh yes
We call a woman the light of the house
She is the one who fetches water
She is the one who cooks the food
She is the one who gives milk and brings wood
She is the one we come to
When we need satisfaction
We know where the light comes from
We are respected
Is that so, brother?

Is that why she is the last to drink from the gourd?
Is that why she is the last to eat from the bowl?
Is that why she is the last to sleep and first to rise?
Is that why she is the one for whom the only satisfaction
Is another mouth to feed?

And tell me, brother
If the woman is the light of the house
Where does darkness come from?

And tell me, brother
What Will happen if the light fades
Or simply refuses to shine?

Then, sister
It must be made to shine again
Or cast out
A light that does not shine is of no use to any one

Isee

Good, I knew you would understand
In Africa, my sister, women are respected

By Jeanette Cross

Questions

1. Who is the persona in this poem? (3mks)

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2. What is the tone of this poem? Explain. (3mks)

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3. What is the attitude of the "brother" towards women? (4mks)

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4. What does "sister" mean by 1 see"? (2mks)

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5. Discuss the message in this poem. (5mks)

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Prefer Calling Sir Obiero Amos @ 0706 851 439 for the Marking Schemes

6. Explain the meaning of the following expressions as used in the poem. (3mks)

a. ….is another mouth to feed

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……

……

b. ... we come to when we need satisfaction

……

……

……

C. ...Women are respected

……

……

……

GRAMMAR (15 MARKS)

1. a. He understood why people had been laughing after he realized the ugliness of his headgear. (Rewrite using present participle)

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……

c. Malenge did not bother to campaign .1-le was convinced that he was the students' favorite for the post of a school captain. (Rewrite using Past Participle)

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d. I have been studying in this school complained the student but I have never scored a hundred percent in any subject. (Punctuate correctly)

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……

e. The watchman spotted the student sneaking from schooL(Rewrite to remove the gender bias

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2. Fill in the blank with the most suitable prepositions.

a. John is fond _____ his daughter.

b. He is very bossy. He loves ordering people_____

c. She inherited the house _____her grandmother.

3. Fill in the spaces with the correct form of word in the brackets.

a. No single female candidate won the _____ seat in the conduded election (governor)

b. _____ has not returned to the country yet.(normal)

4. Replace the underlined words with the correct phrasal verb formed from the word in bracket.

a. Form two students always bully the form one students when they are new in school (pick)

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Prefer Calling Sir Obiero Amos @ 0706 851 439 for the Marking Schemes

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b. The shrewd businessman tried to take advantage of his ignorant customers by hiking the prices. (Rip)

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5. Add a question tag to the following statements

a. Let us help the sick _____

b. You wall wait for them here _____

6. Explain the difference in meaning between the following sentences.

a. The tutor gives Peter little attention.

b. The tutor gives Peter a little attention.

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