ENGLISH PAPER 101/1

FUNCTIONAL SKILLS

1.

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

2.

You are secretary of the drama club in your school. The chairperson has asked you send out a notice of the second meeting to plan the staging of shake spear's play, *The Merchant of Venice*. During the meeting, you will need to appoint the director of the play, set up a date for selecting the cast, discuss the budget for the play, and the dates of rehearsals and the final performance.
(20mks)

a) Write the notice of this meeting which you would send to the members of the drama club.

b) Write the agenda that you would attach to the notice.

3.

You are the chairperson of the creative Writing Club in your school. The club would like assistance in publishing the winning entry in a recent competition. Write a letter to a publisher asking them to consider the book for publication. Remember to write through the head teacher.
In your letter, include the following

- The title of the book and name of author
- A brief description of what the book is about
- Why it is important for the book to be published.

4.

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

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

5.

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

You:
……
……
…… (2mks)
Police Office: (Interrupting) Easy. I am sorry about what happened but before you go into the lost items, please give me your full name and address.
You:
……
……
……
(2mks)
Police Officer: That is good. Now go ahead and tell me what happened, without leaving out any important details.

You:
……
……
…… (3mks)

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

You:
……
……
…… (2mks)

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

You:……
……
…… (1mk)

6.

Read the passage below and fill in each blank space with an appropriate word.
If our skins were to be complainants in a court of law, they would 1……. us of committing all manner of dermatological crimes

2……. them. And they would have legitimate grounds to do so. They would, for instance, argue that some of us assault them with bleaching creams, all in an 3 ……. to make our complexions look much 4…… . They would produce exhibits of ugly 5……. left behind by the hazardous substances. In addition, some would recount how we usually 6……. them to layers of irritating anti-ageing creams without consulting them. They would be 8 ……. that would object to continually being plastered with choking substances meant to eliminate non-existent pimples.
In closing, our skins would submit that they have suffered gross skin abuse in our hands 9 ……. hope that the judge would find us 10 ……. as charged.

7.

Fill each blank space in the following passage with the most appropriate word (10mks)
By far the 1_____ obstacle to success, in my view, is poor understanding of people. Most careers2_____ working with other people. You can have great academic intelligence 3_____ still lack social intelligence the ability to be 4_____ good listener, to be sensitive 5_____others, to give and take criticism well.

If people do not like you, they may help you fail. On the other hand, you can get6_____with serious mistakes if you are socially intelligent. How are you when it comes to working with people? Are you genuine and authentic, or do you 7_____put up a front? Do you listen to 8_____or do you most of the talking? Do you expect everyone else to conform to your wishes, your schedule, and your agenda, or do you look for ways to meet people on their 9_____? If you haven't learnt to get along with people, you will always be fighting a battle to succeed. 10_____making people-skill a strength will always be fighting a battle to succeed. 10_____making people –skills a strength will take you farther than any other skill you develop.

8.

Read the passage below and fill in each blank space with an appropriate word
Good conversationalists are not born that way. They 1 ……. their skills through patience, preparation and practice 2……. a long period of time. Some people find it 3……. To talk than others, but do not confuse talk with conservation that is, good conversation.
There are all kinds of conversations, 4 ……. from poor to excellent. Unfortunately, some of the worst conversations come from those who find it easiest to talk. 5…….the

very ease with which some people talk make them
6…… to what they say and unaware that they may say
7…… much.

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

9.

Fill in each of the blank spaces in the passage below with the most appropriate word.

There was time when telecommunication 1……Africa was nearly non-existent. With the 2……of one or two more developed nations, most African countries
3 …… infrastructure and telephony was out of reach for
4…… of the population. But mobile telephony has
5……. a lot of that and has demonstrated Africa's 6……
to leap-frog older technologies with new ones more 7…… to the environment.

Telecommunication in Africa is growing 8…… there is room for improvement and development. A number of new networks 9……. coming up all over the continent and the African telecommunication market is growing 10……. The driver of this growth? Mobile telephony.

(Adapted from African Business, May 2004)

10.

Read the following oral chant and then answer the questions that follow.

Rain Making Litany

(Reciter)	(Respondent)
We overcame this wind	We overcome
We desire the rain to fall, that it may be poured in showers quickly	Be poured
Ah! True rain, I adjure thee fall, if thou rainest, it is well	It is well
A drizzling confusion	Confusion
If it rains and our food ripens, it is well	It is well
If the children rejoice, it is well	It is well
If the children rejoice, it is well	It is well
If it rains, it is well. If our women rejoice, it is well	It is well

If the young mending, it is well It is well
A drizzling confusion
Confusion
If our grain ripens, it is well It is well
If our women rejoice, It is well
If the children rejoice It is well
If the young men sing It is well
If the aged rejoice It is well
An overflowing in the granary Overflowing
May our grain fill the granaries May it fill
A torrent in flow A torrent
If the wind veers to the south, it is well It is well
If the rain veers to the south, it is well It is well.

a) (i) Identify three aspects of oral performance that make this chant easy to remember. (3 marks)

(ii) In what ways would this chant be made interesting to listen to? (3 marks)

(iii) What preparations do you think a narrator would make to ensure that the audience listens to and participates in the performance of the chant? (4 marks)

(b) You are going to take part in a debate. Explain how you would deal with fear and anxiety associated with public speaking of this kind. (6 marks)

(c) Classify the words below according to the sound of the underlined 'ch' letters. An example of each of the sounds represented has been given. (3 marks)

bench chore
chandelier
charisma parachute
trachoma
chauvinism choral
church
Champagne Charm
Chrysalis
Church champagne
trachoma

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

(i) I wrote the love poem for you.
(ii) I wrote the love poem for you.
(iii) I wrote the love poem for you.

(e) Shouting and screaming from your class disrupted the other students during study time. As the class monitor, you have been called by the teacher on duty to her office to give an explanation. Complete the conversation below by filling in the blank spaces.

Teacher: You are the class monitor of Form Two East, aren't you?
You: ..... (1 mark)
Teacher: Why was your class shouting and screaming?
You: I am not sure, madam. The noise started at the back of the
classroom.
Teacher: ..... (1 mark)
You: You see madam, I sit at the front of the classroom and by the time I turned to look, the boys at the back were already on top of the desks and some were trying to jump out of the window.
Teacher: ..... (1 mark)
You: I ran out, madam!
Teacher: ..... (1 mark)
You: I am sorry madam, but it seemed like there was great danger in the middle of the class. I had to run for my life.
Teacher: When the noise subsided, what did you find out?
You: ..... (1 mark)
Teacher: A snake?
You: ..... (1 mark)
Teacher: Whose toy snake was it?
You: ..... (1 mark)
Teacher: You can go now, but I will need to know whose toy snake it was.
You: ..... (1 mark)

11.

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

Plane Mad Plain Mourn
Burrow cat Berry Mud
Bury You Bred cut
Pull Father Pool Ewe
Bread Moan Fool Farther
Further See Full Sea (5 mks)

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

- suc.cess
- chal.lenge
- ad.vice
- ap.proach

(c) *Suppose you were asked to make a speech at a friend's graduation party. What would you do to capture the audience attention? (4 mks)*

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

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

Daddy

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

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

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

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

FATHER: (*Stretching his arms, looking preoccupied)*

Chemistry for me was particular easy.

I never scored anything less than 90%

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

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

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

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

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

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

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

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

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

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

12.

Read the story below and answer the questions that follow

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

The young woman took off, and when she got to the fork that the warrior had mentioned, she followed the left path, forgetting which path the warrior had instructed her to follow.

As the girl walked on, she came upon an ogre who said to her, "hey, young woman where are going? Do you have anything to say now that I'm going to eat you?" the girl answered in song

Not here my dear
Let us go to the water hole
Where you can eat me
And have a drink
Oh my dear warrior, where was it?

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

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

Not here my dear
Let us go to the water hole
Where you can eat me
And have a drink
Oh dear warrior, where was it?

But the warrior had still not heard her. When they got to a cave by a river, the ogre collected branches and leaves on which to place the young woman's flesh after he had slaughtered her. When he brought one type of leaf, the girl objected to having her flesh laid on ordinary leaves preferring the sweet- scented leaves of the *Matasia* plant. The ogre brought another kind of leaf nut the girl also rejected it, until eventually the sweet- smelling leaves of *Matassia* plant were brought. When the ogre asked the girl whether those were the right type of leaves, she said: Yes, these are the ones." The ogre then laid the leaves down on the ground and lit a big fire. All this while, the girl was continuously singing the same song.
Just when the ogre was about to jump on the young woman, the warrior suddenly emerged from the bush. The young woman said to the ogre, "It is now your skinny flesh that will be laid on those leaves." The warrior killed the ogre and placed him on the bed of leaves and took the girl away. And that is the end of the story.
(Adopted from "a young woman and an ogre" in Oral Literature of the Maasai, by

Naomi Kipury. Nairobi: EAEP 1983)

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

13.

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

Nyasaye (God) wanted to put a stop to the rampages of death-death which claims the lives of everyone

Young and old
Boys and girls
Men and women
Strangers and kinsmen;
Death which kills
The innocent and the guilty
Chiefs and their subjects
The healthy and the sick
The wise and the foolish.

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

Now they summoned Ngo’ngruok, also known as Haniafu the Chameleon, and ordered him to take their offering to Nyasaye. They also fashioned a long pole that reached up to heaven where Nyasaye dwells in his glory. This was the path Ng’ongruok would follow when carrying their offering.
But Ng’onguruok accidentally soiled the fat with his clumsy feet, and on his arrival before Nyasaye, presented a dirty and unsightly offering. Nyasaye was furious and rejected it, shouting: “tell the people of earth that because of this insult they must continue to die, just as their ancestors have done!”

Ng’ongruok descended from heaven delivered Nyasaye’s message, and returned the offering to the people. Ever since then, alas death has continued to ravage human beings. For his clumsiness, Ngo’ngruok was cursed by the people. Hence, he must always walk on all fours, and his steps must be hesitant and slow. That is why you will always see him carrying one leg raised from the ground as he tries to decide exactly where to tread.
(Adapted from: keep my words by B. Onyange-gutu and A.A Roscoe)

i) What would you do in order to capture the audience’s attention before you begin to tell this story? (2mks)

……
……
……
……
……

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

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

iii) Mention two ways in which you would know that you audience in this story is fully participating in the performance. (4mks)

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

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

Heir.....
Weather.....
Base.....
Mourning.....

14.

(a) What is a riddle? (3 marks)

(b) i) State one riddle in mother tongue or Kiswahili and provide the

English translation. (2 marks)

Explain the imagery in the solution to your riddle (2 marks)

c) Describe the stages in a riddling session (5 marks)

d) Who is the audience in a riddling session? (2 marks)

e) State any four functions of fiddles (2 marks)

f) Distinguish between a riddle and a puzzle (2 marks)

15.

The owner of yam peels his yam in the house:
A neighbour knocks at the door.
The owner of yam throws his yam in the bedroom:
The neighbour says, "I just heard
A sound, Kere Kere, that's why I came.
"The owner of yam replies,
“That was nothing, I was sharpening two knives.
"The neighbour says again, "I still heard
Something like bi sound behind your door.
The owner of yam says,
"I merely tried my door with a mallet.
"The neighbour says again,
"What about this huge fire burning on your hearth?"
The fellow replies,
"I am merely warming water for my bath.
"The neighbour persists,
"Why is your skin all white, when this is not the Harmattan season?

The fellow is ready with his reply,
"I was rolling on the floor when I heard of the Agadapidi."
The owner of yam starts to shout,
"There cannot be peace.
Unless the owner of food is allowed to eat his food!"
(Yoruba, Nigerian. Translated by ULLI BEIER) From Sunburst. Edited by lan Gordon)

a) What is this poem about? (2 marks)

b) How do we know that the neighbour is not convinced by the owner of yam's explanations? (3 marks)

c) Which character traits are revealed about the owner of yam? (4 marks)

d) Identify the features of this poem that indicate that it is an oral poem (4 marks)

e) Why do you think the owner of yam begins to shout? (3 marks)

f) What features of oral performance would you emphasis in delivering the last speech of the owner of yam? (4 marks)

16.

Read the following oral poem and answer the questions that follow:

One hand cannot manage work
A threshing stick cannot thresh millet with one hand.
Some hands breed hatred at the eating time
Nobody hates being assisted.

Let millet be threshed
Let it be threshed, let it be threshed

Cut a threshing stick for me
A lazy wife
Is taken back to her parents
When the rain fails
It blames the wind
And a lazy woman
Blames the threshing stick

Cut a threshing stick for me -ii
My co-wife cut me a threshing stick

You woman, owner of this occasion
Remember that work is the stomach
Take care not to starve us
The threshing sticks are sounding
Let the millet leave the threshing ground.

(Adapted from oral literature of the Embu and Mbeere by Ciarunji Chesaina)

a) What kind of oral poem is this? (3 marks)

b) Identify and illustrate the oral features of this poem. (6 marks)

c) What does this poem tell us about the role and place of women in this society? (4 marks)

d) According to this poem, which moral values were emphasized in this community? (3 marks)

e) Explain the meaning of the following lines

i) Some hands breed hatred at eating time.

ii) Remember that work is the stomach (4 marks)

17.

Read the following oral poem and answer the questions that follow:

The poor man knows not how to eat with a rich man.
When they eat fish, he eats the head.

Invite a poor man and he rushes in
Licking his lips and upsetting the plates.

The poor man has no manners; he comes along with the blood of lice under his nails.

The face of a poor man is lined
From hunger that thirst in his belly.

Poverty is no state for any mortal man.
It makes him a best to be fed on grass.

Poverty is unjust. If it befalls a man,
Though he is nobly born, he has no power with God.
(Anonymous from Swahili poetry by L. Harries)

a) What evidence is there to show that this is an oral poem? Identify and illustrate any two such features. (4 marks)

b) Describe a probable situation in which such a poem could be performed (3 marks)

c) If you were to do a <u>solo</u> performance of this oral poem, what element would you emphasize? (6 marks)

d) What does the phrase --- "with the blood of lice under his nails" reveal about the poor man? (2 marks)

e) Describe with illustrations the tone of this poem. (3 marks)

f) Explain the meaning of the following

i) He eats the head

ii) He has no power with God (2 marks)

ANSWERS: PAPER 101/1

1. Must be a letter – a formal/official letter of inquiry. If not deduct up to 4 marks.

Must have:

1. Sender address 1 mk
2. Date 1 mk
3. Addressee's address 1 mk
4. Salutation ½ marks
   If the word dear is missing, deny a mark
5. Reference/title ½ marks
6. Body
   - Expression of interest 2 mks
   - Age, sex, qualification 3 mks
   - Inquiry about allowances and accommodation 4 mks
   - Reference number of advert 1 mk
7. Complimentary close/closure (Yours faithfully) ½ marks
8. Name and signature of sender ½ marks
   If there is only signature of sender, deny a mark
   If there is name without signature, accept.

2. a) Format

Notice should include

i) Name of the institution (written in capital letters and underlined) .

ii) Date of proposed meeting.

iii. Heading i.e. NOTICE OF MEETING.

iv. The message should state the following:

a. Name of group the is meeting.
b. Venue of the meeting
c. Date of the meeting
d. Signature of the writer.

NB: Don't include salutation.

b) Agenda

- Preliminaries
- Reading and confirmation of the previous minutes.
- Matters arising.
- Appointment of the director of the play.
- Setting a date for selecting the cast.
- Discussing the budget for the play, date of rehearsal and final performance.
- A.O.B.

3. Format

The Creative Writing Club,
Bidii Secondary School,
P.O. Box 05234-00100,
Nairobi.

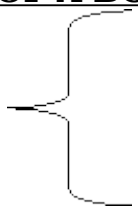
22nd September, 2007.

The managing editor,
Macmillan Publishers,
P.O. Box 234267-00100,
Nairobi.

Through
The Principal,
Bidii Secondary School.

Dear Sir/Madam.

RE: PUBLICATION OF A BOOK



Introduction

Body

Conclusion

Yours faithfully,
Maneno M.N
Chairperson.

Marks allocated as folows

i. Addresses (3)
ii. Salutation
iii. RE: (Subject of/with regard to) must be written in capital letters and either underlined or written in bold type or both.
iv. Body
The body must communicate the purpose of the letter, in this case a brief description of what the book is about and why it is important for the book to be published.

E. Valediction: Yours faithfully is appropriate and is written at the bottom left-hand side since recipient is unknown to the sender.
F. Name and signature.

NB:

- The letter should be formal.
- The letter should be written in grammatically correct English.
- One should go direct to the point.

4. **POINTS OF INTERPRETATION**

Functional composition marked out of 20 marks. Must be a report.

Format

Report layout 2mks
Report tone of language (formal, passive voice). 2mks

Language accuracy.
Grammar (Tenses, punctuation, agreement) 2mks
Sentence construction (structure) 1mk
Spelling 1mk

The report must address the following:
Introduction: Purpose and preparation of visit/reason for writing a report. 2mks
Body: - Places visited and what was learnt.
- Achievements of the trip
- Problems encountered
- Precautions to be put in place.

Conclusion: Recommendations
Layout: 2mks
Heading ½ marks
Introduction ½ marks
Body ½ marks
Conclusion ½ marks
Signing off ½ marks

5. **SAMPLE CONVERSATION**
(Expect plausible responses; courteous language especially expressions such as excuse me, sorry, please, thank you – penalize up to 2mks for lack of).

You: Excuse me, officer. I would like to report the loss of my luggage in which there was - 2mks
Police officer:
You: My name is Ruth Kerubo Magara. I am from Kituto Secondary School P.O. Box 2222 X Kituto.
Police officer:
You: I boarded/got into/took a bus, KTT 526 X at Baringo shopping centre at about 11.00 am. My blu metal box was put in the boot/luggage compartment among several others belonging to students from other schools. Some of the students alighted on the way. On arrival at Kituto town at 1 pm., I realized that my box was missing. However, there was a similar one that was unclaimed. Here a list of all the items in my box (handing over a list). 3mks
Police officer:
You: I quite agree with you officer. Some of the students are from Makobo Secondary.
Police officer:
You: Thank you very much, officer. I appreciate you help. 1mk

6. a) accuse
b) against
c) effort/attempt
d) lighter/fairer
e) marks/blemishes
f) subject

g) naturally
h) those
i) and
j) guilty

N.B. - If two answers are given, all of them must be correct.
- Capitalization – penalize
- Spelling - penalize

7. 1. greatest
2. involve
3. but
4. a
5. to
6. away
7. just
8. others
9. terms
10. ultimately

8. 1. acquire
2. over
3. easier
4. ranging
5. therefore/ thus
6. impervious
7. too
8. steps/ measures
9. little
10. by

9. 1. in
2. exception
3. lacked
4. most
5. changed / reversed / altered
6. potential / ability / capacity / capability
7. suited / friendly / appropriate
8. but
9. are
10. fast / quickly / rapidly

10. (a) - It is repetitive and hence easily memorable.
- The refrain by the audience reinforces the message.
- The involvement of the audience through refrain and other means such as dance, empathy and gesturing makes them own it.
- The use of apostrophe- direct address to the rain.
"Ah, thou rain, I adjure thee fall....." This makes it dramatic and memorable.

- Its simplicity and universal appeal makes it easy to remember.
- It is all encompassing -involves all the people; the children, the young Men and women.

Any three points, 1 mark each = 3 marks)

N.B - The aspect must be identified before the illustration is given.

$^1/_2$ mark aspect, $^1/_2$ mark effect.

By use of:

- Facial expression
- Tonal variation
- Use of musical instruments e.g. drums
- Dress appropriately for the occasion.
- Voice variation in tempo, mood and volume.
- Gestures, body movement and posturing.
- Apostrophe- direct address to the rain, as if it were a god.
- Involvement of the audience in dance, refrain and posturing.
- Decide when to involve the audience beyond the refrain.
- Rehearse thoroughly before the performance (may be using surrogate Audience) (Any three points 3 marks x 2 = 6 Marks)

(b) - Searching the topic, facts, up to, date.
- Planning- the speech, jotting, arranging.
- Rehearsing - before a mock audience.
- Empty your bowels.

Psyching yourself/ convincing you "yes you can"/ breath in (relax)

- Know your audience in advance.
- Presentation (appearance)
- Early preparations.
- Tell the audience in advance how to respond.
- Have prior recitation before the day (rehearsal)
- Thorough mastery of content.
- Use of conventional way of attracting participants' attention e.g. clapping hands, creating rapport with audience, giving riddle etc.
- Appropriate costume creates conducive atmosphere for performance, Free from external interference.
- Having prior information about category of audience.

(c) */ts/* */s/* /k/

chrysalis

Charm chandelier charisma

Bench chauvinism

Chore parachute choral

3. Correct words 1markx3 = 3 marks
2 correct words 1/2 marks x3 = 1.5 mks

If only one word correct - nj mark awarded.

(d) (i) It was I and not anyone else who wrote the love poem for you.

(ii) What I did was to write the love poem for you. / The thing I did was to write the love poem for you. / I wrote (not typed, copied) the love poem for you.

(iii) It was for you and not anybody else that I wrote the love poem

(e)

Teacher: You are the class monitor of form two East, aren't you?

You: Yes. I am, madam. (1 mark)

N.B If word <u>madam</u> is missing penalize by $^{1}/_{2}$ marks.

Teacher: Why was your class shouting and screaming?

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

Teacher: How can you, the class monitor, not know? (1 mark)

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

Teacher: So, what did you, as the monitor do? (1 mark)

You: I ran out, madam!

Teacher: You ran out? (1 mark)

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

Teacher: When the noise subsided, what did you find out?

You: I was told there was a snake (1 mark)

(Don't accept toy)

Teacher: A snake?

You: Yes, madam. I later found it was a toy snake. (1 mark)

Teacher: Whose toy snake was it?

You: I don't know, madam. Nobody has come to claim it. (1 mark)

Teacher: You can go now, but I need to know whose toy snake it was.

You: Thank you madam. I will go and find out. (1 mark)

N.B. (8 marks)

- Expect a logical flow.
- Deduct 1 mark for grammatical errors. (4 mistakes of different nature)
- Thank you must be in the last response. If not award no marks.
- Don't accept word <u>thanks</u> since it is informal.

11. (a) 1. bury - berry
    2. bread -bred
    3. ewe - you
    4. plane - plain

5. further - farther
6. sea - see (5 mks)

(b) (i) sue. **cess**
(ii) **Chal**.lenge
(iii) **Ad**.vice
(iv) Ap.**proach** (4 mks)

(c) - Tonal variation
- Body movement
- Use of anecdote(s)
- Facial expression

(Accept any appropriate answers) @ 1mk

(d) (i) The father repeatedly interrupts the daughter
(ii) He is detached/disinterested in the daughter's speech.
(iii) He is impatient e.g. "……oh, you were?
Me, I used to be number one ……."
(iv) He is preoccupied with reading a newspaper.
(v) He is about minded.
(vi) He is not empathetic listener.
(vii) He is judgmental
(viii) He is dismissive (8 mks)

12. (i). Using an assertive tone …… (1mk)
(ii). Consider;
- The directions given ought to be precise and clear.
- The information should not be ambiguous. E.g. "When you get to a fork along the path, take the right path"

(Accept any 1 appropriate answer) @ 1 mk

(iii) In a falling intonation i.e. the statement begins with an interrogative (where) (2 mks)
(iv) - The first four lines are directed at the ogre. Can be performed
using gestures/role play (1mk)
- The last line is directed at the warrior should be said in a desperate tone (tonal variation)…. (1mk)

(v) Using pause between the first part of the sentence --- "Just when the ogre was about to jump on the young woman". Also on the second part of the sentence. "The warrior suddenly emerged from the bush" This is done in order to create suspense.
(2mks)
(vi) A sigh of relief would be heard from the audience. (1mk)

13. a) i) There are a number of possibilities:
- One could begin by posing a question e.g.
"Do you know why chameleon is shunned?"
"Do you know why people die?"
"Do you know why chameleon walks in all fours?"

or
- One can begin with a statement e.g. "I have a story to tell.

- One could begin with an illustrative/summarizing riddle or proverb. One could begin with a puzzle or challenge to set the minds of the audience focused. (2mks)

ii) Use of emphasis by lowering voice when narrating how Ng'ongruok soiled the offering. This should be said in a slow and deliberate way.

Vary the tone of voice when uttering Nyasaye's words. These should be said; in an authoritative, awe-inspiring and thunderous / threatening voice. Use of role play
Use facial expressions to emphasize how furious Nyasaye was "The offering was full of dirt and unsightly".
Use gestures when referring to the insult ("___ this is insult") by Nyasaye. Use pause between the first and second sentence to create suspense.

iii) Pay attention to how / or whether they respond to the narrator's tonal variation and use of pauses. Audience nodding in agreement.

Observe their response or other wise to any questions passed by the narrator. If they maintain eye contact with narrator. Observe their sitting posture and level of concentration to the narrative e.g. leaning towards narrator, using gestures.

(Any two points 2mks each) (4 marks)

14. a) A riddle is short saying intended to make one use his wits in unraveling

the hidden meaning. In a riddle, the listener is faced with a question or an allusive sentence referring to something else which they must try to figure.

(3mks)

b) i) "Nyumba yangu haina mlango"

(My house has no door - egg) (2mks)

ii) The image of an egg i.e. an analogy is drawn between an egg and a house with no door. (2 mks)

c) Riddling session / performance of a riddle; six parts;

- challenge
- Acceptance. Respondence
- Riddle / question.
- Guesses / answers
- Prizes
- Solutions.

<u>Illustration</u>

1) - Riddle riddle (opening)
   - Catch a riddle.
2) Come come (acceptance)
   I have caught.

3) I have a wife: she never returns to where she came from (Riddle)

4) G = The water of a stream
R - No
G = Rain
R - No

5) R - give me a village (prize)
A = oh no! That village is too far away I don't want it

6) The leaf of a tree (solution) (5 mks)

d) The respondents who try to guess the correct meaning of the riddles.

e) Functions of riddles;
i) Entertainment
ii) Story telling introduction.
iii) Environmental education.
iv) Language training e.g. I am here and I am there.
The shadow.
v) Speech therapy for children with speech disorders. (2 mks)

f) A riddle is a short saying intended to make one use his wits to unravel while a puzzle is in the form of a game or a task in which one is required to think hard to solve a difficult question or problem.

15. a) The poem is satirizing greed / selfish greed in the society.
Illustration; "The owner of yam throws his yam in the bedroom" (2mks)

b) He relentlessly / persistently questions the motives of the owner of yams and points to
- Work is the stomach several anomalies and finally ends up infuriating the owner of the yam (1mk)
Illustration;
"What about this huge fire burning on your hearth?"
The fellow replies.
"I am merely warning water for my both"
The neighbour persists,
“When is your skin all white, when this is not the Harmattan season?”
(2mks)

c) i) Greedy / Selfish.
- When he hears a knock on his door he throws his yam in the bedroom,
ii) Irritable / quick tempered.
- “Then the owner of yam stars to shout”
iii) A liar e.g.
"I still heard something like bi sound behind your door.
The owner of yam says,
“I merely tried my door with a mallet."

d) i) Idiophones; (1 mk)
Illustration - Kere kere

ii) Direct translation; (1 mk) Illustration -
The neighbour says again
- The owner of food.
- I merely tried my door with a mallet.

iii) Dialogue; between the owner of yam and his neighbour.

e) He is exasperated / infuriated by the neighbour probing questions and the fact that the neighbours' presence is preventing him from enjoying his meal. (3mks)

f) i) Tonal variation;
The speech can be delivered in a high tone to show annoyance,

ii) Gestures
The owner of the yam can deliver the speech while gesticulating in annoyance / anger, iii) Facial expression; wearing an angry face.
(4mks)

16. a) It is work poetry / a work song. (1mk)
The poem is explaining the importance the community attaches to work. e.g.
- "A lazy wife s taken back to her parents"
- "Remember that work is the stomach" (2mks for illust)

b) (i) Direct translation
- Cut a threshing stick for me.

(ii) Personification
- When the rain falls.
- It blames the wind

(iii) Local dialect / vernacular
- Cut a threshing stick for me -- ii (3pts @ 2mks =6mks)

c) The role of women;
Women are charged with the responsibility of feeding their households. They are expected to work hard to provide food for their husbands and children.
Illustration; "take care not to starve us"
The society is chauvinistic and women are relegated to the role of home makers e.g. "You woman, owner of this occasion remember that work is the stomach"
"A lazy wife is taken back to her parents"

d) Values emphasized are;
i) Hard work
Illustration; "Work is the stomach"

ii) Unity / co-operation
"One hand cannot manage work"

iii) Friendship
"Some hands breed hatred at eating time"
(3mks)

e) i) Some individuals enjoy the benefits with out making any contributions, i.e. reap without sowing, thus creating conflict.

ii) One cannot enjoy the benefits of anything without working hard.

For example the poem emphasizes that people would starve if no meaningful work goes on in the farm / field.

17. a) i) Direct translation

"The poor man has no manners"

ii) Personification

"From hunger that thirst in his belly " (2 pts @ 2mks = 4mks)

b) Can be directed at the youth (1mk)

As a way of cautioning them to abhor laziness and to embrace hard work / industry as means of avoiding the pitfalls / problems facing the poor man. The poor man is portrayed as an individual who is devoid of self dignity.

(2mks)

i) Tonal variation;
ii) Gestures
iii) Dramatization
iv) Mimicry
v) Facial expressions (Any 3 elements + illust = 6mks)

d) A louse is an insect associated with dirt or unhygienic conditions. It dwells in bodies of individuals who are dirty. As such, the poor man is portrayed as dirty. (2mks)

e) Humorous tone / satirical tone. (1 mk)

Illustration,

"Invite a poor man and he rushes in"

"Licking his lips and upsetting the plates"

"Poverty is unjust. If it befalls a man, though he is nobly born, he has no power with God"

f) i) He lacks any form of self dignity i.e. poverty has Dehumanized him.

ii) Poverty is like a curse which one cannot extricate himself from. (2mks)

COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR

ENGLISH PAPER 101/2

1.

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

In the eighteenth century, the field of science was virtually closed to women. In France, the countess wrote a highly regarded book about Newtonian physics, but its very excellence spoke against her. The manuscript was so good that it was widely assumed that it had been written by the countess's tutor rather than by the countess herself. Sadly enough, the tutor Samuel Konig, did nothing to discourage the rumours about the books7 authorship. Instead, he took full credit for the countess's efforts. In England, the leading nation in science, the situation was worse. Women were strictly prohibited from admission

to scientific societies. Indeed the English denied women access to all forms of scientific study.

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

Bassi was one of the lucky women of her era. Her father was an enlightened lawyer in Bologna, Italy, who believed that women should be educated. Thus, young Laura was schooled by the family physician, Gaetano Tacconi. By the age of twenty she was familiar with scientific concepts of the times, particularly Newtonian physics. Because her father encouraged her to display her erudition at social gatherings, Bassi's reputation as a learned woman grew. Tested by a group of professors and scholars anxious to prove that a woman could not possibly be so clever, Bassi astonished the sceptics with her intelligence, learning, and eloquence. Local scholars were so impressed that in 1731 they invited her to join the Bologna Institute of Sciences and to study for a degree at the University of Bologna. On May 12, 1732, Bassi became only the second woman ever to gain an academic degree. A few months later, she became the world's first female professor.

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

In 1 749, to escape university restrictions, Bassi began offering private lessons in experimental physics. She also began championing Newtonian physics at a time when it was relatively unknown in Italy, and she promoted Newton's findings about gravity even in the face of widespread intellectual resistance. In addition, Bassi corresponded with the leading physicists of the day Thus, she kept her country abreast of new scientific theories.

In 1 776, when Bassi was sixty five, the university acknowledged her contributions to scientific thought by bestowing upon her an

unheard of honour of a woman: She was appointed chair of experimental physics, and her husband, the father of her eight children, was appointed her assistant.

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

Adapted from Reading for Results by Laraine Fleming (2008) New York Houghton Mifflin

(a) Why was it widely assumed that the countess's tutor had written the book on Newtonian physics? (2 marks)

(b) In what way was France better than England in the treatment of women interested in the sciences? (3 marks)

(c) Rewrite the following sentence using the word "surprisingly". (1 mark)

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

(d) According to the passage, what was a professor expected to do?

(3 marks)

(e) For what selfish purpose did the University of Bologna use Bassi?

(2 marks)

(f) What evidence is given to show that Bassi was difficult to control?

(3 marks)

(g) Why do you think the author mentions the fact that Bassi had eight children? (3 marks)

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

(3 marks)

Erudition .....

To a degree.....

Find herself at home.....

2.

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

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

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

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

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

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

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

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

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

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

Will the wonders of food ever cease? Not if researchers in nutrition keep up their pace. Let them keep the good news flowing - such as

the fact that we don't have to starve ourselves to lose weight and keep disease at bay.

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

(b). In not more than 35 words, summarize the effects of eating carbohydrates. (4 mks)

(c). Explain how free radicals contribute to the occurrence of high blood pressure and cancer. (2 mks)

(d). In what two forms can antioxidants be consumed?

(e). "In fact nutritionists recommend that we eat five portions of fruit and vegetable a day" Rewrite the sentence above as a question without changing the meaning, beginning: Don't ..... (1mk)

(f). What is the attitude of the author towards calcium as a weight- cutting measure?

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

(h). Identify an instance of irony in the passage.

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

- daunting
- baggage
- down a mountain

3.

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

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

Against that background of achievement, it is all the more staggering and all the more shameful - that more than one billion people in the developing world are living in poverty. Progress in raising average incomes, however welcome, must not distract attention from this massive and continuing burden of poverty.
The same is true of the broader measures of well-being. Life expectancy in sub-Saharan Africa is just 50 years: In Japan it is almost 80. More than 110 million children in the developing world lack access even to primary education while in the developed world, anything less than universal enrolment would rightly be regarded as unacceptable. The starkness of these contrasts attests to the continuing toll of human deprivation.

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

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

Obviously, reducing poverty is the fundamental objective of economic development in any country. It is estimated that in 1985, more than one billion people in the developing world lived in absolute poverty. Clearly then, economic development has a long way to go. Knowledge about the poor is essential if governments are to adopt sound development strategies and more effective policies for attacking poverty. How many poor are there? Where do they live? What are their precise economic circumstances? Answering these questions is the first step toward understanding the impact of economic policies on the poor. ***(Adapted from Thinking Globally by Andrew E. Robson, New York; MC Graw - Hill (1997)***

a) What evidence does the author give to show that incomes and consumption trends are rising in the developing world? **(2 marks)**

b) How does the author feel about the progress made so far by the developing world **(2 marks)**

c) Why does the author mention Japan?

d) What is odd about the poverty situation in South Asia? **(2 marks)**

e) Explain the relationship between poverty and a high population **(3 marks)**

f) Rewrite the following sentences in the singular **(1 mark)**
"They are also less educated, and have less access to remunerative activity".

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

h) In about 55 words, summarize the main argument of the author. **(4 marks)** i) Explain the meaning of the following words as used in passage. **(2 marks)**

- Staggering
- Compromised

4.

Read the passage below and answer the questions that follow.

We had grown up together in my village. Her family had been even poorer then mine, which as saying something in those days. Her father was a brute and her mother was weak. Since she was the eldest child, a lot of the responsibility for bringing up her siblings had fallen on her shoulders. From time to time I helped her out, but I could not do much. I helped her fetch water from the stream and occasionally chopped firewood, but that was all. Her father was a morbidly suspicious man. Visitors, apart from his drinking companions, were not encouraged, and I had no desire to add to her misery. Night after night I would lie awake listening to her screams, cursing myself for my own physical inadequacy. and my father for his unwillingness to become involved. When I was twelve, I started at the secondary school in the town a few miles away. During term-time I stayed with my uncle, returning to the village only during the vacations. Veronica and I remarked friendly, and she was always pleased to see me. When we could, we snatched time together by the stream and she asked me endless questions about my school and the town and what was going to be when I grew up. But for all misery of her own life she never seemed to envy me.

And then came the day when i was to leave .for good. I had won a scholarship to the university and I knew in my heart I would be away a long time. I was eighteen then and I thought I knew my own worth. The day before I left we met by the stream. As he walked towards me I realized for the first time that she was no longer a girl, but a young woman. Her clothes were still shabby but she had an attractiveness that drew me more closely to her.

"You must be happy to be going". She said. I shrugged and pretended to be unconcerned, but of course it was the break I had hardly dared hope for. "What about you? I asked. "Me!"
"Yes, why don't you get out of this place? It has nothing to offer you." "I can't just leave my family." "Why not? What have they ever done for you?" "Don't talk like that. They are my family that is enough".
"But think of all the things you can do in that city". I said.
"No, the city is for you, not for me. What will I do once I get there? I have no education, only standard Eight."

Although I know there was a lot of truth in what she said, I resisted her line of argument: I suppose I was both appalled and frightened

by her fatalism. "You can go to evening classes and become a secretary, I said.

She shook her head, "I leave that to others; my own place is here".

I snapped a twig and threw into the water. It bobbed on the current and then vanished from sight.

"When I have qualified I will send you money to take a correspondence course, "I said. She laughed

"Don't talk foolishness," she said and stood up.
"I have to go and cook; my father will soon be home."
"Here is my address. If you need anything don't hesitate to write to me." I handed her a piece of paper. She took it and tucked it in her bosom. We said goodbye and she hurried away. I thought I saw tears in her eyes as she turned to go.
Well, I went to the city and made good. In due course I was ready to set up a practice of my own. In all the time I did not return to the village, but I never lost touch with Veronica. In time, I persuaded her to return to school and I felt privileged to sponsor her.
(Adapted from "Veronica" a short story by Adewale Maja - Pearce)

i) What does not narrator reveal about is family in the first paragraph?
(2 marks)

ii) Who does the narrator blame for Veronica's misery? Give illustrations to support your answer **(4 marks)**

iii) Using illustrations describe the character of Veronica **(4 marks)**

iv) Why does the narrator pretend he is not keen to leave the village?
(2 marks)

v) What is the narrator's attitude towards Veronica? Give illustrations
(4 marks)

vi) Explain the meaning of the following expressions as they are used in the passage Fallen on her shoulders **(1 mark)**
The breaks **(1 mark)**
Fatalism **(1 mark)**
Made good. **(1 mark)**

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

Knowing that Mrs. Kalani was afflicted with a heart disease, great care was taken to break to her the news of her husband's death as gently as possible. It was Josephine, her sister, who told her in broken sentences and veiled hunts. Also present was Nemi, a family friend. It was he who had been in the newspaper office when

information about the railway disaster was received, with Jane's Kalani's name leading the list of the "killed". After verifying the information, he had hastened to the Kalani residence in order to forestall only less careful, less tender friend from bearing the sad message.

She did not receive the news as many women would. The significance of what had happened sank in immediately and she wept with sudden wild abandonment. When the storm of grief had spent itself she went to her room and would have no one follow her. Pressed down by a physical exclusion that haunted her body and soul, she sank into a bed-side chair.

She could see in the open square before her house the tops of trees that were all pregnant with newly life. The delicious breath of rain was in the air. In the street below a peddler was advertising his wares. The notes of a distant song which someone was singing reached her faintly, and countless sparrows were twittering in the eaves.

She sat quite motionless except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.
She was young, with fair calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes. There was something coming to her and she was waiting for it, fearfully. What was it? She did not know, it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds and the scents that filled the air. Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her. She was striving to beat it back but she was powerless. When she abandoned herself, a little whispered word escaped from her parted lips: "Free, free, free! "The vacant stare was gone and in its place came a bright keen look. Her pulses beat just and her body relaxed. She did not stop to ask if it were not a monstrous joy that held her. She knew that she would weep again when she saw the kind, tender hands folded in death. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome. There would be no one to live for during those coming years; she would live herself. She breathed a quick prayer that life might be long. Josephine was imploring for admission. "Louis-open the door! I beg you, for heaven's sake open the door."

She arose at length and opened the door. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of victory. She and her sister went into the sitting room where Nemi still was.

Someone was opening the front door. It was Mr. Kalani who entered, a little travel-stained but otherwise composed. He had been far from the scene of the accident, and was even oblivious of any such happening. He stood amazed at Josephine's piercing cry; at Nemi's quick motion to screen him from the view of his wife.
But Nemi was too late. When the doctor came, he said she had died of heart disease of joy that kills.

(Adapted from Kate Chopin's The story of an Hour)

i) How do other women's reaction to news of death of spouse differ from
Mrs. Kalani's? **(2 mks)**

ii) What evidence is given to show that life continues even in face of death?
(2 mks)

iii) Why was Mrs. Kalani feeling victorious? **(2 mks)**

iv) How would you describe Mrs. Kalani's character? **(4 mks)**

v) What do you find ironical in this story? **(2 mks)**

vi) What was the cause of Mrs. Kalani's death? **(2 mks)**

vii) Explain the meaning of the following expressions as they are used in the
passage. **(4 mks)**

a) Forestall_____
b) Repression _____
c) Abandoned herself_____
d) Obvious_____

6.

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

The acceptance of the Christian church meant the 'outright rejection of all the Africans- customs. It meant rejection of those values and rituals that held us together: It meant adopting what in effect was a debased European middle - class mode of living and behaviour. The European missionary had attacked the primitive rites of our people, had condemned our beautiful African dances, the images of our gods, recoiling from their suggestion of satanic sensuality. The early African convert did the same, often with even greater zeal, for he had to prove how Christians he was through this rejection of his past and roots. The conflict between the Kenya people and the missionary churches, the subsequent setting up of African independent churches, and the religious aspects of the Mau Mau liberation movement, were direct results of the culture conflict initiated by the missionary holy zeal. The break away churches all over Kenya tried to create a form of worship and evolve an education more in thee and harmony with people's hopes, incorporating as some did the best in our traditional approach to God and the universe. They

wanted in the words of Professor Alan Ogot and the Reverend F.B Welbourn, to build a place to feel at home.

The church in Kenya today is a creation of the Europeans missionaries. And we have said the missionaries were part of the momentous upheaval in our history - the coming of the colonialism. Or rather, missionaries were part of the momentous upheaval in our history - the coming of colonialism, or rather, missionaries, settlers and administrators were agents of European imperialism. It has been said with truth that the trader and the settler followed the skirts and shirt - cuffs of the missionary. In some places in Africa, political power was established at the request and instigation of the missionaries of the imperialist's country. Livingstone and Cecil Rhodes, Dr. Arthur and Lord Delamere, were these not part of that movement that came into such a fatal collision with our way of life and identity?

(Adapted from "Church, Culture and politics". In Ngugi wa Thiongo's Homecoming).

i) Mention any two things that show that the author disapproves of the conversion of Africans to Christianity. **(2 marks)**

ii) What does the writer find wrong with the initial education offered by the missionaries. **(2 marks)**

iii) List any two "benefits" that came to be associated with education **(2 marks)**

iv) How did the Africans respond to the missionary Holy Zeal"? **(4 marks)**

v) What relationship does the writer see between the missionary and the imperialist? **(2 marks)**

vi) What is the writer's attitude towards African culture? Give reasons for your answer. **(4 marks)**

vii) Explain the meaning of the following expressions as they are used in the passage **(4 marks)**

- Robbed people of their soul
- Promise of a European heaven
- Momentous upheaval
- Fatal collision

7.

CITY LIFE

When I am in a great city, I know that I despair.
I know there is no hope for us, death waits, it is useless to care,
For oh the poor people, that are flesh of my flesh,
I, that am flesh of their flesh,
When I see the iron hooked into their faces
their poor, their fearful faces
I scream in my soul, for I know I cannot
Take the iron hooks out of their faces, that make them so drawn,
Nor cut the invisible wires of steel that pull them.
Back and forth, to work,

Back and forth to work,
Like fearful and corpse-like fishes hooked and being played.
By some malignant fisherman on an unseen shore where he does not choose to land them yet, hooked fishes of the factory world.

(D.H. Lawrence (1885 - 1930)

1. Identify and explain the mood in the poem (2 mks)
2. Identify and explain the appropriateness of 3 poetic features used in the poem (6 mks)
3. In one sentence summarize the persona perception of the city life? (1 mk)
4. If you were to recite this poem how would you make it emotional? (2mks)
5. Explain the meaning of the word 'malignant' (1mk)

8.

Betrothed by Obyero Qdhiambo

The bride, they said
Had gone through school
Primary secondary university upwards
Three thousand shillings is not enough

For having fed her
schooled her
employed her
Three thousand shillings is not enough

For having borne her
Cared for her
doctored her
And "she is pure"
Three thousand shillings is not enough

Look at her silky black hair
Darker and finer than that
Flywhisk there
Look at her forehead, a
nice wide trace between
hair line and eyes:
"She is immensely intelligent".

Look at her eyes .Yes, look again
Two diviners' cowries spread out
Symbolically on the divination mat
Deep profound intelligent
Look at those lips "ndugu"- - - - -
Three thousand shillings is not enough
even to shake her by the hand.
"Fathers, this is what we walked with!
Three thousand shillings
As a token of our

Love
For your daughter and you
Our intended kin
It was just a token
the size of a token does not reflect
The size of the heart that bringeth it
My heart is full to the brim with
Love
For her and you my intended kin"

But young man, you say, you love
And you possible expect love
But, young man, don't you
Don't you really feel
Three thousand shillings is not enough
even to get love?
Three thousand is not enough!

(From an 'Anthology of East Africa Poetry' Editing by A.D Amateshe, Longman, UK 1988)

1. Briefly explain what the poem is about? (2 mks)
2. Which qualities make the bride such a special person according to her kin?

(4 mks)

3. Identify the adjectives in the comparative degree. 2 mks)
4. Identify the metaphor in the fifth stanza and explain it's meaning

(4 mks)

5. Why do you think the line "Three thousand shillings is not enough" is repeated several times? (2 mks)
6. How would you describe the bride's kin? Illustrate your answer (4mks)
7. What do we learn about the society from this poem? (2 mks)

9. ***Read the poem below and answer the questions that follow.***

<u>The Brewing Night</u>

It was that memorable night when I heard it.

Yes, I heard it all.
That night sleep deserted me,
Mocked at me and tantalized me;
So I lay awake, sharp in all my senses.
It was long past midnight:
Time dragged on, the clock wouldn't chime;
The dog wouldn't bark, nor the babies cry;
It was a moonless and windless night;
The whole universe seemed to stagnate
In dark, dreary, dead slumber.
What was amiss? I knew not.

The dead quietness and solitude

Seemed to be eternal, - but
Waves of babbling and muttering
Began to trickle through the streets;
A distant roaring if heavy trucks filled the air,
Hurried footsteps echoed through the street.
What was a miss? I knew not.
I pulled my curtain
And there I saw it all
Heavy boots thick uniforms and solid helmets
Dimly discernible under the pale street lamp
The atmosphere stood stiff and solid with
Browny - faced and clenched-teeth determination.

The night had pused with passions high and wild;
The streets were stained with new portraits framed;
The wheel changed hands and new plans were filled.
The morning saw the country strangely dressed
And everyone attended the rally.
To hear the eloquence from a strange face,
And everyone quietly nodded and said, 'yes'

(By Yusuf O. Kassam, in poem from East Africa.)

(a) Explain what the poem is about
(b) ln what way was the night described in the poem peculiar?
(c) What was amiss? I knew not. (Rewrite as one sentence beginning: I did)
(d) Paraphrase in one sentence what the persona saw when he or she pulled curtain to see.
(e) What is the significance of stanza two?
(f) Explain the meaning of the title.

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

"Sympathy"

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

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

I know why the caged bird sings, ah me,

When his wing is bruised and his blossom sore;
When he beats his bars and would be free;
It is not a song of joy or glee,
But a prayer that he sends from his heart's deep core,
But a plea, that upward to heaven he flings –
I know why the caged bird sings!
(Adapted from the poem by Paul Laurence Dunbar in America Negro Poetry, edited by Arna Bontemps. New York: Hill and Waug 1974.)

(a). Explain briefly what the poem is about (3 mks)

(b). What does the poet focus on in each of the three stanzas? Give your answer in **note form.** (6 mks)

(c). How would you describe the persona's feelings towards the caged bird? (4 mks)

(d). What can we infer about the persona's own experiences? (3 mks)

(e). Identify a simile in the first stanza and explain why it is used. (2mks)

(f). Explain the meaning of the following lines

(i). And the faint perfume from its petals steals. (1mk)

(ii). And they pulse again with a keener sting. (1mk)

11.

<u>Touch by High Lewin.</u>

When I get out
I'm going to ask someone
To touch me
Very gently please
And slowly

Touch me
I want
To learn again
How life feels.

I've not been touched
For seven years
for seven years
I've been untouched
out of touch
and I've learnt
to know now
the meaning of
untouchable.

Untouched - not quite
I can count the things

that have touched me.

One: fists
At the beginning
fierce mad fists
beating beating
till I remember
screaming
don't touch me
please don't touch me.

Two: paws
The first four years of paws
everyday
patting paws, searching
- arms up, shoes off
legs apart
prodding paws, systematic
heavy, indifferent
probing away
all privacy.
I don't want fists and paws
I want
to want to be touched
again
and to touch
I want feel alive
again
I want to say
when I get out
Here I am
please touch me.
(From poets to the people, edited by Barry Feinberg)

a) Where do you think the persona is? Briefly explain your answer **(3mks)**

b) What do you think the persona means by "touch"? **(3 marks)**

c) Using two illustrations, describe the persona's experience during the seven years. **(4 marks)**

d) What is the significance of the word "paws"? **(2 marks)**

e) Which device does the poet use to reinforce the theme? **(2 marks)**

f) Explain the meaning of the following words as they are used in the poem:

(2 marks)

g) What does the poem reveal about human need? **(4 marks)**

12.

My little sister likes to try my shoes,

to strut in them
admire her spindle- thin twelve- year old legs
In this season's styles.
She says they fit perfectly,
But wobbles
On their high heels, they're
hard to balance

I like to watch my little sister
playing hopscotch, admire the
neat hops-and -skips of her,
their quick peck,
never missing their mark, not
over-stepping the line
She is competent at peever.

I try to warn my little sister
about unsuitable shoes,
Point out my own distorted feet, the callouses,
Odd patches of hard skin.
I should not like to see her
In my shoes
I wish she would stay
Sure footed
Sensible shod

(By Liz Lochhead in poem 1, ed. Celeste flower. Singapore: Longman, 1995.)

a) Why does the little sister try the persona's shoes? **(3mks)**

b) How do we know from the first stanza that the shoes don't fit? **(1mk)**

c) Why does the persona like watching her younger sister play hopscotch? **(4mks)**

d) In the third stanza, the persona gives us new reasons why her little sister should not wear her shoes. What are these reasons? **(2mks)**

e) What is the message of this poem? **(5mks)**

f) Describe the tone of the poem? **(3mks)**

g) Explain the meaning of the following lines; I should not like to see her in my shoes **(2mks)**

13.

<u>Crazy Peter Prattles</u>

So what is the mountain deal
About the minister's ailing son
That he makes boiling news?

How come it was not whispered
When Tina's hospital bed crawled with maggots

And her eyes oozed pus
Because the doctors lacked gloves?

What about Kasajja's only child
Who died because the man with the key
To the oxygen room was on leave?
I have seen queues
of emaciated mothers clinging to
babies with translucent skins
faint in line
and the lioness of a nurse
Commanding tersely
"Get up or leave the line".

Didn't I hear it rumoured that
the man with the white mane
and black robes
whose mouth stores the justice of the land
ushered a rape case out of court
because the seven year old
failed to testify?

Anyway, I only remember these things
when I drink
they are indeed tipsy explosions.

["Crazy Peter Prattles" by Susan Nalugwa Kiguli in Echoes Across the valley: Ed. Auther I. Luvai and Kwamchetsi Makokha]

a) What problems are highlighted in the poem about the state of health care?

(2 mks)

b) What is the significance of the rhetorical question in the first stanza?

(3 mks)

c) Pick out any two images in this poem and explain their significance.

(4 mks)

d) i) Identify the problem that the fifth stanza deals with **(2 mks)**

ii) How does this connect with the problems in the previous stanzas?

(3 mks)

e) Explain the meaning of the following words a they are used in the poem

(3 mks)

(i) oozed
(ii) emaciated
(iii) translucent

f) What is the significance of the last stanza **(3 mks)**

14.

Read the poem below and answer the questions that follow:

White child meets Black man

She caught me outside a London
Suburban shop, I like a giraffe
and she a mouse. I tried to go
but felt she stood
Lovely as light on my back.

I turned with hello
And waited. Her eyes got
wider but not her lips
Hello 1 Smiled again and watched.

She stepped around me
Slowly, in a kind of a dance,
her wide eyes searching
inch by inch up and down:
no fur no scales no feathers-curiously
no shell. Just a live silhouette,
wild and strange
and compulsive
till mother came horrified.

"Mummy is his tummy black?"
Mother grasped her and swung
towards the crowd. She tangled
Mother's legs looking back at me
As I watched them birds were singing.

(James Berry (Jamaica)

a) Briefly explain what the poem is about (3mks)

b) What does the reaction of the white child make the persona feel? Illustrate/your answer (4mks)

c) Compare and contrast the reactions of mother and daughter to the black man (6mks)

d.) Identify and explain any two uses of figurative language (4mks)

e.) What is the significance of the last line of the poem? (3mks)

15.

DEATH, BE NOT PROUD

By John Doune

Death; be not proud, though some have called thee
Mighty and dreadful, thou are not so; for those whom thou think'st thou dost overthrow.
Die not, poor Death, nor yet canst thou kill me.
From rest and sleep, which but thy pictures be, much pleasure - then from three much more must flow;

And soonest our best men with thee do go,
Rest of their bones and soul's delivery.
Thou art slave to fate, chance, kings and desperate men,
And dost with poison, war, and sickness dwell; And poppy or charm's can make us sleep well,
And better than they stroke. Why swell'st thou then?
One short sleep past, we wake eternally,
And death shall be no more, Death, thou shalt die.

(a) The argument of this poem is based on certain religious beliefs. Identify and explain these beliefs. (4 marks)

b) Each set of four lines in this poem (up to live 12) represent an aspect of argument. Summarize the three aspects (6 marks)

c) Pick out any three features of style in this poem and their functions (6 marks)

d) Explain the meaning of the following line Thou art slave to fate, chance, kings and desperate men. (2 marks)

e) What is the significance of the last two lines? (2 marks)

16.

Read the poem below and answer the questions that follow:

Love

Love is madness
Hard brutal madness

Love is fire
Hot blazing

Love is a chameleon
a camouflaged dangerous chameleon.

Hot fiery Love
I beg you ----------
Put out your blazing flame,
Because I desire to feel you.
Hard remorseless love
Please change your stance.
Before the fire of my youth
is quenched.

(From the African saga by Susan N. Kigali)

a) Explain in your own words what the poem says about love. (4 mks)

b) Identify and explain the image used to describe love (6 mks)

c) What effect does the persona create by addressing (apostrophizing?) love directly in the last stanza? (4 mks)

d) Explain the irony of the last two lines: Before the fire of my youth is quenched (3 mks)

e) Explain the meaning of the following

i) brutal
ii) Camouflaged
iii) Remorseless (3 mks)

17.

Read the poem below and answer the questions that follow.

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

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

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

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

(Robert Frost)

(a) What is the poem about? (4 marks)
(b) Identify and explain any two used in the poem. (4 marks)
(c) Explain the meaning of the following lines (6 marks)
i) Because it was grassy and wanted wear",
ii) Oh, I kept the first for another day!"
iii) "And that has made all the difference"
d) The title, of the poem can be interpreted in two different ways. Give the two possible illustrations. (4 marks)

18. ***Read the comprehension below and then answer the questions that follow.***

(20 mks)

The death penalty has been abolished in many countries. But there are still many other countries in the world which punish offenders against certain laws by putting them to death. The debate about the suitability of death as punishment has been raging all over the world for quite a long time. It is still going on today. Unfortunately, many arguments either for or against death as a punishment are emotional, based on mere feelings, with little regard to facts or

simple logic. Let us look at a few of the pros and cons of this matter of life and death and see how rational debate can be developed around them.

The death penalty is most frequently meted out to murderers, people who have deliberately killed others. Supporters of the penalty this offence argue that a murderer commits the ultimate violation of human life and society. His or her offence is so serious that the only commensurate punishment is death. "Let him or her die, just as the victim die", the approach to punishment is called retribution. In other words, pay the offenders back in his or her own coins.

This position, however, is rather untenable. As the famous Indian statesman Mahatma Gandhi put it, an eye-for-an eye policy would just leave the world with a lot of blind people. Hanging, electrocuting or shooting a murderer does not do the murdered victim any good. It only means the destruction and waste of yet another life. Instead of concentrating on retribution as a purpose of punishment, it may be better to emphasize reform. Offenders are subjected to sanctions, like life imprisonment, but they are also given a chance to repent and mend there is not much possibility of giving him or her a chance to reform, is there?

Closely related to retribution, 'justice' or satisfaction is also advocated by supporters of death penalty. They say that society as a whole, and the relatives of the victim of a crime like murder in particular, need to feel that their grievance is recognized and assuaged through the severe punishment given to offender. Thus justice is done and seen to be done, as they say in law, indeed, no society should compromise on the administration of justice. Any aggrieved person who approaches the seat of justice to demand satisfaction should be adequately served by the state. Indeed, this may be one reason why criminal offences, like murder, are prosecuted in the name of the state rather than in the name of the victims or their relatives. A criminal act is an offence against the whole society and should be adequately punished.

The problem with the death sentence, however, is that it is not always a satisfaction of justice. The taking of a person's life is violation of the most fundamental human violation of the most fundamental human right. It cannot be justified on the pretext that the presumed murderer also violated the victim's right. Moreover, two wrongs do not make a right. Moreover, because of its finality, the execution of a convict cannot be revised or rescinded one it has been carried out. Yet, since we are all human and we can make mistakes, it is quite possible for a court to convict an innocence person by mistake. Cases have been known where a supposed murder victim reappeared, alive and well, long after his or her presumed 'murderer' had been convicted and executed!

Another common argument advanced in favour of the death penalty is that it acts as a deterrent. Supporters of this position believe that the certainty that those who commit crimes like murder, rape, treason or drug trafficking will be condemned to death deters or scares would-be offenders. In other words, the death penalty is a kind of preventive measure. People will avoid these offences, so the argument goes, because of fear of death. This argument appears to carry some weight, since the self-preservation instinct is strong in all of us. However its only acceptable proof would have to be based on statistical evidence.

Unfortunately, there is no known body of statistics which proves conclusively that murder and other capital offences are more prevalent in societies without the death penalty than in those which have it. But even if such statistics were available, we would be left with the practical difficulty of ascertaining the reasons why certain crimes were not committed. Thus it may be more productive to concentrated on educating members of society on non-violate life. Styles and effective conflict resolution than on tarrying them and brutalizing them through barbaric measures like the death penalty.

Indeed, the cruelty and trauma of execution affect not only those put to death but everyone involved in the process, like the executioners themselves, the clergymen who have to counsel and pray for the convicts in their last moments and the doctors who certify that the hanged, electrocuted or poison-injected person is really dead. Hangmen particularly often give testimonies of how they are haunted and disturbed by the executions they have to carry out. It is fair to subject these innocent people to such mental and psychological torture in the name of a dubious 'just' punishment?

1. What is the opinion of the writer about many arguments for or against the
   death penalty?
2. Define retribution
3. Identify another phrase in the passage that means the same as 'an eye for an eye'
4. Paraphrase the author's objections to retribution.
5. In three sentences, explain in what ways the death penalty is a violation of justice.
6. According to the passage, how would we know whether the death penalty is an effective deterrent?
7. What methods of execution does the passage mention?
8. 'Two wrongs do not make a right? Add a question tag to this sentence.
9. In about 45 words, summarize the author's argument against the death penalty.

10. Explain the meaning of each of the following words according to the way it is used in the passage.
    (a) Commensurate
    (b) Untenable
    (c) Assuaged
    (d) Rescinded
    (e) Haunted

19.

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

It is a great fortune to belong to that generation that grew up feeding on tales of Kaka Sungura na wenzake instead of the cartoon network fare. I am sure, in many ways we are better people for it.

But the thing that used to get to me about Kaka Sungura was this; although he was brighter, spiffier, humorous and certainly more interesting than all the other animals he pitted himself against in all his food' hardy acts, he always lost the race, the woman, the maize con or even his life!

The great African moral of the story was that it didn't pay to be too smart for your boots, so while the tortoise won the race through perseverance and some measure of deceit, the cocksure rabbit slept against a tree and got to finish the line only to realize the joke was on him.

Yet we loved those stones even though we had heard them a million times before, even though we knew the outcome. For you Sere, in great tradition of oral folklore, the story teller always varied his rendition for each different audience. He or she also knew when to throw a song, dance or mime.

Their expressions animated, the story although with predictable endings (the rabbit always lost, duh!) never failed to come alive with new twists and turns each time. But the really interesting part came when we retold the Kaka Sungura stories to our peers. We added in characters - like superman and wonder-woman- you see that was way before the time of Batman.

Sometimes we even gave kaka Sungura Superpowers himself. And when we told the story out of the ear shot of the grownups, we occasionally allowed Kaka Sungura to win! So what if he was trickster and too cocksure, we liked the guy! If only we could conjure up that childlike imagination to change our real life situations as easily as that.

Too often we grow up believing that our dreams and desires will unfold for us. When that fails to happen, we may get bitter at worst or resign ourselves to the present drams as it unfolds at best. We

may even rationalize that we are too old, too female, too poor and whatever else to significantly steer our lives in another direction.

But then again, why can't we? Why can't we add some drama every now and them to a story that is getting boring? Heck, while we are at it, why can't we just change the ending of the story? Today, during a conversation with a friend, we began to reminisce about our lives and the paths we had chosen at critical moments in life which had led us to our present situations. These included choice of a partner, friends an whether or not to have children. This also in part included choice of a partner, friends and whether or not the have children. This also in part includes choice of-type of education and whether to pursue it further. This even included choice of career and jobs.

The tragedy is that some of us then choose to stay in unpleasant situations because the naysayers insist that one must never change the ending. No matter what happens in between, the rabbit is always supposed to lose

Yet, as Oprah would say, I now know for sure that we can retell our life story. As a matter of fact, if we are very unhappy with our current state of affairs; we can rewrite the script. The courageous in our midst do it every day. It is the woman who at mid life opts for a career change that makes her wake up with a zing. It is the man who unhappy with his health decides to prepare for a marathon, climbs a mountain or changes his lifestyle. It is the woman who walks out of an abusive and demanding relationship. It is the man who changes his outlook and takes a kinder perspective toward life. Yet in all these scenarios, the critical question hinges on whether or not one is committed to remaining where they are and their old story or to moving to where they want to be and rewriting that story. It is certainly much easier than it sounds, and I am sure each of the courageous souls above will tell us that it took some gut, blood and tears. But the good new is that it is possible. Now that is what I call a happy ending to a hare story!

(Adopted from Daily Nation Sunday August 21, 2005)

a) Which aspects made Africa folklore a great narration? **(2 marks)**

b) Sometimes we even gave Kaka Sungura super powers himself, (write the above statement in the passive **(1 mark)**

c) What remedies does the writer suggest to reduce boredom of story telling?

(2 marks).

d) Identify parenthesis in the paragraph beginning; Their expression....

(1 mark)

e) Which factors in the passage made Kaka Sungura likeable? **(3 marks)**

f) State any four factors that can facilitate the destiny of a person in life

(4 marks)

g) Give another word with similar pronunciation as the following words.

(2 marks)

i) Won _____

ii) Too _____

h) Explain the meanings of the following words and expressions as used in the passage. **(5 marks)**

i) Pitted himself against

ii) We can rewrite the script

- Demeaning relationship

iv) Reminisce

v) Animated

20.

Read the excerpt below and then answer the questions that follow:

Dr Stockmann: No, no; but I am impatient, as you can understand. I shall not know a moment's peace of mind
Until I see it in print.

Hovstad: Hm! - !t will take a good while
yet. Won't it, Aslaksen?

Aslaksen: Yes, I am afraid it will.

Dr. Stockmann: All right, my dear fellows; I will come back. I do not mind coming back twice if necessary. A matter of such great importance - the welfare of the town at stake - it is no time to shirk trouble. (About to go, but stops and comes back). Look here there is one more thing I want to talk to you about.

Hovstad: Excuse me, but could it not wait till some other time?

Dr. Stockmann. l can tell you in half a dozen words. It is only this. When people read my article tomorrow and realize that I have been quietly working the whole winter for the welfare of the town...

Hovstad: Yes, but Doctor...

Dr. Stockmann: I know what you are going to say. You don't see how on earth it was any more than my duty -my simple duty as a citizen. Of course it wasn't; I know that as well as you do. But my fellow citizens, you know...! Good Lord, think of all the good souls who think so highly of me...!

Aslaksen: Yes our townsfolk have had a very high opinion of you up to now Doctor.

Dr. Stockmann: Yes, and that is just why I am afraid they... Well, this is the point; when this reaches them, especially the poorer classes, they take it like-a summons to take the town's affairs into their own hands for the future...

Hovstad (getting up): Hm! Doctor, I won't conceal from you the fact...

Dr. Stockmann: Ah I - I knew there was something in the wind! But I won't hear a word of it. If anything of that sort is being organized...
Hovstad: Of what sort?
Dr. Stockmann: Well, whether it is a demonstration in my honour, or a banquet, or a subscription list for some presentation to me - whatever it is, you must promise me solemnly and faithfully to put a stop to it. You too, Mr. Aslaksen: do you understand?
Hovstad: Excuse me, Doctor, but sooner or later you've got to hear the plain truth.

(a) Where is this dialogue taking place? (2 marks)
(b) What is it that Dr. Stockmann wants to see in print? And what are its contents? (3 marks)
(c) How are Hovstad's and Aslaksen's jobs related to Dr. stockmann's concerns? (2 marks)
(d) What new information do Hovstad and Aslaksen have that has changed their attitude towards Dr. Stockmann? (4 marks)
(e) What does this dialogue reveal about the character of Dr. Stockmann?
(5 marks)
(f) Dr. Stockmann's last speech in this excerpt proves ironic in the Sight of what happens later in the play. Explain the irony. (4 marks)
(g) What "plain truth" is Hovstad referring to? (2 marks)
(h) Hovstad's last speech in this excerpt is interrupted. State who interrupts him and why. (3 marks)

21. ***Read the following excerpt and answer the questions that follow. (20 marks)***

HOVSTAD: You said yesterday that the contamination of the water was due to impurities in the soil.
DR. STOCKMANN: Yes, there is no doubt it is due to that poisonous morass up at Molledal.
HOVSTAD: You will forgive me, Doctor, I fancy it is due to quite another morass altogether.
DR. STOCKMANN: What morass?
HOVSTAD: The morass that the whole society is built on and is rotting
in.
DR STOCKMANN: What the devil are you driving at, Hovstad?
HOVSTAD: The whole of the town's interest have, little by little, got into the hands of a pack of officials.
DR. STOCKMANN: Oh, come!-they are not all officials.

HOVSTAD: No, but those that are not officials are at the rate the officials' friends and hangers-on; it is the wealthy folk, the old families in the town, that are in control.
DR. STOCKMANN: Yes, but after all they are men of ability and insight.
HOVSTAD: Did they show any ability or insight when they laid the conduit-pipes where they are now?

DR. STOCKMANN: No, of course that was a great piece of stupidity on their part. But that is going to be set right now.
HOVSTAD: Do you think that will be easy?
DR. STOCKMANN: Easy or not, it has got to be done, anyway.
HOVSTAD: Yes, provided the press takes up the question.
DR. STOCKMANN: I don't think that will be necessary, my dear fellow, I am certain my brother....
HOVSTAD: Excuse me, Doctor; I feel bound to tell you I am inclined to take up the matter.
DR. STOCKMANN: In the paper?
HOVSTAD: Yes. When I took over the People's Messenger my idea was to break up this ring of obstinate old fossils who had got hold of all the influence.
DR. STOCKMANN: But you know you told me yourself what the outcome had been; you nearly ruined the paper in the process.
HOVSTAD: Yes, at the time we were obliged to climb down a peg or two, it is quite true - because there was a danger of the whole project of the Baths coming to nothing if they failed us. But now the scheme has been carried through, and we can do without these expensive gentlemen.
DR. STOCKMANN: Do without them, yes; but, we owe them a great debt of gratitude.
HOVSTAD: I'm not forgetting that. But, a journalist of my democratic tendencies cannot let such an opportunity as this slip. The myth of official infallibility must be pricked. This superstition, away with it!
HOVSTAD: I should be very reluctant to accuse the Mayor, because he is your brother. But I am sure you will agree with me that the truth should come first...
DR. STOCKMANN: That goes without saying. (With sudden emphasis) Yes, but-but...
HOVSTAD: Do not misunderstand me. I am neither more self-interested nor more ambitious than the next man.
DR. STOCKMANN: My dear fellow - who suggests anything of the kind?
HOVSTAD: I am of humble origin, as you know; and that has given me opportunities of knowing that the most crying need of the working class is that they should be allowed some part in the direction of public affairs, Doctor. That is what will develop their abilities, intelligence and self respect...
DR. STOCKMANN: I quite appreciate that.

HOVSTAD: Yes - and in my opinion, a journalist incurs a heavy responsibility if he neglects a favourable opportunity of emancipating the masses - the humble and the oppressed. I know well enough that in exalted circles I shall be called an agitator, and all that sort of a thing; but they may call me what they like. If only my conscience doesn't reproach me, then...
DR. STOCKMANN: Quite "right! Quite right, Mr. Hovstad. But all the same - devil take it! (A knock is heard at the door.) Come in!

a) "The Morass that the whole society is built on and is rotting in." What Morass is Hovstad referring to? (1mk)

b) From the extract, what are Hovstad's accusations of the officials? (4mks)

c) From your knowledge of the play, what is the main cause of the contamination of the water? (4mks)

d) Identify and explain any stylistic device used in the extract. (2mks)

e) Explain the meaning of the following words and phrases as used in the extract. (6mks) (i) Altogether

(ii) Climb down a peg or two

(iii) Infallibility

(iv) Reluctant

(v) That goes without saying

(vi) Reproach

(vii) How does Hovstad's last speech contradict his behaviour later in the text? (3mks)

22. ***Read the excerpt below and answer the questions that follow.***

Joshua fumed with fury. He would not let her finish. And Waiyaki was still in a dream. But still he was hurt and a burning anger was urging him to go out. Outside he heard a faint noise. At first it had seemed distant but now he could hear some words. Teacher ..... Traitor ..... A heavy dejection came
over Waiyaki. He knew now that he was not wanted by them in spite of all he had done for the hills. And the words of his father came back to him. But they rejected Mugo, his thin boy's voice had queried. Let them do what they like. A time will come when they shall cry for a saviour.

Had the time come? Was Kabonyi the saviour they were crying for? And what would Kabonyi do? He would only destroy what Waiyaki had built. But no. he could not. Surely there was a soul; a heart where at least what Waiyaki had done had taken root. And the teachers who. were coming! They would carry on the work. The voices singing death became louder and louder. He thought they were coming towards Joshua's house. He went back to the hut to make one more desperate appeal.

"Be careful. They may be coming here".

"Go, go out of here. Get thee behind me, Satan."

Joshua was fierce. He hated the young man with the hatred which a man of God towards Satan. There was another murmur in the room. Then silence reigned as Nyambura walked across towards Waiyaki while all the eyes watched her. Waiyaki and Joshua must have both been struck by her grace and mature youthfulness. She held Waiyaki's hand and said what no other girl at that time would have dared to say, what she herself could not have done a few days before.

"You are brave and I love you."

Joshua woke up from his stupor. He would never have thought that this meek, quite and obedient daughter could be capable of such an action. He rushed towards her and was about to lay his hands on her when he realised that this was another temptation brought to him by Satan. Christ in him must triumph at his hour of trial. Waiyaki and Nyambura were standing near a door.

"For me and my house we will serve the Lord," Joshua declared, pointing at Nyambura with a forefinger of his right hand. "You are not my daughter. Yet let me warn you/' he continued, his voice changing from one of fiery anger to one calm sorrow, "you will come to an untimely end. Go!"
As if in a dream, Waiyaki and Nyambura went out. Miriamu was weeping and saying, "Don't let her go. Don't, "while the others remained silent wondering what curse had befallen Joshua's house.

a) Place this extract in its immediate context. (4mks)

b) Other than Mugo, who else had been rejected by the people when he warned them against the white man? (1 mk)

c) "He would only destroy what Waiyaki had built." State what is being referred to in the above statement. (3mks)

d) "For me and my house we will serve the lord," Joshua Declared. (Convert into reported speech). (1 mk)

e) Describe the character of Joshua and Nyambura as seen in this excerpt.
(4mks)

f) "You are not my daughter ....." Who else had been disowned by Joshua and why? (2mks)

g) Why was the crowd calling Waiyaki a traitor? (4mks) h) Identify and illustrate ONE theme evident in the excerpt.
(2mks)

i) From your knowledge of the rest of the text, what happens later to
Waiyaki and Nyambura?

23. ***Read the following excerpt and answer the questions that follow. 20 marks***

DR STOCKMANN: Don't swear to that, Katherine. To be called a nasty name may have the same effect as a pin-scratch in the lung. And such a name - I can't get it out of my mind. It is sticking here in

the pit of my stomach, eating into me like a corrosive acid. And no soda bicarb will remove it.
PETRA: Bah! You should only laugh at them, father,
HORSTER: They will change their minds someday, doctor.
MRS STOCKMANN: Yes, Thomas, as sure as you are standing here.
DR STOCKMANN: Perhaps, when it is too late. Much good may it do them!
They may then wallow in their filth and curse the day they drove a patriot into exile. By the way, when do you sail, Captain Horster?
HORSTER: Hm! That was just what I had come to speak about...
DR. STOCKMANN: Why, has anything gone wrong with the ship?
HORSTER: No; but what has happened is that I am not to sail in it.
PETRA: Do you mean that you have been dismissed?
HORSTER: (smiling): yes, that's just it.
PETRA: You too!
MRS. STOCKMANN: There, you see, Thomas!
DR. STOCKMANN: And that for the truth's sake! Oh, if I had thought such a thing possible...
HORSTER: You mustn't take it to heart; I shall be sure to find a job with some company or other, elsewhere.
DR. STOCKMANN: I'm surprised at this man Vik - a wealthy man independent of everyone and everything....! Shame on him!
HORSTER: He is quite a good fellow; he told me that he would willingly have kept me on, if only he had dared...
DR. STOCKMANN: But he didn't dare? No, of course not.
HORSTER: It is not such an easy matter, he said, for a party man...
DR. STOCKMANN: The worthy man spoke the truth. A party is like a sausage machine; it mashes up all. sorts of heads together into the same mincemeat of fatheads and blockheads.
MRS STOCKMANN: Come, now, Thomas dear!

a) What name has Dr. Stockmann been given? Explain the effect it has on him. (4mks)

b) Illustrate and explain the imagery used in the extract. (4mks)

c) Why does Dr. Stockmann refer to himself as a patriot? (4mks)

d) Dr. Stockmann may find Mr. Vik's behaviour ironical. Why do you think this could be so? (3mks)

e) Write the following sentences according to the instructions given. (2mks) (i) They will change their minds some day. (Write in a passive form) (ii) "Do you mean that you have been dismissed"? She asked, (change into the reported speech)

f) Give one character trait for each of the following characters as portrayed in the extract. (3mks)

(i) Petra
(ii) Captain Horster
(iii) Mrs Stockmann

24. *Read the following excerpt and answer the questions that follow*

DR. STOCKMANN: That will be alright; I have finished all my morning visits.
MRS. STOCKMANN: I am extremely curious to know how he takes it.
DR. STOCKMANN: He will not like the fact that is I, and not he, that made the discovery.
MRS. STOCKMANN: Aren't you a little nervous about that?
MR. STOCKMANN: Oh, he really will be pleased enough, you know. But, at the same time, peter hates the idea of someone doing any service to the town except himself.
MRS. STOCKMANN: I will tell you what, Thomas -you should be good natured,
and share the credit with him. Couldn't you drop a hint that it was he who set you on the scent of this discovery?
MR. STOCKMANN: I am quite willing. If only I can get the thing set right. I...
(MORTEN KILL: Puts his head in through the door leading from the hall,
looks around in an enquiring manner, and chuckles.)
MORTEN KILL: (slyly): Is it - is it true?
MRS. STOCKMANN: (going to the door): Father! -is it you?
DR. STOCKMANN: Ah, good morning, father-in-law!
MRS. STOCKMANN: But come along in.
MORTEN KILL: If it is true, I will; if not, I am off.
DR. STOCKMANN: If what is true?
MORTEN KILL: This queer tale about the water supply, is it true?
DR. STOCKMANN: Certainly it is true, but how did you come to hear about it?
MORTEN KILL: (Coming in): Petra looked in on her way to the school...
DR. STOCKMANN: Did she?
MORTEN KILL: Yes; and she declares that - I thought she was only making a fool of me - but it isn't like Petra to do that.
DR. STOCKMANN: Of course not. You sure don't imagine Petra would do a
thing like that!
MORTEN KILL: Oh well, it is better never to trust anybody; you may find
you have been fooled before you know where you are. But is it really true, all the same?

DR. STOCKMANN: You can depend upon it that it is true. Won't you sit down?
(Settles him on the couch.) Isn't it a real bit of luck for the town...
MORTEN KILL: (Suppressing his laughter): A bit of the luck for the town?
DR. STOCKMANN: Yes, that I made the discovery in good time.
MORTEN KILL: (As before): Yes, yes, yes! But I should never have thought you the sort of a man to pull your own brother's leg like this!
DR. STOCKMANN: Pull his leg!
MRS. STOCKMANN: Really, father dear...
MORTEN KILL: (Resting his hands and his chin on the handle of his stick and winking slyly at the DOCTOR): Let me see, what was the story? Some little creatures that had got into the water - pipes, wasn't it?
DR. STOCKMANN: Bacteria - yes.
MORTEN KILL: And a lot of these creatures had got in, according to Petra - a tremendous lot.
DR. STOCKMANN: Certainly; hundreds of thousands of them, probably.
MORTEN KILL: But no one can see them - isn't that so?
DR. STOCKMANN: Yes; you can't see them.
MORTEN KILL: (With a quite chuckle): Damn - It’s the finest story I have
ever heard?
DR. STOCKMANN: What do you mean?
MORTEN KILL: But you will never get the mayor to believe a thing like
this.
DR. STOCKMANN: We shall see.
MORTEN KILL: Do you think he will be fools enough to...?
DR. STOCKMANN: I hope the whole town will be fools enough.
MORTEN KILL: The whole town! Well, it wouldn't be a bad thing. It
would just serve them right, and teach them a lesson. They think themselves smarter than we old fellows. They hounded me out of the council; they did, I tell you - they hounded me but. Now they shall pay for it. You pull their legs too, Thomas!
DR. STOCKMANN: Really, I...
MORTEN KILL: You pull their legs! (Gets up). If you can work it so that the mayor and his friends all swallow the same bait, I will give ten pounds to charity on the spot!
DR. STOCKMANN: That is very good of you.
MORTEN KILL: Yes, I haven't got much money to throw away, I can tell you; but, if you work this, I will give five pounds to charity this Christmas.

a) Explain what happens immediately before this extract. (2mks)

b) He will not like the fact that is I, and not he, that made the discovery. Identify the parenthesis in the statement. (1mk)

c) Discuss the character trait of the following as portrayed in the extract. (3mks)

(i) Peter Stockmann
(ii) Mrs. Stockmann
(iii) Morten Kill

d) How does Morten Kill view the whole report of the doctor's discovery? (3mks)

e) Explain the meanings of these words and phrases as used in the extract. (5mks)

(i) Queer tale
(ii) Looked in on
(iii) Pull your own brother's leg
(iv) Bait
(v) Charity

f) Comment on the statement "Isn't it a real bit of luck for the town". (2mks)

g) Rewrite as you add the correct question tag. (2mks)

(i) You pull their legs!
(ii) I will give ten pounds to charity on the spot!

25. ***Read the following excerpt and answer the questions that follow***

PETER STOCKMANN: As usual, you employ rather strong expressions in your report. You say, amongst other things, that what we offer visitors in our Baths is a permanent supply of slow poison.

DR. STOCKMANN: Well, can you explain it any other way, peter? Just think now - water that is poisonous, whether you drink it or bathe in it! And this we offer the poor sick folk who come to us trustfully and pay through the nose to be cured!

PETER STOCKMANN: And your reasoning leads you to this conclusion, that we must build a sewer to carry off the alleged impurities from Molledal and must relay the water conduits.

DR. STOCKMANN: Yes. Do you see any other way out of it? I don't.

PETER STOCKMANN: I made an excuse this morning to go and see the town engineer, and, as if only half seriously, broached the subject as a thing we might perhaps have to consider some time later on.

DR. STOCKMANN: Sometime later on!

PETER STOCKMANN: Naturally, he just laughed at what he considered to be my extravagance. Have you taken the trouble to consider what your proposed alterations would cost? According to

the information I obtained, the expenses would probably amount to forty or fifty thousand pounds.
DR. STOCKMANN: Really? As much as all that, eh?
PETER STOCKMANN: Yes; and the worst part of it is that the work would take at least two years.
DR. STOCKMANN: Two years? Two whole years?
PETER STOCKMANN: At least. And what are we going to do with the Baths in the meantime? We would have to close them. And do you suppose anyone would come near the place again once it got out that the water is dangerous?
DR. STOCKMANN: Yes, but peter, that is what it is.
PETER STOCKMANN: And all this has to happen now - just when the Baths are beginning to be known. There are other towns in the neighbourhood . With qualifications to attract visitors for bathing purposes. Don't you suppose they would immediately strain every nerve to divert the entire stream of visitors to themselves? We should probably have to abandon the whole costly undertaking -and then you would have ruined your own town...!
DR. STOCKMANN: Me - Ruined ...!
PETER STOCKMANN: It is simply and solely through the Baths that the town has any future worth mentioning. You know that just as well as I do.
DR. STOCKMANN: But what do you think should be done, then?
PETER STOCKMANN: Your report has not convinced me that the state of the water at the Baths is as bad as you make it sound!
DR. STOCKMANN: I tell you it is even worse! -Or at least it will be in summer, when the warm weather comes.
PETER STOCKMANN: As I said, I believe you exaggerate the matter considerably. A competent doctor ought to know what measure to take - he ought to be capable of taking precautionary measures and remedy any noticeable injurious effects; if any.
DR. STOCKMANN: Well? And what then?
PETER STOCKMANN: The water supply for the Baths is now an established fact, and in consequence must be treated as such. But probably the committee, at its discretion, will not be disinclined to consider effecting certain improvements in light of the prevailing financial situation.
DR. STOCKMANN: And do you suppose that I will have anything to do with that sort of trickery?
PETER STOCKMANN: Trickery!!
DR. STOCKMANN: Yes, it would be a trick – a fraud, a lie, a downright crime towards the public, towards society!
PETER STOCKMANN: I have not, as I remarked before, been able to convince myself that there is actually any imminent danger.
DR. STOCKMANN: You have! It is impossible that you should not be convinced. I know i have represented the facts absolutely correctly and clearly. And you know it very well, Peter, only you won't acknowledge it. You were responsible for the fact that that

Baths and the water conduits were built where they are; and that is what you won't admit - that damned blunder of yours. Pooh! - do you suppose I can't see right through you?
PETER STOCKMANN: And even that were true? If I perhaps guard my reputation somewhat anxiously, it is only for the good of the town. Without moral authority (am powerless to direct public affairs as seems, to my judgement, to be best for the common good. And on the account - and for various other reasons too - it appears to me to be vital that your report should not be delivered to the committee. In the interests of the public, it must be withheld. Then, later on, I will raise the question and we will not do our best, quietly; but, not a whisper of this unfortunate affair, not a single word of it - must come to the ears of the public.
DR. STOCKMANN: I am afraid you will not be able to prevent that now, my dear Peter.
PETER STOCKMANN: It must and will be prevented.
DR. STOCKMANN: It is no use, I tell you. Too many people know about it, already.
PETER STOCKMANN: Who? Surely you don't mean those fellows on the People's Messenger?
DR. STOCKMANN: Yes, they know. The free, independent press is going to see that you do your duty.
PETER STOCKMANN: (after a short pause): You are an extraordinarily reckless man, Thomas. Have you given no thought to the consequences this may have for yourself?

a) What had happened before this extract? (1mk)
b) According to Peter Stockmann, what are the Doctor's suggestions to rectify the contamination at the Baths? (1mk)
c) In a summary of one hundred words, what are the consequences of adopting/implementing the Doctor's report according to Peter Stockmann? (5mks)
d) Identify and explain any two literary devices used in the extract. (4mks)
e) From your knowledge of the text, does the free, independent press see to it that Peter Stockmann does his duty? Explain why? (4mks)
f) What consequences does the Doctor face the failure to heed to Peter's advice of leaving the report of the Bath's condition to him? (5mks)
g) Explain the meaning of the following words and phrases as used in the extract. (2mks)
    (i) Pay through the nose
    (ii) Imminent
h) Does Peter Stockmann give any guarantee of taking consideration the Doctors report? (2mks)

26. ***Read the following excerpt and answer the questions that follow***

DR. STOCKMANN: ….they have tried to intimidate me, to make a coward of me, to force me to put personal interests above my most sacred convictions.
BILLING: That is outrageous - I'm damned if it isn't.
HOVSTAD: Oh, you mustn't be surprised at anything from that crowd.
DR. STOCKMANN: Well, they will get the worst of it with me; they can rest assured of that. I shall consider the People's Messenger my arsenal now, and every single day I will bombard them with one article after another, like bombshells...
ASLAKSEN: Yes, but look here...
BILLING: Hurrah! It is war, it is war!
DR. STOCKMANN: I shall crush them - I shall break down all their defences, before the eyes of the honest public! That is what I shall do!
ASLAKSEN: Yes, but with moderation, Doctor - proceed with moderation.
BILLING: Not a bit of moderation, I say! Don't spare the dynamite!
DR. STOCKMANN: Because it is not merely a question of water-supply and drains now, you know. No - it is the whole of our social life that has got to be purified and disinfected...
BILLING: Spoken like a saviour!
DR. STOCKMANN: AII the bunglers must be turned out, you understand - and that in every nook of life! Endless vistas have opened themselves to my mind's eye today. I cannot see it all quite clearly yet, but I shall in time. Young blood and vigorous standard-bearers - those are what we need and must seek, my friends; we must have new men in command at all our outposts.
BILLING: Hear, hear!
DR. STOCKMANN: We only need to stand together, and it will all be perfectly easy. The revolution will be launched like a ship that runs smoothly off the stocks. Don't you think so?
HOVSTAD: Personally, I think we now have good prospects of getting the municipal authority into the right hands at last!
ASLAKSEN: And if only we proceed with moderation, I don't think there will be any risk.
DR. STOCKMANN: Who the devil cares whether there is any risk or not! What I am doing I am doing in the name of truth and for the sake of my conscience?
HOVSTAD: You deserve to be supported, Doctor.
ASLAKSEN: Yes, there is no denying that the Doctor is a true friend of the town - a real friend to society.
BILLING: Take my word for it, Aslaksen, Dr. Stockmann is a friend of the people.
ASLAKSEN: I fancy the Householders' Association will adopt that expression before long.

DR. STOCKMANN (Affected, grasps their hands): Thank you, thank you, my dear friends. It is very refreshing to hear you say that; my brother called me something quite different. By Jove, he shall have it back, with interest! But now I must be off to see a patient - I will come back, as I said. Keep a very careful eye on the manuscript, Asiaksen, and don't leave out any exclamation mark. If anything, you can add one or two more! Well, goodbye for now - goodbye, goodbye! (They show him to the door, and bow him out.)
HOVSTAD: He may prove an invaluably useful man to us.
ASLAKSEN: Yes, so long as he confines himself to this matter of the Baths. But if he goes beyond that, I don't think it would be prudent to follow him.
HOVSTAD: Hm! - that all depends...
BILLING: You are so infernally timid, Aslaksen!
ASLAKSEN: Timid? Yes, when it is a question of the local authorities, I am cautious, Mr. Billing; it is a lesson I have learned in the school of experience, let me tell you. But try me in high politics, in matters that concern the concern the government itself, and then see if I am timid.
BILLING: No, you aren't, I admit. But this is simply contradicting yourself.
ASLAKSEN: I am a man with a conscience, and that is the whole matter. If you attack the government, you don't do the community any harm, anyway; those fellows, pay no attention to attacks, you see - they go on just as they are, in spite of them. But local authorities are different; they can be turned out, and then perhaps you may get a more ignorant lot into office who may do irreparable harm to the householders and everybody else.
HOVSTAD: But what about the progressive education of citizens in civic responsibilities - don't you attach any importance to that?
ASLAKSEN: When a man has solid interests of his own to protect, he cannot think of everything, Mr. Hovstad.
HOVSTAD: Then I hope I shall never have solid interests of my own to protect!
BILLING: Hear, hear!
ASLAKSEN: (with a smile): Hm! (points to the desk.) Mr. Stensgaard was your predecessor at that editorial desk. He used to be Sheriff.
BILLING: (spitting): Bah! That turncoat!
HOVSTAD: I am not a time-server - and will never be.
ASLAKSEN: A politician should never be too certain of anything, Hovstad. And as for you, Mr. Billing, I think it is time for you to.be taking in a reef or two in your sails, seeing that you have applied for the post of secretary to the Council.

a) What may have led Dr. Stockmann to utter the words in the first speech of the extract? Explain what he means in that speech. (3mks)

b) Comments on the use of stylistic devices in the extract. (4mks)

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

(i) Mind's eye
(ii) Outposts
(iii) Vistas
(iv) Predecessor

d) Billing: Take my word for it, Aslaksen, Dr. Stockmann is a friend of the people. What is ironical with these sentiments by Billings in reference to his behaviour later in the text? (2mks)

e) Explain the character of Aslaksen as portrayed in the extract. (4mks)

f) Explain Aslaksen's message to Billing in the last speech. (3mks)

27. ***Read the following oral poem and answer the questions that follow.***

After a brief struggle I got myself a job;
My food was meat and banana flour.
A hundred ants a month and soon I had some
Money

Soon after wards I bought myself a beautiful girl.
My heart was telling time this was a fortune,
So heart you were deceiving me and I believed you.
On a Saturday morning I was leaving work;
I was thinking I was being awaited at home.
But on arrival! couldn't find my bride.

Nor was she in her parents' home
I run fast to a river valley;
What I saw gave me a shock –
There was my wife conversing
With her lovers.

I sat and silently wept;
I realized there was no lack
In this world
People are not trustworthy and
will never be
Girls are not trustworthy and
will never be!

1. Place this song in its appropriate genre
2. State and illustrate two functions of this song.
3. What evidence is there to show that this is an oral poem? Give two illustrated features.
4. If you were to do a solo performance of this oral poetry what elements would you emphasize on?
5. What is the singer’s attitude towards his subject(s) in this song?

6. Give two character traits of the singers.
7. Give this oral poem an appropriate title.

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

i) If we had gone to bed early night, we _____ rested enough.

ii) If I _____ the recruiting officer, I would not take bribes,

iii) Every one of the students now _____ a role to play in keeping the school compound clean.

b) ***Rewrite the following sentences to remove gender bias.*** **(3 marks)**

i) A professor should give his students opportunities to develop their skills.

ii) My sister was appointed chairman of the water project committee. iii) The firemen took a long time to arrive at the scene of the accident.

c) ***Fill in the blanks with the correct alternative from the choices given.*** **(3 marks)**

i) Who _____ a fire outside the house?
(Light / Lighted / Lit)

ii) Since the introduction of community policing in our estates_____ of theft have reduced. (Incidence / incident / incidents)

iii) An elephant looks after _____ calf. (it's / its)

d. ***Rewrite the following sentences according to the instructions given after each. Do not change the meaning.*** **(6 marks)**

i) The choir entertained the visitors. begin: The visitors _____

ii) If we do not keep the environment clean, the health officer will close our cafe (Rewrite using "unless")

iii) The patient could not stand without support. She also could not sit straight. (Rewrite as one sentence using: "neither ___ nor").

iv) The school team would not have won the game if it had not been for the captain's quick action. (Begin: Had _____)

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

vi) We learn from the legend that Me Katilili was a powerful leader.
(Begin: The legend _____)

29. a) ***Rewrite the following sentences as instructed.***

i) Someone is following us. (Rewrite in the passive voice)

ii) The victim and the neighbours did not speak to the reporters. (Being; Neither .....)

iii) We light fire in the kitchen (Rewrite in past tense)

iv) Okoyo will not win the elections if he does not clear himself of the corruption charges. (Begin: unless .....)

b) ***Choose the correct option from those given in brackets.***

i) I'm sure he wouldn't mind if we _____ early. (arrive/arrived)

ii) If she _____ (comes/came) late again, she'll lose her job.

iii) _____ (we will/we would) call you if we had time.

iv) If I had seen the thief, I _____ (will tell/would told/would) have told the police.

c) ***Rewrite the following sentences using the words provided.***

i) The only thing can do is admit that you were wrong. (option)

ii) You can have tea and you can have coffee (either…. or)

iii) The only thing I can do in this situation is laugh about it (but)

d) ***Join each of the following pairs of sentences into one sentence using the word given in brackets.***

i) a) The young boy watched.
b) The huge beat her. (as)

ii) a) The woman read a newspaper.
b) The man prepared a meal. (while)

iii) a) Musa met the woman.
b) Musa wanted to marry the woman’s daughter. (whose)

30.

1. a) Rewrite each of the following sentences according to the instruction given. Do not change the meaning.

(i) I will go only if he asks me to.
(Rewrite using the word unless .....)

(ii) The fans were disappointed by the players
(Begin: The players .....)

(iii) The students were advised to consider the consequences of their behaviour by the visitor.
(Rewrite in direct speech)

(iv) The head teacher spoke for over one hour. She did not address important issues.
(Combine into one sentence using the word however.)

(v) I do not want any more tea, thank you.
(Begin: I would rather .....)

b) ***Construct two sentences using each of the following word in the first sentence use the word as a verb, and in the second, as a noun.*** (6 marks)

Example: bottle:-They want to bottle the (juice (verb)
He broke the red bottle (Noun)

i) Man .....

ii) Drive .....

iii) Mistake .....

c) *Fill in the blank space in each of the following sentences with the most appropriate word.* (5 Marks)

i) The nurse refused to _____ the results of the medical examination.

ii) Ruth enjoyed a warm relationship _____ her neighbours.

iii) He _____ at the stranger in amazement.

iv) They left the room _____ because they did not want to wake the boy.

v) We did not know _____ to blame for our problems.

d) ***Each of the following sentences is repetitive. Rewrite the sentences removing the repetitions.*** **(5 marks)**

i) Kaka cannot be able to complete this exercise.

ii) Please repeat again what you have said

iii) He hit a tree as he reversed back the car.

iv) How many people ascended up the mountain?

v) Women can run more faster than Johnston.

e) ***Use the correct form of the word in brackets to complete each of the foI1owing sentences.*** **(5 marks)**

i) Owino did not know that a tree had _____ (strike) his house.

ii) Nobody expected the company to make _____ (lose)

iii) The three _____ (passer-by) were arrested.

iv) She has spent a lot of time _____ (beautiful) her compound).

v) People liked him because he was so gentle and _____ (child)

f) ***Each of the following sentences has two possible meanings. Rewrite the sentences showing the different meanings for each***

(4 marks)

i) Juma likes reading more than Pamela.

ii) Visiting friends can be annoying.

31.

1. a) ***Rewrite each of the following sentences according to the***

instructions given after each. Do not change the meaning

(5 marks)

i) All the students of Bidii secondary school passed the examination. (Begin: Not a .....,)

ii) The teacher was not surprised that Mwende wrote the winning poem. (Begin: That Mwende .....)
iii) The man was very hungry. He swallowed the food without chewing it. (Join into one sentence that begins; so ...)
iv) The board is interviewing the applicant.
(Rewrite ending with ..... by the board).
v) Her daughters were not very clever. They worked hard and passed the examination.
(Join into one sentence using the words: "in spite of")

b) ***Complete each of the following sentences using the correct***
form of the word in brackets. **(5 marks)**
i) All the students were _____ sorry. (real)
ii) Aren't hyenas known for their _____? (coward)
iii) The doctor is _____ people about AIDS (sensitive)
iv) People who treat others kindly are said to be _____ (grace)
v) Who among you was _____? (choose)

c) ***Complete each of the following sentences by filling in the blank space with the correct preposition*** **(5 marks)**
i) The application letter should be accompanied _____ the relevant documents.
ii) The brave little girl was compared _____ a lioness.
iii) Even in this age of computers, many people still correspond _____ letters.
iv) Nafula mistook Wambui _____ her sister.

d) ***Complete each blank space in the sentences below with the best alternative from the following:*** **(5 marks)**
some, a few, little, any, few
(i) Although the fire was very fierce _____ items were salvaged from the burning shop.
(ii) Since the politician is very unpopular _____ people listen to him.
(iii) If there are _____ presents for me, I would like to open them now.
(iv) Have_____ tea, please
(v) As the droughts worsened, our cow produced _____ milk.

e) ***For each of the following words provide another word that has an identical pronunciation.*** **(5 marks)**
(i) Breathe _____
(ii) Flour _____
(iii) Queue _____
(iv) Heir _____

(v) Won _____

f) ***The following sentences are clumsy. Write an improved version of each one of them.*** **(5 marks)**

i) Once cooked, I can enjoy the dish.
ii) Running as hard as possible, my breath was hard to catch.
iii) The potatoes were in a paper bag which we ate hungrily
iv) I enjoy reading, acting and to farm.
v) To clearly think at all times was her goal.

32.

1 a) ***Rewrite each of the following sentences according to the instructions given after each. Do not change the meaning.***

i) The players and the coach did not appear on the pitch.
(Rewrite beginning: Neither.....)
ii) She forbids the boys to throw stones. (Rewrite in the past tense)
iii) Kanja would have won the race if he had done enough practice. (Rewrite beginning: Had .....)
iv) Miss Kerubo will definitely pass the test....
(Insert question tag.)
v) They were so exhausted that they could not stay awake.
(Rewrite using "too")

b) ***Complete the following sentences using the appropriate form of the word in brackets.*** **(3 marks)**

i) Sunset can be an _____ sight (awe)
ii) A problem that has no answer is _____ (solve)
iii) We leant a great deal from the speech; it was very _____ (inform)
iv) It's against our culture to treat older people _____ (respect)

c) ***Complete each of the following sentences by filling in the blank space with the correct preposition.*** **(5 marks)**

i) They plan to build a new bridge _____ the river
ii) She worked hard _____ the lunch break.
iii) When the twins stand _____ each other, you cannot tell who is who.
iv) To get a general impression of a book, you should read quickly _____ it
v) He arrived at the venue accompanied _____ his son.

d) ***For each of the words below, construct two sentences to convey two different meanings.*** **(5 marks)**

i) Saw I .....
II.....

ii) Lead I.....
II.....
iii) Fast I.....
II.....
iv) Race I.....
II.....
v) Peer I.....
II.....
vi) Race I .....
II.....

e) ***Identify the spelling mistakes in the following passage and then rewrite the words correctly. Underline the mistakes identified and write the correction above the word mispelt.*** **(5 marks)**

Oh his twelveth birthday, Ekuam received an expensive gift from his uncle. Although his uncle was a very rich man, Ekuam was little surprised because he did not expect him to spend so much money on him. He was very excited and was definitely going to have a lot of fun. He thanked his uncle and promised to work hard in school and to be well-behaved. Ekuam's parents were also very grateful.

f) ***Identify and underline the word that is pronounced differently in each of the following sets.***

i) Sew Sue Sow
hair air heir
hard heard herd
fort forty fought
Cause coarse course

33.

1. a) **<u>Rewrite each of the following sentences according to the instructions given after each. Do not change the meaning.</u>**

i) The dog attacked Manilla, but only because he proved it.
(Begin; if .....)

ii) I think we are being followed by somebody
(Rewrite in the active voice)

iii) Mrs. Kemunto will be our chief guest during the drama festival (Insert a question tag).

iv) It is a pity I couldn't go out with you.
(Begin; I)

v) As soon as the football match began, the fans started dancing. (Begin: No sooner)

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

i) The _____ (direct) effort resulted in the team losing the game.
ii) Susan wore a _____ (beauty) made dress.
iii) Abdu _____ (seek) his father's advice about a job last year.
iv) My grandfather has many _____ (descend)
v) (Account) _____ is a basic condition in the use of public funds.

c) ***For each of the following sentences replace the underlined phrasal verb with a word that has the same meaning*** (5 marks)
i) I wished to meet him after classes yesterday but he didn't show up. ii) I have been at the police station. Our house was broken into last night.
iii) Everybody knows how good you are. There is no need to show off. iv) After a hard day's work, I sat on an easy chair and dozed off.
v) They made up for lost time.

d) ***Construct two sentences to convey two different meanings of each of the following words.*** (5 marks)
i) Desert I .....
II……..
ii) Sow I.....
II……..
iii) Row I……..
II……..
iv) Wind I……..
II……..
v) Bow I……..
II……..

e) ***Complete the gaps in the following sentences correctly by using one word*** (5 marks)
i) Each of their children _____ been to a university recently.
ii) Neither the teacher nor the student _____ to blame
iii) The new set of books _____ delivered yesterday.
iv) The objectives of the new rule, as I was told _____ made the workers furious.
v) Of the twins, Huria is the _____

f) ***Give another word which is pronounced the same as the word given*** (5 marks)
i) Gnaw .....
ii) Boar.....
iii) Groan.....
iv) Toe .....

v) Pail.....

34.

1. a) ***Rewrite each of the following sentences according to the instructions given after each. Do not change the meaning.***

(5 marks)

i) All the students passed the examination
(Begin; None .....

ii) "Are you taking part in the walk? "My father asked.
(Rewrite in indirect speech)

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

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

v) Their proposal was no at all practicable
(Rewrite using: "Proposed")

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

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

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

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

iv) Mark's _____ (decide) affected everybody,

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

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

i) Amina was commended for <u>keeping up</u> her good performance.

ii) You need to <u>cut down on</u> the expenses.

iii) Students are advised to <u>keep out of</u> trouble.

iv) His performance did not <u>measure up to</u> the expected standard.

v) Its not good to <u>walk out on</u> one's family.

d) ***Choose the correct alternative from the words given in brackets to complete each of the following sentences*** (5 marks)

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

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

iii) A range of issues _____ (was, were) discussed.
iv) The chaos _____ (has, have) been quelled by the police.
v) They have remained hopeful in spite of the many _____ (crisis, crises) they have faced.

e) ***Construct sentences to show the distraction in meaning between each of the following pairs of words.*** (6 marks)

i) Boarder _____
Border _____

ii) Council _____
Counsel_____

iii) Bear _____
Bare _____

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

i) He took _____ his clothes and dived into the pool.
ii) She will preside _____ the function.
iii) The exercise was conducted in accordance_____ the regulations.
iv) Mutiso arrived at the airport just _____ time to catch the plane.

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

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

(b) ***Rewrite the following sentence as instructed*** (3 mks)

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

(c) ***Use the correct form of the verb given in brackets.*** (3mks)

(i). Measles _____ not common among adults. (be)
(ii). Every morning, either the puppy or the kitten _____ for me at the door. (wait)
(iii). The ministry of health has _____ an extensive inoculation programme for children under five years. (Begin)

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

(3mks)

(i). If you really loved Kenya, you _____ buy Kenyan products more.

(ii). I would have cleaned the toilet if the detergent _____ available. (iii). Hardly had she left the house _____ the guests arrived.

(e) ***Choose the most appropriate conjunction from those given below to fill in the gap.*** (3mks)

(i) She would tell me _____ I wanted to know.

(ii) He walks to work everyday, _____ keeps him healthy.

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

36.

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

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

(b) ***Rewrite the following sentences as instructed.*** (3 marks)

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

(ii) Just in case you changed your mind, call this number.
(Begin: Should...)

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

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

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

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

(iii) We wondered if there was need ..... such equipment.

(iv) Mwela dipped the bucket ..... the well.

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

(i) These ..... (student) phones were confiscated.

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

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

(v) This must be your. (father-in-law) car.

ANSWERS 101/2

PAST KCSE QUESTIONS
COMPREHENSIONS
101/2

1. a) This book was too good to be attributed to a female author/the field of science was Virtually closed to women/this was because the book was very good, it couldn't have been written by a woman. (2mks)

b) In France, women were at least allowed to venture into the field of science but were denied space to excel. In England, however, they were totally prohibited from all scientific pursuits. (if only one part of the answer comes out, give 1 mark)

c) Perhaps, not surprisingly, the one woman who crashed the barriers erected Against her gender was an Italian, Laura Bassi. /perhaps not surprisingly, The barriers erected against her gender were an Italian, Laura Bassi. / Not surprisingly perhaps, the one woman who crashed the barriers erected against her Gender was an Italian, Laura Bassi/Not surprisingly perhaps, the one woman who crashed the barriers erected against her gender was an Italian, Laura Bassi. (Comma missing, penalize ½ mark)

d) A professor was expected to lecture on regular basis (1mark) pursue his or her Studies (1 mark) and conduct research. (1mark) and have a say over her schedule (1 marks) (any 3x1 mark = 3 marks)

e) They paraded her to visiting scholars like a prized commodity. /they wer using her to impress visiting scholars. (2mks)

f)
- She began offering private lessons in experimental physics
- She began championing Newtonian physics at a time when it was relatively new in Italy
- She corresponded with the leading physicists of the time. Thus, she broke the restrictions placed upon her, /she promoted Newton's findings about gravity even in the face of wide-spread resistance. (3mks)

g) It is to show that she led a normal life as expected of a woman by society. (1mk) but still to her credit, managed extraordinary accomplishments in the field of science. (2mks)

The big number of children demonstrates how extraordinary she was if she managed to bring up such a family (1mk) and still excel in scholarship beyond all expectations.
(2mks)

N.B
The contrast must be brought out in each case
Award 1 mark if only one part comes out.

h) Erudite- Knowledge /expertise
To a degree- to some extent
Find herself at home-excel in something/develop expertise in an area/ be comfortable or at ease in discipline (3mks)

2.

a) Eating the right food at the right time. (1mk)
b) - Consider the following points
- Makes one feel less satisfied for long
- Foods rich in carbohydrates are absorbed quickly therefore blood sugar is sent on a roller coaster ride. As a result, one's appetite is taken away and energy is depleted. (4mks)
c) They damage arteries and body cells. (2mks)
d) Antioxidants can be consumed in the form of fruits in the form of
Vegetables. (2mks)
e) Don't nutritionists recommend that we eat five portions of fruit and vegetables a day? (1mk)
f) His attitude is that of approval
- This is evident in statements such as:
- Researchers believe calcium encourages fat cells to stop "getting
fatter" and the cells burn extra fat without you having to go anywhere near a gymnasium. (3mks)
g) Excess fat can be used up by eating a high- calcium diet as calcium encourages fat cells to stop getting fatter" (2mks)
h) It is ironical that you can eat more in order to lose weight (2mks)
i) Daunting – challenging/difficult/discouraging baggage-weight. (2mks)
Down a mountain-consume a large amount of food/eat a chunk of food.
(3mks)

3.

a) The evidence is that consumption per capital is higher by nearly 70 percent. Also,
life expectancy, child mortality and educational attainment have improved significantly. (2mks)
b) Although the author lands the progress mad, he is not overly impressed by it
because more than one billion people in the developing world are living in poverty. There is therefore no room for complacency (2mks)
c) The author mentions Japan in order to show how far behind sub-Saharan Africa is
lagging in terms of life-expectancy (1mk)

d) What is odd is that the region accounts for less than a third of the world's
population and yet nearly half of the world's poor people live there. (Contrast must be brought out) (2mks)

e) The relationship between poverty and a high population is that the poor are more
likely to have large families. (1mk)
Such an environment cannot support the population and this leads to spiraling
poverty. (1mk)

f) She/he is also less educated, and has less access to a remenerive activity (1mk)

g) A girl is twice as much disadvantaged because as a woman, she has to do more
work. Also, she gets less education/fewer opportunities for gainful employment. As a child, she lacks adequate nutrition, health care and education (3mks)

h) The author argues that although the developing world has significantly improved
economically, it has a long way to go, since many of its people live under distributed geographically/mostly affects women and children. To combat it governments need specific information about the poor. (4mks)

- Answers must be in prose
- A max of 60 words accepted

i) Staggering- shocking/surprising/astounding/ worrying/disappointing.
Compromised-Adversely affected

- Undermined
- Jeopardised

4. a)
   i) His/narrator's family was poor (1mk)
      illustration; "Her family had been poorer than mine"…… (1mk)
   ii) The narrator blames Veronica's father (1mk)
   Illustrations;
      Her fathers was a morbidly suspicious man who discouraged visitors. She
      endured beatings i.e. "night after night I would lie awake listening to her screams," (1mk each for 2 illustrations)
   iii) She is loyal to her family
      "I can't leave my family".
   b) Perseverant
      She endured misery.
   c) Responsible
      - Being the eldest child, a lot of the responsibility for bringing up
        her siblings had fallen of her shoulders (Any 2 points + illustrations) = 4mks)

. iv) He didn't want to seem proud or boisterous of his achievements

He had no intention of further dampening veronica's spirit. (2mks)

v) sympathetic (1mk)

"Her family had been even poorer than mine"

"A lot of the responsibility for bringing up her siblings had fallen on her

shoulders" "I had no intention to add to her misery " (3 illstrations at

1mk each)

vi) Fallen on her shoulder –accept a difficult responsibility/duty

The breaks- Opening/opportunity/chance fatalism-Resigned attitude made

good – succeeded

d) i) - Movies and popular music travel quickly from country to country

-Important news events flash simultaneously on television screen

around the globe.

-People on either side of the planet communicate easily by

satellite –linked telephones and by the internet.

ii) International trade and investment has increased substantially i.e.

more and more trade is taking place between

continents and countries (2mks)

iii) Like a contagious disease the effects of the crisis had spread

rapidly from one country to the other

(3mks)

iv) Trading and local cultures get swamped by western movies and the

internet.

-New factories built by foreign investors damage the environment

safeguards in place.

-Illegal drugs and black money move around the world as freely as

legitimate money does (3pts = 3mks)

e)

i) Rolihlahla in Xhosa means "Pulling the branch of a tree" but

colloquially it means "trouble maker"

ii) In view of the many storms he had caused and weathered in later

years the name Rolihlahla (trouble maker)was

appropriate.

(3mks)

iii) - Life
- A strong constitution
- An abiding connection to the Thembu royal house
- A name (4mks)

iv) For defying the chiefs summons to appear before him (2mks)

v) It is ironical that even though the writer was not aware of the events at the time they still affected him.

Or

It is ironical that even though the writer does not believe that names are destiny in later years friends and relatives would ascribe to his birth name in view of the many storms he had caused and weathered. (3mks)

vi) Despising /contemptuous

He says of his father" …the magistrate had no legitimate power over him".

-He was guided not by the laws of the king of England but by Thembu custom.

vii) Abiding –loyal

Nurture-care

Pique-anger/annoyance

Insubordination-refusal to obey authority

f) i) Inside this world exploits become superhuman and combat is a

ritual re-enactment of the gods played before throngs of ordinary mortals (2mks)

ii) The real world (1mk) because law and order is flouted (1mk)

iii) Referees umpires and judge preserve order and constitute a

tribunal from which there is rarely any appeal

-A special clock a timer or some other system of keeping time is used

There are strict rules which must be adhered to (3mks)

iv) In the real world/non-play world where time never stops in the play world times moves forward only when play is in progress. (2mks)

5.

i) Unlike other women who would take time to comprehend / internalize the news, is Mrs. Kalani's case the significance of what had happened sank in immediately as she weps with sudden wild abandonment. (2mks)

ii) - The delicious breath of rain was in the air
- In the street below a peddler was advertising his wares
- Notes of a distant song, which someone was signing singing her

faintly

iii) She is resolute; she is determined to be a master of her destiny- "She would live for; she would live for herself. (3mks)

Emotional - Immediately and she wept with sudden wild abandonment."

Struggled willed- was able to overcome her grief and focus on what lay ahead. (Any 2 illustrated pts=4mks)

iv) She is resolute; she is determined to be a master of her destiny – "She would live for herself".

Emotional: Immediately and she wept with sudden wild abandonment".

Struggled: Willed – was able to overcome her grief and focus on what lay ahead.

v) It is ironical that Louise died of heart attack due to joy yet the news of her husband's death did not aggravate her heart condition (did not kill her)

(2mks)

vi) She had died of a heart disease/attack (2mks)

vii) Forestall-Prevent

Repression-Strong control emotions

Oblivious-Unaware

Abandon herself-feel a strong emotion that controls you completely.

6.

a) i) - According to him , the acceptance of the Christian Church meant

the outright rejection of values and rituals that held us together.

- It meant adoption of a debased European middle-class mode. (2mks)

ii) The education offered to the Africans further removed then from their ancestral shrines and roots.

iii) Education became the ladder to better jobs and money (1mk) and to a higher standard of living (1mk)

iv) They set up African independent churches.

- The religious aspects of the Mau Mau liberation
- The education evolved by the independent churches was geared towards

an education more in tune and harmony with people's hopes. (4mks)

v) Missionaries' settlers and administrators were agents of European Imperialism. (2mks)

vi) Reference/respectful/Admiration (2mks)

illst;

- According to him, acceptance of the Christian church meant rejection of African customs/values and rituals that held us together.

vii) Robbed people of their soul- took away people's spirit/inner character

Promise of a European heaven- A better life style/status.

Momentous upheaval- a very big and significant change

Fatal collision-Complicated with

b)

i) It has a dramatic effect on your professional and private life. (2mks)

ii) The impression one makes on other owes much more to how one speaks- the pitch

and expressiveness and clarity of ones voice (2mks)

ii) Your voice is unique to you and to distort it is to distort your true personality when speaking (2mks)

iv) Currently there is no specific / definite predetermined procedure of carrying out speech training. (2mks)

v) Come across – Give the impression/appear

aping-mimicking

7. City life.

1. Mood: Solemn – "No hope for us – death awaits – mourns their plight.

Angry / Agitated - about the level of exploitation in the city.

2. (a) Repetition - Back and forth, to work __ emphasizes the monotony

and oppressiveness / humanizing conditions of the work; have no say ____ treated as robots.

b) Image of the fisherman hooked. He is insensitive

"like fishes similarly the factory owners have the lives of the workers at their mercy; dangle the pay (meagre) as carrot (bait)

c) Irony

Line 1. The poet refers great city exploitation. _ to a yet it .breeds suffering /

3. The persona views the city as an "enticing death trap which attracts people there but milks their labour leaving them to die slowly.

4. Pained expression on the face the persona is annoyed about the plight of the workers in the factory. This should be evident on the face.

5. Something malignant is dangerous or can cause death e.g.. a malignant type of cancer, similarly the malignant fisherman gives idea of an employer who exploits the workers (in the city) and leaves them for death.

The comparison is apt of: Benign Form of ailment

8. BETROTHED BY OBYERO <u>QDHIAMBO</u>

1. About the handling of bride price, marriage negotiations e.g.. "The bride, they said. Had gone through school (2 mks)

2. Education - Had gone through school primary, secondary.
Beauty - silk, black hair, forehead etc Morally upright - "She is pure"
Intelligent - Deep profound intelligent. (Any two illustrate 2x2 = 4)

3. Darker, finer (2 mks)

4. Two diviner's cowries spread out symbolically on the divination mat (enchanting beauty). Deep profound intelligent (she can explain extra - ordinary things).

NB

Comparison must be clearly brought out. (4 mks)

5. To show the immensity of their disappointment. Very little money according to their expectations.

After having educated, doctored her, borne her, cared for her etc. (Must bring out disappointment).

6. They value education, morality, purity.

They are materialistic, during marriage negotiations money shouldn't be demanded.

Impolite keep on complaining that three thousand shillings is not enough.

7. Observe the payment and receiving of bride-price

"Insist on payment of three thousand as not being enough"

Practice sorcery/witchcraft - Reference

Two diviner's couriers spread mat.

Symbolically on the diviner's mat (any one with illustration)

9. <u>The Brewing Night</u>

a) The poem is about a coup that takes place at night. At the end of the poem it is indicated that the people are happy with the change.

b) The night was silent, dark, and strange: the clock wouldn't cry.

c) I did not know what was amiss.

d) He or she saw soldiers in heavy boots, thick uniform and solid helmets walking in a determined way along the streets.

e) Stanza two sets the mood of the poem. Things are not happening in the usual way and this prepares the stage for what we find in stanza three.

f) Brewing night -refers to the night when something unpleasant in this case the coup was hatched up.

g) In stanza one 'sleep' is said to 'mock' and tantalize the persona.

h) The poet is critical of the events of the coup. This is seen in the discomforts he or she relates to the night when the events happen the words he or she uses to describe the soldiers and the way he or she describes the celebrations -"the country strangely dressed".

i) The last stanza gives the preparation for the inauguration of the .new leaders are posted on the streets .A rally is held where the new leaders give their speeches and the people accept the new leaders. .,. .

10.

(a). The persona empathizes with the tribulations of a caged bird. He uses the refrain "I know what the caged bird feels" It is evident he (persona) has suffered similar tribulations. This is evident in his emphatic use of the words. "I know why the bird has no freedom. .It is caged. It cannot enjoy or experience the beautiful things of life because he is enslaved inside the cage the bird sends an earnest prayer for someone outside or heavens to hear his cry for freedom. (3 mks)

(b). Stanza 1 - the focus is on the physical beauty of nature which the caged bird is deprived. Stanza 2 - focus is on the curtailed freedom of

movement the caged bird is subjected to. Stanza 3 - Focus is on the desperation of the caged bird which makes it beat its bars, get bruised yet it still continues to sing. (6 mks)

(c). He is sympathetic
He says - "I know what the caged bird feels I know why the caged bird beats his wing. When his wing is bruised and his blossom sore. (4 mks)

(d). He seems to have had similar experiences as the caged bird.
This evident when he says, "I know what the caged bird feels".
He also repeats the phrase "I know why ..... (3 mks)

(e). Simile - And the river flows like a stream of glass.
Effect - To show that the caged bird is not able to enjoy the beauty of nature owing to its state of captivity. (2 mks)

(f). (i) The Line refers to the sweet fragrance of nature's flowers (1 mk)

(ii) The experiences of the caged bird evoke similar painful experiences of the persona.

11. a) The person is probably in prison/detention or some form of confinement.
The persona is longing to get out. “when I get out”
(3mks)

b) By “touch” he/she means being treated like a human being, loving and being loved. “Touch” means the freedom to express his or her emotions freely/spontaneously “Touch” may also mean mistreatment e.g. beating, harassment, torment etc.
(3mks)

c) during the seven years of confinement, the the persona has been treated like a Pariah. He/she says, “I ‘ve learnt to know the meaning of “untouchable”. The persona experienced utmost.…” Finally, the persona experienced utmost indignity. He she was humiliated and denied any form of privacy…..” searching – arm up, shoes off, legs apart – probing away all privacy.” The personal suffers loneliness – “I have not been touched for seven years. (Any two illustrated points 2 marks) each = (4mks)

d) The word “Paws” vividly describes the beastly behavior of the tormentor. (Animals like hyenas and lions have paws they use to tear their prey to pieces) The word reveals the cruelty visited on the personal and the attempts to disfigure and mutilate him/her physically and emotionally. (2mks)

e) The poet uses repetition to emphasize his message. The word “touch” for example, is repeated more than ten times- both to explain the kind of touch that is desirable and that which is resented. Also emphasis through the enumeration and the pauses (one…two…
This bring s out the form/types of mistreatment
Alliteration – fierce fist
Rhyme-beginning, beating, screaming
Metaphors- paws

Symbolism- touch to symbolize loveliness (any one device = 2 marks)

f) Prodding- poking /jabbing (1mark)
Indifferent- callous/inhuman/beastly/cruel/harsh (1mark)

g) The poem reveals that human beings abhor confinement/brutality and all forms of degrading treatment. On the other hand, people crave for when one is denied the latter, one in away, “dies”. The persona says “I want to feel alive again.” (4mks)

12. a) She admires them and believes she will indeed look nice in them. (1mk)
Illust; “In this season’s styles she says that fit perfectly” (2mks)

b) the expression; … but wobbles on their high heels, they’re hard to balance. (1mk)

c) -He admires the neat hops-and-skips of her
-Their quick peck
-The fact that the neat hops-and-skips never miss their mark
-Not over-stepping the line. (4pts=4mks)

d) The persona points out his own distorted feet. The callouses, odd patches of hard sking (2mks)

e) The poet notes that life is full of challenges (1mk) and the young (Exuberant) are advised to tread carefully lest they fall in to pitalls. (1mk)
The older generation as opposed to the youth (naïve) have acquired experience in life and are best suited to advice the youth to tread carefully and control their youthful exuberance. (1mk)
Illust; “I wish she would stay sure fotted” (accept any 2 illusts = 2mk)

f) Cautionary tone; (1mk)

g) the persona does not wish t see the girl face the same pitfalls that he endured
Or
The persona notes with regret that had he been a bit careful/ less careless/less carefree, he might have avoided the pitfalls that have befallen him. (2mks)

13. a) State of health care
-Lack of basic medical facilities such as gloves
-Negligence – “the man with the key to the oxygen room was on leave
-Overcrowding queues
-Insensitivity / callousness on the part of the medical staff personnel

b) i) It set the stage for subsequent questions

ii) It expresses the persona's disgust /anger/displeasure (not happy) with the pre-occupation of the press with the minister's son's illness

The persona is saying : It is not worth worrying about the one who has access to proper medical care like the minister's son –instead people / the press should be concerned with /about the needy. (two side)

iii) The persona is venting his anger on the press which has failed to highlight the plight of the needy, the corruption the justice the neglect such as he enumerates (Failure of the media- without bringing in the minister's son. But anger should be see).\

- **Hyperbole/Metaphor**

Mountain deal making a mountain out of a mole hill. This persona is complaining htat the newspapers are making such a big deal of an ordinary/usual situation just because of the personality involve Haps at the hypocrisy of the press.

Hyperbole/metaphor- boiling news

Hot news; that the news is very important; that is an instance of hyperbole to underline the general irony of the poem.

METAPHOR-

Lioness of a nurse the inhumanness the harshness, the beastly or bestial nature of the behaviour, devoid of the famine, marternal instinct.

Any two figures of speech explained)

d) i) The problem is of injustice /lack of concern for the disadvantaged

Either the excuse of throwing out the case—

--- The seven – year – old was probably undergoing some form of medical treatment at the time the case was being heard

____ The seven – year- old may have been too traumatized/scared/young. --- might have died.

OR

INJUSTICES;

------ discrimination/favouritism------ as found in stanza 1 on the minister's son.

--------lack of concern ------as evident in stanza 2 on the lack of care as Tina's bed crawled with maggots.

-----Negligence ----(stanza 3) when Kasajja's only child died.

-----Negligence ----(stanza 3) when Kasajja's only child died.

--------insecurity/callousness (stanza 4) when the nurse tells a woman who has fainted to get up or leave the line.

e) i) Oozed ------- flowed slowly and in small quantities; discharged
ii) Emaciated-Extremely thin and weak; wasted
iii) Translucent- something through which light can pass/almost allowing light to pass through/having lost its natural color/perhaps pale/allowing some light through almost transparent

f) ---- it relates the poem to the title, that persona who is known as Peter, is engaged in supposedly foolish talk; that he is just bubbling about the state of things in society.
-------that the tipsy explosions are as a result of drink; but they are explosions nonetheless of important and relevant issues.
------- the last stanza underscores the irony of the poe; that the subject matter is serious and yet it is given to as tipsy talk; that even drunks can say things of at most importance; that the normal leave such serious issues to the crazy;
------The last stanza is an ironic under statement of the eveils in this society. (Any three of the above)

14. a) The poem is about an encounter between a black man and a young white girl (1)
_____ the young white girl has probably not seen a black man before and she is amazed/dumb founded. The poem exposes the ignorance that exists between the races.
_____ the man allows the child to examine him / the mother drags the girl away before she fully satisfies her curiosity. (1mk)

b) _____ Her reaction makes him feel as if she did not consider him a human being. (1mk)
Illustration_____ “No fur no scale no feathers _____ (Details from stanza 3)
-He is friendly/understanding. (1mk)
-Illustration= “ I turned with hello” (1 mk)
-He appears to cope/ feels comfortable with the girls reaction /is not surprised / not embarrassed. (1mk)
Illustration; “I turned with hello/hallo I smiled again and watched (1mk)
_____ He does not condemn her / he accepts the girl’s reaction as innocent curiosity. (1mk)
Illustration; “Just a live silhouette/as I watched then birds were singing (1mk) (Any two illustrated feeling)

c) Both are;

Shocked = the mother is horrified bit the girls eyes get wider but not her lips
The contrast= the girl is genuine / sincere /innocent while the mother is prejudiced/discriminative/contemptuous/hostile
Illustration ------ the girl, “is tummy black?” ------- the mother; she is horrified and “ grasped her hand and swung toward the crowd”.

d) The poet uses SIMILES ------“ I like a giraffe and she a mouse” . This helps to show the enormous contrast in size between the persona and the girl.

-“she stood as lovely as light”. This shows much the persona was impressed by her sincere, innocent curiosity. She was merely awe-struck, natural and spontaneous- nothing like the narrow judgmental attitude of the mother.

HYPERBOLE:-

No fur no scale no feathers no shell. This is deliberate exaggeration meant to show the immensity of the child’s dilemma. She has never seen such a man an animal, or a bird /she wondered --------

METAPHOR

“Just a alive silhouette, wild and strange and compulsive “To the persona the child was completely incapable of becoming reconciled to the fact that this was a human being. The metaphor portrays her mental conflict. (Any two- with identification and explanation)

e) The last line suggests that:

i) Despite the racial difference/racial prejudices life must go on 1)

ii) nature is not as man 1)

iii) Nature stays in harmony while man with ability to reason behave

senselessly 1)

15. a) _____ belief in life after death; illust = “ ---- then from three much more

must flow”

---------Belief in eternal life; illust =

“Death, nor yet canst kill me”

_____ Death only affects the physical; but the soul lives on; illust=

“ and death shall be no more. Death though shalt die.”

(_____ the souls of good people are rewarded; illust = “rest of their

bones and soul’s delivery”

_____ Death is a temporary / transitional state; illust = “One short

sleep, past, we wake eternally. (Any two illustrated point).

b) i) Death does not really kill; and it will not kill the persona
ii) We shall derive more pleasure from death/through death we are
delivered /get rest/it's nice to die
iii) Death should not boast because it has no power of its own /since it
can be manipulated /used by others .

c) i) **PERSONIFICATION**; this draws more attention to it/makes death
real.
ii) **RHYME;** Creates beuty / rhythm/music /interest/makes the poem
memorable
iii) **REPETITION**; To create cumulative effect/emphasizes the futility of death/enhances rhythm.
iv) **Alliteration**; Creates rhythm /stress or emphasizes/makes the
poem memorable.
v) Use of IRONY/PARADOX; the fact that death himself will die
_____ the main message of the poem.
vi) Assonance; Creates rhythm / stress or emphasis/ interest/ makes
the poem memorable
vii) Rhetoric Question; involves the reader to reason or think.
viii) Metaphor; "Sleep" tones down the fear of death.
ix) METRE; (beat) – adds musicality /rhythm to the poem
(Any three features and their function)

d) That death serves/ is a subservient/it can be used / not its own master/ is a servant (1mk) to fate, chance, kings since desperate men who kill in desperation / commit suicide/kings execute their subjects/illness/fate causing death (1mk)

e) ----- a new twist in the argument entering into eternal life and defeat of
death/paradoxical / ironical ------ the two lines clinch / summarize the argument of the poem.

16.

a) The poem addresses the issue of love being an overwhelming consuming feelings that totally controls individuals. It is also indescribable feeling exhibited in different forms/ways. (2mks)

Illustration
-'Love is fire
Hot blazing"
-"Love is a chameleon"
- "Hard remorseless love"
-"Hard remorseless love" (2 illust = 2mks)

b) Madness - Takes control of the one experiencing it.
Fire- love consumes
Chameleon- Love is an indescribable feeling /does not have a specific form

(2mks each =6mks)

c) By addressing love directly, the persona is showing the apparent desperation on the part of the persona. The persona is imploring love to enable him to experience the true feeling of being in love.
By directly addressing love we can emphasize with the narrator and better understand his state of mud.

d) It is ironical that the persona desires to feel love yet he begs love to put out its blazing flame.

e) Brutal- cruel/violent
Camouflaged/disguised/hidden
Remorseless-cruel/uncaring.

17. **The Road not taken**

a) Either: the poem is not about making choices/decisions. It is irresponsible in life to have everything that seems desirable.
- What we chose influences out destiny.
- In choosing one thing, we forge something else.
- And that once a choice is made you have to learn to live with its consequences/outcome/result/eventualities.

Or (literal/surface meaning)
- The road/path in which he is traveling dirges/folks into equally attractive, thereby forcing the traveler to select one of them.
- The persona hopes to explore the road not taken (by him) in future but he knows that it could be impossible to do so.
- He regrets the fact that making the choice one way or the other limits the persona's freedom and as it were closes the door on the other choice

b) **Symbolism/allegory**
….. road/path/way = option or choices
…..Yellow wood =unknown, yet to be uncovered through exploration.
……Undergrowth = confusion/indecision/obstacles to be overcome.

Personification
….Road/path seen as having the better claim a road an anianimate object but described in human term as influencing the choice of the persona.

Contrast
--- Two roads, one not traveled and other well traveled on. This indicates the difficulty in making choices in life.

Repetition

Two roads, “I” and the word “and” _____ emphasize the difficulty in making a choice + ages/ ages, way /way.

Rhyme

_____ “Would” -stood” – create rhythm/ makes the poem interesting/memorable /musical.

(Candidate should first identify, the explain what has been identified)

c) i) The road not well trodden/used.

It needed someone to walk on it/ clean it.

Or

It was more challenging/difficult option to take/

It seemed less popular/people avoided it.

ii) The persona means that he did not select the first alternative but he hope to explore it in future

iii) The road taken (1mk) has led /has determined the destination of the persona

Or

The choice made has forever determined his destiny/fate/hopefully for the better

d) ----The title may be alluding to the road/option that the persona did not take (1mk) but which seems to have been taken by many 1 mk

---- The title may be alluding to the road/ option that the persona took (1mk) but which is not taken by many --- the biblical allusion.

18.

1. The writer does not believe the arguments for the death penalty are sound and

fool-proof enough to justify its existence. The feelings instead of simple logic.

2. Retribution means meting out punishment that is commensurate to the crime; if one has killed and then he or she is killed in return.
3. “an eye for an eye” can be identified by the phrase pay the offender back in his or her own coin
4. Retribution leads to further damage by destroying the offenders life. It finally also denies the offenders the chance to repent and reform.
5. It is not justice to kill a person who has killed another because killing is wrong . No kind of killing can be regarded as justice because it is a violation of the fundamental human right to life. Hanging does not leave any room for correction in case a person is unjustly or wrongly condemned.
6. We would know if the death penalty is a deterrent if we had statistics to prove that murder and other capital offences are more prevalent in societies with out the death penalty is a deterrent if we had statistics to prove that murder and other capital offences are more prevalent in societies with out the death penalty than I those which have it moreover one would also need to prove why certain crimes are not committed.
7. Hanging electrocution and poison injections
8. Two wrongs do not make a right do they?

9. Death penalty is revenge not reform. All killing thirdly people may be wrongly condemned to death. Fourthly execution may not necessarily deter crime. Finally execution brutalize those involved in it.

10. a) Commensurate – Equivalent
b) Untenable – not able to be maintained or defended against attack or objection.
c) Assuaged- cooled down or lessened
d) Rescinded- cancelled
e) Haunted – negatively affected in the mind.
-Plagued by guilt.

19.

a) Varying rendition for each audience.
The narrator knew when to throw a song dance or mime
b) Kaka Sungura was sometimes given super powers himself
c) Add some drama - Change the ending
d) (The rabbit always lost, duh!)
e) Kaka Sungura was;
-Brighter
-Humorous
-More interesting than all the other animals
f) -Choice of partner or friend
-Whether or not to have children
-Choice of type of education or whether to pursue it further
-Choice of career and jobs
g) i) One
ii) Two
h) i) Pitten himself against – interacted with/associated mingled
ii) We can re-write the script- change/vary the story
iii) Demeaning relationship – sour affair
iv) Reminisces-reflect/thick back
v) Animated-made it lively

20.

a) - In the editorial office of the people's messenger/newspaper. (2mks)
b) - His scientific report on the Baths. (1mk)
- The report says that the baths are polluted with bacteria that cause diseases such as typhoid and gastric fever/the baths pose a danger to public health. (1mk)

- The effluent from the tannery that flows into the baths has infected the water in the conduit pipes /the same water oozes out onto the shore
- All the effluent at molledal is infecting the water in the conduit pipes leading to the reservoir
- The same field oozes out on the shore.
- It causes typhoid and gastric fever

- The presence of the decomposing organic matter in the water (both drinking and sea water)
- All the conduit pipes will have to be relaid
- The intake is too low down. It will have to be moved much higher up
- Contamination of the water is due to impurities in the soil
- We will have to build a sewer to carry off the alleged impurities from molledal

(Accept any 3x1 =3 mks)

c)

- The repairs being suggested by Dr Stockmann would take a long time.
- The repairs would cost too much money
- The money will l have to be paid by the rate payers/tax payers.
- The Baths are the “nerve-centre” of the town, and, therefore, implementing Dr Stockmann’s recommendations would paralyze the economy of the town.
- The Baths would be shut down
- The middle class of this town, who have the greatest stake in the baths, could be adversely affected by the closure of the Baths.
- The tourist industry in this town would be adversely affected
- The whole thing is merely imagination
- The house holders will have nothing to live on.
- No one will visit them again once they are declared dangerous/vistors will be diverted to neighboring towns
- The report is exaggerated
- The committee will consider effecting some improvements in line with the prevailing financial situation
- It is no small sacrifice that the town is going to make
- It will be necessary to raise a municipal loan.
- The money will come from the pocket of small middle class men
- The proprietors of the Baths are not in a position to incur any further expense. (4mks)

d)

- Impatient/impetuous; I shall not know a moment’s peace of mind Until I See it in print/ I do not mind coming back a second time/ he keeps interrupting the other speakers and he jumps to conclusions.
- idealistic; he wants the best for his town .
- Naïve/too trusting/too optimistic (about the effect of his discoveries on the masses) Thicks they will honor him/under estimates the power of his enemies /doesn’t realize they are talking at cross purposes/underestimates the intelligence of the masses/ thinks they will honor him/underestimates the power of his enemies /doesn’t realize they are talking at cross purposes/underestimates the intelligence of the masses/thinks they will demonstrate in his favor.
- Concerned; says that the welfare of the town is paramount

- Optimistic; Thinks they will demonstrate in his favour.
- Modesty; doesn't want to be honoured.
- Overzealous; He says; "I don't mind coming back…
- Conceited; Thinks that the people thinks highly of him

e)

- The people don't demonstrate in his favour; instead they later break the windows of his house.

- The people don't demonstrate in his favour; instead they later break the
- windows of his house. (2mks)
- The people turn against him and denounce him as" an enemy of The people".
- They heckle him at the meeting he addresses later. (1mk)
- He revises his views of the masses and later thinks they are incapable of understanding. (2mks)
- The man who counted on the support and solidarity of the masses later concludes that "the strongest man is the one who stands alone". (4mks)

f) - That he will not print his article (1mk) and that hey will not support him/that they don't agree with his views. (1mk)

g) - Interrupted by Mrs. Stockmann. (1mk)

- Mrs. Stockman is worried about the effect of her husband's activism on their family.

- she is intervening on behalf of her family because she believes Hovstad and
- Aslaksen have duped her husband
- She wants to curb what she regards as her husband's recklessness or his reckless idealism.

21. a) Corruption in the municipal council.

b) - Officials are corrupt, their friends and hangers on, are corrupt, their friends and hangers on, are the only people that benefit from the towns wealth.

- Are to blame for the wrong positioning of the pipes resulting to water pollution
- They have all the influence
- They have made people believe they are not capable of making mistakes (infallible)

c)

- From Morten Kills factories.
- They discharge waste which enters into the reservoirs

d)

- Metaphor- ring of obstinate old fossils. They refer to the officials of the council who according to Hovstand are old and don't accept any new ideas or changes.

e)

i) **Altogether**-entirely wholly
ii) **Climb down a peg or two**- didn't feel so important
iii) **Infallibility** – incapable of doing something wrong
iv) **Reluctant** -not willing
v) **That goes without saying** – it is understood without being stated.
vi) **Reproach** – find fault
vii) Hovstad says that his responsibility is to emancipate the masses through saying the truth and exposing the corrupt officials but he does none of that. This is because he is convinced by Peter stockman that the report would mean closing the Baths for two years and incurring forty thousand pounds to do any repairs. Conquently, he betrays the doctor and does not use his paper to say the truth.

22. a)
- Kinuthia warns Waiyaki that the kiama led by Kabonyi are spreading
rumours that he was no longer a leader and are plotting to harm Nyambura.
- Waiyaki and Nyambura both go to Waiyaki's hut and are seen by a hiding
Kamau.
- Waiyaki and Nyambura both go to Waiyaki resolves to go to the site of the sacred grove and implores Kinuthia to call for a meeting at Honia.

b) Chege, Waiyaki 's father
c) - Waiyaki had opened up independent schools all over the ridges
- He was determined to reconcile the two warring ridges of Makuyu
and Kameno by educating his people.

d) Joshua declared that for him and his house they would serve the lord
e) Joshua – Fanatical- He hated the young man (Waiyaki) with the hatred
which a man of God has towards Satan.
-Quick, hot tempered /harsh –orders Waiyaki out of his house
Nyambura- rebellioius- she rebels against her father by waking out with
Waiyaki.
f) Muthoni has been disowned-She went on to be circumcised despite the
fact that her father condemned the practice
g)
- He had taken an oath to safeguard the purity of the tribe by being alleged to have gone to Siriana and paying Joshua a visit to warn him

- They were convinced by the Kiama and Kabonyi that Wathat Waiyaki was
planning to an uncircumcised girl, thus betraying the tribe, for which he has been fighting all along

h)
- Cultural conflict/ culture clash
- Waiyaki is accused of betraying the tribe by marrying an uncircumcised
Girl. (a Christian)

i) The two are placed in the hands of the Kiama to stand trial and their fate
decided.

23.

a) An enemy of the people.- It is very painful to him because he says such a name
has the same effect as a pin-scratch in the lung. It is eating him like a corrosive acid. It is striking in the pit of his stomach. No soda becarb will remove it.

b) Simile- It is sticking here in the pit of my stomach, eating into me like a
corrosive liquid. Means it's painful and very hurting to be called such a name.

- A party is like a sausage machine it maches up all sorts of heads together. Means, belonging to a party has influence on ones behaviour because on is expected to have allegiance to his party.

c) - He is a patriot because
- He discovers the water at the Baths is contaminate.
- He single-handedly came up with the idea of the Baths.
- He discovers the water at the Baths is contaminated
- He carries out a test to confirm this.
- He solely fights to ensure the authorities support it, though they betray his
Efforts

- He is ready to lose his job and the source of income for his family while
fighting for his report.

d) Mr. Vik is a wealthy man
-He should be independent of everyone and everything.
-He is not independent as he allows himself to do what other peole want him to do
by dismissing Captain Horster because that is what the majority want.

e) i) Their minds will be changed some day. (ii) She asked (him) whether he meant
that he had been dismissed.

f) i) Petra – Concerned – she is concerned about the dismissal of Horster. She asks you too!...

ii) Captain Horster- Optimistic – is sure to get a job

iii) Mrs. Stockmann – Supportive-towards the husband she tells him, “Yes, Thomas, as sure as you are standing here.”

24. a) Before

- Dr. Stockmann has sent his manuscript to Peter Stockman.
- Peter Stockmann has replied that he would come at the Stockmann’s at midday.
- Katherine reminds the Doctor to avail himself so as to see Peter.
- Hovstad checks in at the Stockmanns as Morten leaves.
- Hovstad reminds the Doctor of the corruption at the council

b) And not he

c) i) Peter Stockmann p insecure-peter hates the idea of someone doing any service to the town except himself. He fears somebody may get popular than he.

ii) Peaceable/reconciliatory-he wants the husband to share the credit with the mayor to avoid any bad blood between the two

iii) Vengeful - he wants the officials at the council to suffer for hounding him out of the council

d) To him it isn’t something serious. Its like a game. He thinks the discovery is a lie to deceive Peter Stockmann. He views it as a good chance for him to avenge being hounded out of the council.

e) i) Queer tale – strange story

ii) Looked in on –visited

iii) Pull your own brothers leg-deceive your brother

iv) Bait – something that can temp

v) Charity-help to the poor

f) According to Dr. Stockmann, it is luck for the town as the town can eliminate contamination in the water at the Baths and this would mean more visitors which will translate to more money. According to Peter Stockmann it could be said to be an ironical statement because to him it’s no luck but exposure of his inefficiencies. This may lead to his being viewed as inefficient should people know how he laid the pipes at the wrong position resulting to contamination.

g) i) You will their legs! Won’t you?

ii) I will give ten pounds to charity on the spot Won’t I?

25. a) Peter Stockmann has some to see his brother, Doctor Stockmann, in order

to know more about the report the Doctor had sent him concerning the Baths. Earlier, the Doctor had reported to his family that he has the free press also the compact majority on his side.

b) -To build a sewer to carry impurities
- To relay the water conduits

c) Points
-It will be an expensive understanding
-The work would take long-two years
-Closing the Baths
-They would lose business
-They would win the town

d) Metaphor – Slow poison- the water is contaminated therefore people consume water that can ruin their life. Irony – Peter Stockmann says that he guard his reputation anxiously for the good of the town- There may be no good of the town when he refuses to end contamination of the water or corruption in the town.

e) No. it is compromised by Peter Stockmann; it does not meet its expectations when it allows itself to be manipulated by peter who convinces the press of the expenses of adopting the report. They later disown the Doctors report.

f) He is branq 1 an enemy of the people His windows are shattered, his daughter Petra is dismissed from work. The boys are expelled from school He' s dismissed from his position as the medical officer to the Baths. He cannot continue in his practice in town – no one can consult him. His best friend Captain Horster is dismissed from service. He's no longer comfortable in his native town and wants to leave to the new world.

h) He promises to consider the report sometime but doesn't give a guarantee of doing it. He says," … We might perhaps have to consider sometime later on."

26. a) Peter Stockmanns had come calling at the Doctor's. He demands that the doctors withdraws his repot failure to which he would be dismissed from the Baths.
He means that peter Stockmann threatens him with a dismissal s to make him fearful
He also says that peter wants the Doctor to put his personal interest (to consider his job and family) above what he feels is the truth; to save the council from using contaminated water and to end corruption

b) Metophor- People's messenger being the Doctor's arsenal- meaning the weapon to use to attack the authorities.

Don’t spare the dynamite- means that the article will reveal corruption in the
council.
Simile- bombard them… Like bombshells-means he will use the articles to
expose the failure of the officials of the council.

c) i) Minds eye-conscious
ii) Outposts-towns
iii) Vistas-new ideas
iv) Predecessor- the former; came before

d) Billing is very supportive of the Doctor in this episode but later he betrays
him when he refers to him as an enemy of the people after being swayed by Peter Stockmann.

e) Fearful- he doesn’t want his colleagues to be involved in any matter of
the local authorities apart from the Baths because he says he has had
Some experience.
He admits he is timid as long as issues concerning local authorities are
addressed. Selfish
-He admits he has solid interests of his own to protect and therefore he
says he cannot think of everything.

f) Aslaksen Warns Billing to learn a lesson or two about politics. He
implies that once in a while a politician could be selfish and only do things that favour him. He makes reference to Stensgaard who was an authority to the county and who left the position to serve his own interests somewhere else. Aslaksen warns Billing that he could take that as a lesson in his Endeavour to become the secretary of the council and tells him that he should not be too sure of everything.

27.

1. Tropical /love song
It comments on social issues like disappointment of a lover.
2. It could be warning/ cautioning those intending to get married against infinity or
Unfaithfulness
-It encourages young people to be patient in their struggle to secure a job.
3. It has repetition (Myself / I was)
Personification is used – My heart was telling me/ so heart you were deceiving me
and I believed you.
-Direct translation – “I brought myself a beautiful girl.”

- Direct address- “So heart you were deceiving me and I believed you”.

-It has a moral lesson – people are not trustworthy and never will be.

4. - I could use facial expressions especially to show sadness in the line, “I sat and
silently wept:.
   - Use of tonal variation shouts on the last line of the song. “Girls are not trust worthy and never will be!”
   - Dramatization e.g. “ I ran fast to a river”.

5. The singer has contemptuous/spiteful /scornful attitude towards people in general
and girls in particular. He says “people are not trustworthy and will never be””
girls are not trustworthy and will never be”

6. Patient – “ after a brief struggle --- Myself a job”
Pessimistic –“ I realized there was no luck in this world”
Emotional-“ I sat and silently wept”.

Disillusioned- He is thoroughly disappointed by his Lover’s behavior.

7. Girls are not to be trusted
Disappointed lover
Life is not fair etc

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

b) i) Professors should give their students opportunities to develop their
skills/a professor should give his or her student opportunities to develop their skills/as a professor should give your students opportunities to develop their skills/a professor should give students opportunities to develop their skills.

ii) My sister was appointed the chair person/chair/ of the water
project committee in our village.

iii) The fire fighters/fire brigade took along time to arrive at the scene
of the accident. (3mks)

c) i) Lit/lighted
ii) Incidents iii)Its (3mks)

d) i) The visitors will be entertained (by the choir)
ii) The health officer will close our café.
iii) The patient could neither stand without support nor sit straight.
iv) Had it not been for the captain’s quick action, the school team

would not have won the game/had the captain not acted fast, the game/had the captain not acted fast, the school team would have lost.

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

vi) The legend says/stages tell us /has it for us/has it that me Katilili was a powerful leader (6mks)

29. a) i) We are being followed

ii) Neither the victim nor the neighbours spoke to the reporters

iii) We it fire in the kitchenb

iv) Unless Okoyo clears himself of the competition charges he will not win the elections.

b) i) arrived

ii) Comes

iii) We could

iv) Would have told

c) i) the option is to admit that you were wrong

ii) You can have either tea or coffee

iii) I can do nothing in this situation but laugh about it.

d) i) The young boy watched as the huge man beat her

ii) The woman read a newspaper while the man prepared a meal while the woman read a news paper the man prepared a meal.

iii) Musa met the woman whose daughter he wanted to marry.

30. a) i) I will not go unless he asks me to

ii) the players disappointed the fans

iii) Consider the consequences of your behaviour, “the visitor advised the students.

iv) The head teacher spoke for over one hour, however she did not address important issues.

v) I would rather have no more tea, thank you. (5mks)

b) i) The policeman manned the roadblock
-The man was arrested

ii) It is five hour drive to Naivasha
-she drove the car at a high speed.

iii) The door was left open by mistake
-She mistook my converts entirely.

c) i) release ii) With iii) stared

iv) Quietly/silently v) who (5mks)

d) i) kaka cannot complete this exercise

ii) Please repeat what you have said

iii) He hit a tree as he reversed the car

iv) How many people ascended the mountains?
v) women can run faster than Johnston (5mks)

e) i)Struck ii) losses iii) passers-by
iv) Beautifying?
v) Childlike (5mks)

f) i) Juma likes both Pamela and the habit of reading, but of the two he
likes reading more than he likes Pamela.
-Both Juma and Pamela like reading but Juma likes reading to a
higher degree than Pamela does
ii) Friends who visit can be annoying. The act of visiting friends
(going to visit friends) can be annoying. (4mks)

31. a) i) Not a single student of Biddi secondary school failed the examination.
ii) that Mwende wrote the wining poem did not surprise the teacher
iii) So hungry was the man that he swallowed the food without chewing it.
iv) the applicant is being interviewed by the board
v) In spite of her daughters not being very clever, they worked hard
and passed the examination. (5mks)

b) i) really ii) cowardice
iii) sensitizing iv) Gracious
v) chosen (5mks)

c) i) by ii) in iii) to iv) with v) for
d) i) a few ii) few iii) a few iv) some v) little (5mks)

e) i) breath –breadth
ii) flour- flower
iii) Queue – cue
iv) heir – air
v) won- one

f) i) Once cooked, the dish can be enjoyed.
ii) Running as hard as possible, I found it hard to catch my breath
iii) The potatoes which we ate were in a paper bag
iv) I enjoy reading, acting and farming
v) thinking clearly at all times was her goal.
To think clearly at all times was her goal.

32. a) i) Neither the players nor the coach appeared on the pitch
ii) she forbade the boys to throw stones

iii) Had kanga done enough practice he would have won the race
iv) Miss Kerubo will definitely pass the test, won't she?
v) they were too exhausted to stay awake. (5mks)

b) i) Awesome
ii) unsolvable
iii) informative
iv) disrespectfully
v) clarity (5mks)

c) i) Over
ii) During
iii) Beside
iv) Through
v) by (5mks)

d) i) Saw
- He cut the wood using a saw
- I saw him yesterday

ii) Lead
- Lead is a metal
- He led his friend astray

iii) Fast
- The fast moving car rammed into a tree
- Muslims fast during Ramadhan
- They have finally broken a fast

iv) - John succumbed to peer pressure
-Mary peered into the darkness

v) -The race was won by Ali
-we raced up and down the hill for twenty.

e)

Wrong		Right
twelve	-	Twelfth
Received	-	received
Surprised	-	surprised
A lot	-	a lot
Greatful	-	grateful (5mks)

f) i) Sue
ii) Hair
iii) Hard
iv) Forty
v) Cause (5mks)

33. a) i) If malindilla had not provoked the dog it would not have attacked him
ii) I think somebody is following us
iii) Won't she?
iv) I am afraid I couldn't go out with you
v) No sooner had the football match began than the fans started dancing (5 mks)

b) i) Directionless
ii) Beautifully
iii) sought
iv) Descendants
v) Accountability (5mks)

c) i) Appear
ii) Burglarised
iii) Boast
iv) Slept
v) Compensated (5mks)

d) i) Desert
- Kalahari desert is in south Africa
- He deserted his wife and children

ii) Sow
- I sold a sow at two thousand shilling
- Farmers sow the seeds in late March

iii) Row
- The announcement by the principal cause a row among students
- The wind is blowing strongly

iv) i) He bowed courteously before the audience
ii) He was armed with a bow and an arrow. (5mks)

e) i) Has ii) are iii) was iv) has v) elder

f) i) Gnaw - know
ii) Boar - oer
iii) Toe - ow
iv) Pail - pale (5mks)

34. a)i) None of the students failed the examination
ii) My father asked me if /whether I was taking part in the walk
iii) He was too sick to go to work had
iv) At no time in history have women greater opportunities for following
careers than they have now
v) what they proposed was not at all practicable

b) i) Repetition ii) Moving
iii) Identification iv) Decision
v) Discontinued (5mks)

c) i) Maintaining (ii) attorney generals iii) Avoid
iv) Meet v) Crisis (5mks)

d) i) Seem ii) Attorney generals iii) Was
iv) have v) crises (5mks)

e) i) the boarders have stages a demonstration
- the Kenya-Uganda boarder is porous

ii) the council officials carried out an inspection of the market
-The teacher counseled the students for close to two hours

iii) The bear escaped from the zpp

-Mary bore the pain bravely (6mks)

f) i) Off ii)Over iii)With iv) On

35.

a) i) denial
-heroic
-activate

b) i) The spread of **HIV/AIDS** can be controlled by educating the public

The man whose cattle destroyed the maize in the school farm was arrested.

Mount Kilimanjaro is higher than any other mountain in Africa.

c) i) is
ii) Waits
iii) begun

d) i) Would
ii) had been
iii) When

e) i) What
ii) Which
iii) while

36. a) i) priviledge –priviledge
ii) tendency- tend
iii) embarrasses-embarrasses
iv) knowledgeable - knowledgeable

b) i) she realized what a serious blunder she had made.
ii) Should you change your mind, call this number.
iii) Neither of them is known to me/both of them are not known to either of them is not known to me. (3mrks)

c) i) off
ii) among/amongst
iii) for
iv) into

d) i) Students'
ii) among/amongst
iii) editors – in –chief
iv) father- in law's /fathers-in-laws

IMAGINATIVE COMPOSITION AND ESSAYS BASED ON SET TESTS (ENGLISH PAPER 101/3)

IMAGINATIVE COMPOSITIONS

PAST KCSE QUESTIONS ON THE TOPIC

Imaginative Composition (compulsory) (20 marks)

Either

(a) Write a composition to illustrate the saying.
"Truth will always set you free"

Or

(b) Write a story beginning: The birds had already started their morning songs, and here I was whether... wondering

Imaginative Composition (Compulsory) (20 mks)

Either

(a). Write a composition beginning with the following sentence.
When I left home that bright Sunday afternoon, I did not realize that the events of

Either

a. Write a composition ending with the words: "it then dawned on me that perhaps this is why I had been born" (20 mks)

or

b. Write a composition agreeing or disagreeing with the statement, "A good name is better than riches" (20 mks)

ESSAYS BASED ON TEXTS

PAST KCSE QUESTIONS ON THE TOPIC

The Optional Set Texts (20 marks)

Answer any one of the following three questions.

Either

(a) The Short Story

Macmillan (Ed.), Half a day and other stories
With illustrations from Fatmata Conteth's short story "Letter to my Sisters", show how traditions have been used to oppress women.

Or

(b) Drama

John Ruganda, Shreds of Tenderness
"During a civil war, those who flee their country suffer as much as those who remain behind."
Drawing illustrations from Ruganda's Shreds of Tenderness, write an essay in support of this statement.

Or

(c) The Novel

Velma Pollard, Homestretch
Write an essay on ways of encouraging "domestic tourism" drawing your examples from Velma Pollard's Homestretch.

The Compulsory Set Text (20 marks)

(a) Ngugi Wa Thiong'o, The River Between
Drawing illustration from Ngugi Wa Thiong'o's The River Between, write an essay on the challenges of reconciliation.
The next few days would completely change my life.
Or
(b). Write a story to illustrate the saying: "Experience is the best teacher."

The Optional Set Texts
Answer any one of the following three questions
Either
(a) *The short story*
Macmillan (Ed), *Half a Day and otherstories*
Drawing your illustrations from the life of Mme. Lady in Wangui wa Goro's "Heaven and Earth" write an essay on the saying "All that glitters is not gold".
Or
(b) Drama
John Ruganda, Shreds of Tenderness
Illustrating your answer with examples from *shreds of Tenderness,* write an essay entitled: "The effects of coups d'etat".
Or
(c) The novel
Velma Pollard, Homestretch
Write an essay illustrating the following saying: "In love, all is well that ends well, "refer to Homestretch for your examples.

Optional set texts
Either
(a) The Short Story
Half a day and other stories. Using illustrations from Nawal El Saadawi's "Solitude". write a composition about dehumanizing prison conditions.
(20 marks)
or
(b) Drama
Shreds of Tenderness
Write a composition on the problems of jealousy among siblings. Draw your illustrations from John Ruganda's Shred of Tenderness. (20 marks)
or
(c) The Novel
Velma Pollard, Homestretch. Write a composition on the causes and effects of migration from developing to developed countries. Refer to Velma Pollard's Homestretch for your illustrations. (20 marks)

1. "Dr. N'damba is a victim of alienation rather than a fighter for women's right." Discuss this statement using illustrations from the story "letter to my sisters" by Fatmata content.
2. Using illustrations from the story "Against the pleasure principle" by Saida Hagi Dirie Herzi, write a composition on the place of traditional cultural practices in the modern world.
3. Mme lady was a woman liberation activist by circumstances but not by choice. Discuss.
4. How does the author use satire to bring out the problems that affect Africa in the story" who cares about the new Millennium?
5. Highlight the tragic events in both "A meeting in the Dark" and "the martyr"
6. Highlight the significance of the titles in the stories, "Half a Day", "The martyr" "Heaven and Earth" and "Breaking loose".
7. How is the role of women brought out in the stories "on the market day" and "Breaking loose?
8. Money cannot buy happiness. Argue for or against this statement basing your argument on the story "money man"
9. "John is solely to blame for Wamuyu's death. Discuss.
10. Mention any story you like in the anthology. Briefly say why you like it.
11. Discuss the use of style in the story "the town"
12. Comment on the use of satire in "The Town" and "money man"
13. Female genital mutilation (FGM) goes against the principle of pleasure. Using Saida Hagi -Dine Herti's story "Against the pleasure principle: Explain why FGM should never be carried out on women.
14. Using Eneriko Seruma's Story: The town" contrast the town and rural life as seen through the eyes of the villager.

ANSWERS
OPTIONAL SET TEXTS

. (a)
- Define tradition
- An established custom or practice
- Practitioners may claim that the custom has divine authority
- Traditions are usually influenced by and or subscribe to religious beliefs, (ii)
- The society expects women to have higher moral standards than men
- N'damba and her sister are expected to uphold the family name.
- When Nkodo Shaifu gets children out of wedlock Baba is not offended. In fact, he is happy he has grandchildren but his daughter Ajara nearly dies procuring an abortion because she does not want to dishonour the family.
- Women are denied freedom of movement.
- N'damba and her sisters have to be ccompanied by their younger brothers when they go out of the home. N'damba's father does not allow her to move into the house that the hospital has provided for her. Traditions require that unmarried women be under the custody

of their fathers while married women be under the custody of their husbands. At no time are they expected to be on their own, minding their own business!

- The society denies women freedom of association and choice. N'damba cannot have a boyfriend. Her brother even reads her letters. Women cannot even choose their own husbands. N'damba, for example, is being forced to marry Alhaji Hamsu's son, as a third wife!
- As far as traditions are concerned, "girls should get married and have children" The society believes that women do not know what is good for them.

(iii)

- The traditions allow men to harass women and molest them physically, even better them.
- Uncle Bardara beats his wives for very flimsy reasons.
- Alhaji Hamsu's son beats his wives and children with efficient brutality.
- Baba forces mama to grow fat because he loves fat women, although it is unhealthy to be overweight.
- Yaano's ordeal; she is called a witch

(iv)

- Women are not free to wear what they like.
- N'damba cannot wear her trousers.
- Her sisters admire her clothes but they cannot wear them.

(v) Society restricts women's access to formal education; medicine is seen as a field dominated by men.

Conclusion

- Traditions are used to a large extent to oppress women (accept any other valid conclusion)

(b) Introduction

- The introduction should show awareness of the two reactions to a civil war: those who flee and those who stay on.

(i) Those who flee their country suffer a lot because they get alienated from those they love. In the same way, those who stay on are alienated from those who flee. As Odie says, "BROTHER a nice and endearing family word full of warmth.....and shreds of tenderness.....But guerrilla guns have put holes into it" (pg 140)

(ii) Civil war brings fear and uncertainty to both those who flee and those who remain. When Wak gets back, he is afraid; he has to take Vodka to steady his nerves, and when he knocks at the door, his brother Odie is" shocked and petrified" (pg 77). There is fear and suspicion, (pg 80-81) There is perpetual fear of one losing one's job.

(iii) Civil war brings about mental/ emotional torture to both groups. Those who remain are tortured by the constant shooting and killing: those who flee are Tortured by the risks in the paths of escape, (pgs 28, 116, 80-81, 103, 107, 13)

As Stella puts it, the refugee on his path of escape crosses the river with "croc~ in tf~ river and guards at the bank. Guns at the ready" (pg 86).

There is also the barbarism refugees suffer in a foreign country, (pg 93)

(iv) Both the 'stayees' and the 'returnees' suffer from the breakdown of social structures, which lead to escalation of crime and social evils. In the home country this is a direct result of the civil war; in the country of refuge as a result of the influx of refugees, (pg 33, 105)

- Lack of food
- Lawlessness
- Queuing for basic commodities.

(v) Civil war leads to the erosion of social structures and the breakdown of family ties. In **Shreds of Tenderness** the civil war fuels minor sibling conflict between brothers, and this affects both the one who left and the one who remained, (pgs 118, 55-57, 20-21, 23-24)

Conclusion

The conclusion should round the essay by emphasizing that those who left are not "unforgivable cowards and deserters" (pg 15) as Odie says. They are bold enough to to know that they are more useful to their country alive. They suffer in the same way.

(c) Introduction

The introduction should provide a definition of "Domestic Tourism" - local residents visiting tourist attractions within their country. Residents get to know their country and appreciate what their country has to offer. - the scenery, the flora and fauna, the foods and cultures, name it. They thereby contribute to their Economy and help in or appreciate conserving of their national heritage and local means, There are various ways of promoting this form of tourism.

(i) One way of encouraging domestic tourism is getting people to team up to enjoy Available facilities. There is more fun for groups than for individuals, loners, Charley and Myrtle in **Homestretch** encourage David and Edith to visit the "Milk River Bath". They enjoy the 'stretch' to the river together (pg 9-1 7). David enjoys it so much that he contrasts it with the inaccessibility of such a facility in England. "A luxurious thing like 'stretching your body and stretching your limbs in some medical water doesn't have a place there (England) pg 16. He concludes "I believe I am going to want to come again" Pg16.

(ii) Building patriotism- Pride in one's own country is another way of encouraging local tourism. Brenda came to Jamaica to "find her Jamaican self" pg 51. pg 88 Brenda felt one again with Jamaica and when this was accomplished, she was Proud of her country and marketed its facilities abroad through her correspondence (pg 185). The same thing happens to David, Edith and Anthony. They are

happy to be back home. Laura encourages Anthony and Brenda to visit the country (pg 131)

(iii) Publicizing local events that can attract tourist attention. After Brenda writes a feature on "Heritage Week "in Jamaica, there is a change not only in her but also in those "West Indians" who read it. (pg 137, 109, 185, 93, 94)

(iv) Domestic tourism can also be encouraged by creating networks with locals who are overseas. In **Homestretch** Brenda organizes trips for young people, "British of Caribbean parents" to enjoy "independence week" in Jamaica. David and Edith become part of the network.pg 114-11 5.

(v) Fundraising to sponsor and support domestic tourists can also enhance the

Venture. This may be in the form discounted rates for locals. In Homestretch, Brenda, Laura, and Anthony raise funds to sponsor the youth club to tour Jamaica, (pg 11 5, 1 85). The success of this venture is crowned in the shortest Chapter in the book (pg 188) which has given the novel the title **Homestretch** David and Edith use their pension to encourage domestic tourism (pg 11 5)

(vi) Taking time to explore what is available in one's country also creates appreciation and interest in domestic tourism. After her tour of Jamaica with Anthony, Brenda writes back to Laura about the attractions of Jamaica (pg181). This experience turns Experience turns Anthony into a domestic tourist.

Conclusion

The conclusion should provide a summary of the efforts of encouraging domestic Tourism.

ANSWERS

OPTIONAL SET TEXTS

(a)

Must be a story, if not, deduct up to 4 marks.

The story must illustrate the saying. Either how truth / truthfulness releases one

From guilt or can exonerate one, or how lying or distortion of truth or deceitfulness. Can plague one with guilt or even lead one into trouble not only with other people, But also with the law. Either way, the story must naturally lead to or emanate from the saying. If merely a philosophical discussion, treat as irrelevant and deduct up to 4 marks.

(b)

Must be a story. If not deduct up to 4 marks. Must begin with the given sentence. If not deduct 2 marks. Candidate must present an approach -avoidance situation they are involved in. On the one hand they planned to rise early and execute a plan or set out on A journey. On the other hand doubts and hesitation have set in. The candidate

must show what it is they planned to do and why the "wondering" and how or what they resolve it (to do). If not, treat as irrelevant.
N.B
Kenyan English is acceptable; A number of words and expressions are understood and currently used by all Kenyans. They can be therefore used by all Kenyans. They can be therefore used in essays without need for quotation marks or explanations. They include among others; panga, rungu, shamba, murram, Matatu, wananchi,ugali, madarasa,harambee,matoke/manaendeleo ya wanawake
Salaam, ayah, askari, debe, duka, nyayo, boma, sukumawiki, goat party, manyatta, magendo Etc.

Drama

John Ruganda, Shreds of Tenderness

- The first instance of "play within a play" is the re- enactment of the ordeal refugees faced at the border crossing, (pg 87) walk (a local policeman on the beat) roughens up Stella (a fugitive refugee):

  Stella: Sorry Bwana, I did not get you. Sir Wak: .....Are you queer or something? Where are your papers? Your ID, you idiot?

- The play within a play shifts to the immigration office, manned by Odie, a police constable and headed by Wak. (pg 88)

EFFECTIVENESS

- Gives us (readers) background information on the reasons behind the political crisis in the country, i.e. a regime change that forced many to flee.
- Enhancement of theme of social (sexual) immorality; the refugees' privacy and dignity is violated.
  - At the immigration office the constable sniffs on Stella's legs " like a dog on heat"
  - The police officer tells the refugee that they (only policemen) were to search on the lady (refugee). He then asks his colleague whether he is ready for a quickie.
- Theme of violence, and Brutality; the constable kicks the refugee and she howls in pain
- Characterization; the police officer is portrayed as immoral/ promiscuous- he makes sexual advances on Stella (the refugee)

Another instance of play within a play is when Stella acts out the part of Othello and Odie, that of Desdemona (pg 50-51)

- Othello kissed and strangled "his soul's joy" the venation pear Desdemona. He (Othello) was maligned by Lago who convinced him that Desdemona loved Bocatio, Oi.tello's lieutenant;

EFFECTIVENESS

- The theme of violence and brutality is enhanced: Othello kissed and strangled Desdemona.
- Theme of Revenge; Lago got punished, after he maligned and rained Othello's marriage to Desdemona. Othello strangles Desdemona and later kills himself

- Characterization; Lago is portrayed as treacherous, Lago capitalizes on the absolute trust best wed on him by Othello to plot to ruin him by persuading him that Desdemona was unfaithful.
- The final instance of play within a play is where Odie takes up the role of Boss (M.G.AIi) while Stella takes up the role of a subject (pg 43)

EFFECTIVENESS

- Boss is portrayed as murderous since he orders Stella to kill her mother for demanding to know the whereabouts of here.
- He is also brought out as authoritative. He tells Stella; "Doesn't matter whether the entire army or the entire blasted country has joined the enemy or not. Just do what you are told to do.
- The theme of violence and brutality is enhanced. Stella appeals to Boss to spare her mother's life by saying (pg 44) "Already thousands and thousands have died. We can afford to be magnanimous.

The Novel Velma Pollard. Homestretch

- Laura's father deserts his family and Laura is singly brought up by her mother. When her mother dies, David and Edith take up parental responsibility for Laura's custody, education and other needs like their own child.
- Laura love David and Edith and in return they love her.
- David and Edith feel that those men who feel that a woman without children is mule are ignorant (pg 34)
- Edith has a strong sense of motherliness and is generous.

N.B

Students must clearly give indicators of the relationship between children and their step parents.

KCSE: ENGLISH PAPER 3

1. Creative Composition Either
   (a) Write a composition illustrating the saying: "Honesty is the best policy". Or
   (b) Write a story beginning:
   I had never found myself in such a situation before.....

2. Optical Set Texts
   Either
   (a) The short story
   Macmillan (Ed), Half a Day and other stories
   Using illustrations from the story 'The Town' by Eneriko Seruma, write an essay on the characteristics of Towns people as seen through the eyes of The Villager.
   In a paragraph, say whether or not you agree with The Villager.
   Or
   (b) Drama
   John Ruganda, Shreds of Tenderness

There are several instances of "Play' within a play" in John Ruganda's Shreds of Tenderness.
Write an essay describing any three such instances and indicate how they contribute to the play.
Or

(c) The novel
Velma Pollard, Homestretch
With illustrations from Velma Pollard's Homestretch, write an essay on the relationship between children and their step-parents.

2. (a) The short story
Half a day and other stories

- Despite her being pleasant, assertive and apparently happy in her marriage, Mme lady is a victim of domestic violence.
- Her husband Kimanja who is rich seems to love her because he collected her from church and patiently waited for her to finish up her activities in the church where she seemed to have great responsibilities and influence especially among the women.
- Despite Mme ladies confident and happy demeanor; she is distressed and imprisoned in an unhappy marriage she cannot go back to her parents owing to a very high dowry paid for her which they cannot repay.
- She also suffers silently in order to keep her reputation as well as that of her husband intact.
- The church is supposed to offer a sanctuary (safe heaven) of consolation for the many problems women face, but it turns out that the vicar is insensitive to this as his sermons revolve around the need for women to submit to their husband. This aggravated the problems the women faced.
- Divorce or separation were not allowed in Mme lady's society , apparently as a means of maintaining marriages This had the negative effect of making women suffer in the hands of their husbands. The vicar felt that he could not condone her leaving her husband no matter what the circumstances.
- It is ironical that the women hold Mme lady in very high esteem which she enjoys. Her patronizing nature makes the women depend on her for advice, help and leadership. They felt they could do nothing without her. The truth is that she is very vulnerable beneath the reassured demeanor.
- Even though Kim seems to adore his wife, it is just a facade meant to hoodwink people. It is just a show off.
- He does not allow his wife to go anywhere, least of all the church without supervision. He also beats her.
- Mme ladies apparent arrogance and show off behaviour is a defence mechanism as she tries to assert herself in the society without the timidity which is typical of women in her society. For instance she comes to church late and makes distractions to the congregation in actual sense she is kind, generous and sociable. For

instance on Sundays after church she welcomes people to her house, even the vicar whom she doesn't like.

(b) Drama Shreds of tenderness

Introduction

Reference should be made to the untold suffering and loss of human life in addition to wanton distraction of property as a result of coups d'etat. Mention should be made to the illegality of coups d'etat since they involve violent removal from office of legally and constitutionally elected governments. Examples of countries that have experienced them can be given such as Nigeria, the Comoros Island and Uganda where the play is based on during the murderous regime of Idi Amin.

1. <u>Violence</u>

- Papa was slain by the regime.
- Odie was brutalized by soldiers and he broke his skull.
- A platoon drunk and lascivious raided Stella's school one month to exam time and plundered on the school and left behind a piteous wreckage and ruins and school girls whispering for life.

2. <u>Fear</u>

- A state of fear and insecurity is evident in the general population. An explosion from outside makes Mr No fear - no favour duck underneath the table with wet pants. He locks himself in a toilet from where Wak will pick him with a friend.
- People become fugitives. For example the SRB come looking for Wak to kill him. He is almost killed by the soldiers at the boarder.

3. <u>Education</u>

Semi - illiterate personnel take over governments lectures run away for safety, thus resulting in brain drain.

4. <u>Economy</u>

- The economy is ruined and property destroyed.
- Basic commodities become scarce and citizens have to queue for long hours.
- There is inflation and lack of basic amenities e.g. Good sanitation.
- Economic growth is retarded as investors run away for safety.
- Property is grabbed by greedy people who take advantage of absentees.

5. <u>influx of refugees</u>

Few people escaped when soldiers on guard were taking a nap at night and managed to escape crocodiles while swimming across a river even though they carried a stench from miles dazed.

(c) The Novel

Velma Pollard, Homestretch

- Edith and David reveal a strong marital love that strengthens and is supportive. Despite the difficulties of England they come back home still caring for each other. Their deep love sees them through hard times, keeps them happy and makes them productive members of the community.
- Their love transcends the traumas of immigration, David's sickness and lack of children.
- Upon their return to Jamaica from England, Edith and David loceive a warm welcome from their niece, Laura and their former friends, Charley and his wife Myrtle.
- The support of Laura and their friends help the returnee family to settle quickly and David's tiredness and sickness abates. They resettle in their old village, woods, and are soon re -integrated into it, becoming an asset as they revive and star*- community projects to improve life in the village.
- Friendship and love on the part of Anthony and Laura enable Brenda to re - settle and heal at home after tumultuous experience in England. Laura opens her eyes to the possibilities of home: Its beauty, its remarkable history, and its rich heritage. Anthony on the other hand takes her on a tour of Jamaica and interesting and entertaining places around Kingston.
- Patriotism or love for one's country is important knowledge and appreciation of one's country historically, geographically and culturally makes progressive. Laura and Anthony love their country passionately. Anthony is portrayed as a modern liberated man who is proud of his race and identity. His positively impacts heavily on Brenda, Laura knows and loves Jamaica, she helps Brenda to discover it and love it too.

PAST KCSE QUESTION ON OPTIONAL SET TEXTS

(a) The short story.

Half a day and other stories.

1. Introduction (2mks) - In the introduction, prison conditions should be talked about in general.

- An attempt should be made to define the term "dehumanizing" **(2mks)**

2. Body (12 mks)

- In Nawal's story: "solitude", the inmates are deprived of privacy. For example they are forced to relieve themselves in the full view of everybody. This is humiliating.
- They are also deprived of silence and solitude. For instance; the author is denied the solitude he craves for by the constant quarrelling between Boduur and her colleagues or by the recitation

of the Qur'an by the same Boduur. Fawqiyya's discussions do not help the situation either.

- The inmates are not allowed to develop their talents. The author has to write under very uncomfortable and secretive conditions. She sits on an upside down Jerry can next to the toilet when everybody is asleep. For paper, she is forced to use a tape-like toilet roll which she places on an aluminium plate.
- They are also denied the opportunity to communicate with their loved ones, no matter how harmless the communication is. Against prison regulations, an inmate is subjected to a body search, and when .an innocent letter to her family is found, the prison authorities become very angry. They claim that somebody illegally possesses a paper and pen in the cell.
- This leads to an attack on all the inmates during which their personal belongings and bedding are searched. Worse still, they are stripped off their higaabs, nigaabs and cloaks. This is an affront on their dignity and decency as Muslim women.
- Any form of protest, justified it may be, is met with brutality. During the search, the hair of one of the Munaqqabas is uncovered in front of male prison administrators. This is an abomination to a Muslim woman. When she protests, she is thrown into the disciplinary cell and beaten thoroughly.
- She is gravely injured on sensitive parts such as her head, neck and spine. Out of malice, her tormentors even crash her glasses, rendering her practically slightness. Indeed Fawqiyya states that protesting in anyway will only invite more repression.

3. Grammar and Presentation (2 Mks)

4. Conclusion (2 Mks)

The prison conditions outlined in this story are illustrative of conditions in prisons in most of the developing world. Whatever gains may have been made in some countries have not invalidated this presentation, fn fact, in male prisons and remand homes, apart from the brutality visited on inmates by prison warders, fellow inmates molest and even sodomize other, especially new inmates, (give a summary of the main aspects raised)

(b) Drama

John Ruganda, Shreds of Tenderness

1. Introduction

Jealousy occurs when;

- Parents show open favouritism towards some of their children, and when those who are not favoured know it.
- There is conflict between step-children caused by the realization that they belong to different mothers / fathers.
- One child does better than others in school and especially when the parents declare some of their children as heirs to the exclusion of others.

2. Body (12 mks)

- Odie in John Ruganda's Shreds of Tenderness harps on the fact that Wak, whom he hates, is only a step-brother, and that they were born of different mothers (Pgs 12, 13, 15, 23, 31, 60, 57-8, 35-48-9)
- Odie dislikes Wak because, according to him the latter was their father's favourite (pg 30, 65, 120)
- Stella their sister is left out of all these arrangements, and although she is not portrayed as being jealous, under different circumstances she could have been. John Ruganda's play is silent on the issue of women's inheritance of their father's properties) pg 20, 73
- Odie is jealous of Wak because of the relative comfort they lived in exile as refugees and what settlement they are entitled to in order to return home. (Pg. 12, 15, 73, 76, 83 - 4)

(c) The Novel (20 Mks)

Velma Pollard – Homestretch

1. Introduction (2 Mks)

• An overview on developing countries and the problem of migration as caused by:
  - Poverty
  - Poor infrastructure e.g. bad roads and lack of electricity.
  - Unemployment leading to a search for jobs in developed countries. - Under employment and poor remuneration in developing countries. - Search for educational opportunities
  - Examples from Kenya - migration to the US, the UK, and other European countries. (2 mks)

• Pollard's novel, homestretch is about Jamaicans migrating to the UK and the US and coming back.

(i) Poverty

• Jamaica itself is depicted as a poor, developing country, with bad roads and generally a poor infrastructure. It exports bananas to the developed countries, but this industry is under threat because of the competition from Latin America. Besides, the banana industry is now monopolized by the rich; the small - scale farmer has been squeezed out (P 18, 21 - 22, 39, 150 - 157)

(ii) Employment

• Uncle David and his wife Edith migrated to the UK and lived and worked there for 30 years -David doing menial jobs and Edith working as a nurse 9P6, 28 - 29)

(iii) Exploitation / overwork

• When the novel opens, the two have just returned to Jamaica, David is in a wheel -chair, having suffered a stroke in the UK (P 6 - 8, 28 - 29, 32)

(iv) Loneliness and Racial Discrimination

• The two are happy to be back after 30 years of loneliness and racial discrimination in the UK. (P 31; 32 - 33) Others come back mad (P. 20)

(v) Education

• For her part, Brenda goes to New York to live with her father and to get a supposedly better education. But in the US, she is subjected to a culturally biased curriculum and although she is basically bright, she does not do so well in junior high (P 55, 66, 69, 73, 89, 177 - 78)

(vi) Good life

• Many people wanted to go to the USA as it promised good life for migrants. The author says, everybody wanted to go to the states (P. 55 - 56)

Effects (6 mks)

(i) Exploitation / overwork

When the novel opens, the two have just returned to Jamaica. David is in a wheel - chair, having suffered a stroke in the UK, others die because of being overworked to the point of death (Pg. 6-8, 28 - 29; 32)

(ii) Loneliness and Racial discrimination

The two are happy to be back after 30 years of loneliness and racial discrimination in the UK, (Pg. 31; 32 - 33) others come home dead (Pg. 20) -Avis, Mrs. Beth's daughter and Mrs. Gerald's son.

(iii) Culturally Biased Curriculum

Although the blacks go out for education, they are subjected to a culturally biased curriculum. In the US, Brenda is subjected to a culturally biased curriculum and although she is basically bright, she does not do so well in junior high. (Pg 58 - 62) Diagnostic and placement tests.

(iv) Discrimination in UK

Brenda follows her father to the UK and encounters another brand of racism. British racism is depicted as being more covert. As for fellow Jamaicans, they resent her because she speaks with an American accent (Pg. 75 - 77; 88 - 89; 137)

(v) Discrimination at Home

As a result of these experiences, Brenda has been radicalized to the extent of being bitter and hypercritical, even towards her homeland Jamaica. She suffers intensely from a feeling of rejection (Pg. 51 - 54; 88 - 89)

(vi) Sense of Solidarity

Because of racism, migrants from the black world develop a sense of pan Africanism. In the novel, Brenda falls in love with Milton, a Nigerian student in Britain. Their passionate and enduring love creates the African connection in the Black Diaspora (Pg. 102 - 106; 114; 1 59) Any 2 effects, 3 mks each

Conclusion

Any appropriate conclusion (2mks)

Grammar and presentation (4mks)

HALF A DAY AND OTHER STORIES

1. What are the features that enable the writer to reveal the miseries in John's life in the story, "Meeting in the Dark" by Ngugi wa Thiongo. (20 marks)
2. Female genital mutilation (FGM) goes against the principle of pleasure. Using Saida Hagi-Dirie Herzi's story, "Against the pleasure principle/' explain why FGM should never be carried out on women. (20 marks)
3. "Society places great expectations on women," with reference to Wangui wa Goro's Heaven and Earth", write a composition in support of this observation.

(20 marks)

4. Imagine you are John and you have planned to meet Wamuhu later in the evening to persuade her not to reveal her pregnancy to her parents. Basing you answer on Ngugi wa Thiongo's "A meeting in the dark/' write a composition on what you would do to ensure that this remains a secret until you leave for college.

ANSWERS:

HALF A DAY AND OTHER STORIES

1. (i) Internal Monologue
   - Fear for the father e.g. "I John a priest's son respected by all ..... will fall to the ground. Pg 44. - Why does he torture me?
   - Thoughts - e.g. contemplates to marry or not e.g. why not marry her? She is beautiful. Pg 45.
   - Expresses his feelings - confusion and hatred - for Wamuhu pg. 31. I hate you I hate you. You trapped me”.....
   - He reveals his desperate nature e.g. why don't you marry her?

   (ii) Dialogue

   Between father and son
   - Fear created by father to the son.
   - Intimidated to the point of becoming miserable.
   - Forced into things he doesn’t want hence getting confused and feels alienated.

   Between John's father and mother
   - Reveals their past and the fact that John was conceived out of wedlock before conversion to Christianity. This leads to the harsh treatment the boy gets as the father tries to rub out the fact.

   Between John and Wamuhu .
   - He is unable to make the final decision. As he tries to postpone solving the problem, it keeps eating into him causing him more misery.

   (iii) Dream
   - This is a premonition
   - The boy has been brought up using an alien culture: he is also inclined to the tribal ways of life. This denies him identity and he is torn into nothing.

   (iv) Flash back
   - Reveals John's internal conflict e.g. does he know?

- Reveals his confused status.
- Reveals his desperate situation - "why do you ask me?"
- Self pity (pg 41) what right have you to know where I was?
- His lack of self confidence- "Would he have gladly changed places with them?

(v) Suspense

- It is persistently maintained.
- The parents have been kept away from the truth. This keeps John in constant fear of what will happen when they learn of Wamuhu's condition e.g. "why does he not at once say he knows?"

2. Female genital mutilation (FGM) should not be carried out on women because;

- It violates the right of women - once done without their consent e.g. Rahma hated the act done on her when she was only four years - she says none of her daughters will be circumcised.
- It's painful - parts of female genital are cut without anaesthesia - Rahma screams and then passes out. She remains unconscious for sometime. She experiences pain when passing urine. Rahma is stitched with a thorn.
- Its humiliation/ridicule - one gets ridicule by societies that do not practice it e.g. Hawa -in the US - is asked and bothered with questions e.g. whether it was an operation for cancer or something.....
- Difficult childbirth:- Rahma's mother worries if doctors are experienced enough to handle circumcised women. To her mother, that would mean trouble for her when she was going to have a baby.
- FGM denies women pleasure during the sexual performance. The title "Against the pleasure principle."

3. - With regard to dress, the vicar says: women shall adorn themselves for their husbands." (Meaning that there are standards to please their husbands)

- In the church, women are expected to hide beauty under their head scarves. Mme lady is tempted to knock off one of the women's heads and expose the beauty. The pastor preaches that men and women in the community have different roles as designed by God and that we were men's helpers, to obey and be humble as "designated by their biology".
- During church functions, the women were expected to volunteer their services to ensure success. The women appear "lost and aimless" without Mme lady when she does not appear to lead them and bring the Napkin and cutlery.
- The Vicar's sermons are biased against women especially when the he says men have sustained their homes and are a blessing, yet Mme lady thinks it is not that simple since they undergo a lot of suffering which they tolerate silently. They cannot speak out especially about domestic violence. Women are not expected to draw

attention to themselves as Mme lady does when she enters the Church late to the seats in front and appears to bask in her importance among the women. She loves "the feeling of being useful, valued and wanted," yet this creates conflict with the Vicar thinking she is creating another centre of power attraction in his church.

- Wives like Mme lady are expected to cook for their husbands. In fact, even the pleasant women think that men cannot cook and hence provide the Pastor with meals. Women are expected to bear children once married and hence Mme lady feels she has contributed to her husband's frustrations when he beats her up.
- Again society would judge a woman harshly and cannot allow women to go back to their father's house since dowry is paid. Mme lady feels that "they would blame me. They think I'm spoilt and that is my fault."
- The women turn to the church to escape Their problems and it cannot offer solutions since the Vicar is not living in the real world. Mme lady tells him that he has never been married and does not know what it is like for women. It is only when he encounters Kim beating Mme lady outside the church that he awakens to the reality of domestic violence.

4. <u>Points to Consider</u>

- Ensure that Wamuhu does not let out her secret until you have worked out a solution together.
- Convince her to remain evasive to her parent's inquiries.
- Offer her tangible solutions in the face of demands that she must explain who impregnated her.
- Promise to marry her as soon as you complete your studies.
- Promise to support her bring up the child now that she will be a single, unmarried woman.
- Find a way of letting your parents know about the pregnancy and convincing them it was an accident.

NB

Allocation of marks is based on how tangible, realistic and convincing the points advanced are.

1. Shreds of Tenderness

John Ruganda: Shreds of Tenderness describe the problems faced by refugees in the play.

2. Shreds of tenderness

Wak is more of a patriot than Odie despite the fact that he went on exile. Discuss this observation in the view of the conduct of the two brothers.

3. Shreds of Tenderness

"Without Stella, Wak and Odie would kill each other." Citing examples from the play, support the above statement.

4. Shreds of tenderness

(a) How successful is the playwright in using play within a play?

(b) "Military coups have done a lot of harm in African countries." Discuss.

5. Using the experiences of the characters in the novel, Homestretch, write an essay on the effects of studying in a foreign country.

6. Using the character of Brenda in Homestretch, write a composition to show how early life experiences influences a person's view of reality.

7. Using the characters of David and Edith in Velma Pollard's Homestretch, write a composition to illustrate the truth of the statement, "One is never too old for community service."

ANSWERS

1. Shreds of Tenderness.

Problems faced by Refugees

(a) A refugee's escape into the host country is dangerous/torturous e.g.

- He has to wait till the heavily armed guards collapse with drink before he can risk crossing the border. He goes without bathing for even a month.

(b) - Refugees live in abject poverty/inhuman conditions in a host country e.g.
congested tents/tattered shacks – the only accommodation offered by UNHCR.

- They have to do with inadequate food offered by reluctant donors.
- There is lack of water for bathing, only for drinking hence there is overpowering stench and sweat.

(c) - Harassment by security agents/Immigration officials/spies from refugees'
countries.

- They hound refugees with guns to catch or kill him.
- Female refugees are sexually harassed if they lack proper identification papers on mere suspicion, by being subjected to a bodily search by male officers who demand sexual bribes.
- They are abused by the officers e.g. "you idiot.....

(d) - Harassed/humiliated/abused/degraded shown open hostility by host
citizens.

- Women refugees are harassed (sexually) e.g. "if you are a woman, every blinking idiot wants to paw you."
- In working places, the refugees, dignity is lowered e.g. shouted at, not appreciated and constantly reminded that one is an alien, associated with cheap labour, hunger and deprivation.
- If a refugee is employed, one always lives in perpetual fear of losing one's job.
- In social places e.g. bars, one is isolated often ordered to go home.

(e) Sabotage/plundering the economy by siphoning maize, coffee and tea out of the country.

- They are accused of spreading venereal diseases and robbing banks in broad daylight, murders, forgeries, impersonation, hoarding and smuggling.

f) The refugee is lonely and uncertain.

- In social places, the refugee sips his drink alone quietly.
- He is uncertain where to sleep, eat or what fate has for him and family.
- Often contemplates suicide.

a) Back home, the returnee (former refugee) is treated with suspicion and open hostility.

b) The refugee is blamed for all manner of ills affecting the host country. Odie suspects Wak to have returned in order to inherit the family property e.g. the family house, the Nile Apartments and the family land. When Wak accuses Odie of this, Odie doesn't openly deny it.

2. Wak is more of a patriot than Odie despite the fact that he went on exile.

Wak is patriotic because:

- Came back to his country as desecrated and dilapidated as it was.
- Is now ready to safeguard citizens' rights to stay in their own country.
- He had actually been forced to go to exile-learned that police were looking for him.
- He really missed his country while he was in exile.

Odie is unpatriotic because:

- He betrayed his own father to the securities of illegal government.
- He betrayed his own brother to the same security forces.
- He faked the death of his own brother to inherit his wealth.
- He passively lived under unconstitutional government.
- He turned against those who would have liberated the county.

3. Without Stella, Wak and Odie would kill each other.

- Stella stops Odie from concentrating on his experiment on ants which he started when his half brother Wak came from exile.
- She insists they are brothers; it’s only that they have a different mother.
- She welcomed Wak home.
- She separates them when they go for each other violently.
- She suggests for a drink so that they wipe out their memory and settle.

4. (a) How successful is the playwright in using play within a play?

i) Odie and Stella slide into, subject leader roles.

- Odie talks to a senior officer on phone.

- Odie acts as a constable and Wak as his boss, Stella acts as a refugee.

ii) It develops characters

- Odie is dictatorial, cruel, and authoritative.
- Police (Odie) is cruel and immoral same as Wak as boss.
- Stella as a refugee is abusive. She calls Wak and Odie as sniffing like a dog on heat.

iii) Develops themes.

- The theme of betrayal, when Odie calls a senior government officer giving information about Wak lecture on democracy. The themes of immorality and dictatorship.

iv) Develops style

- Odie as an informer says how Wak gives a lecture about Boss (leader) selling staple food to South Africa, has built a skyscraper and carries out slave trade. This is irony.
- There's allegory - characters represent virtues and vice e.g. cowardice (Wak) peace making (Stella).

4. (b) Military coups have done a lot of harm in African countries/'

(i) **Refugees Crisis**

- People like Wak run away from their home country to seek asylum in a neighbouring country.
- The process of seeking or becoming a refugee is dehumanizing e.g. flashback at the entry point between a run away woman and the askaris.
- Refugees become a liability to the host country when they compete for limited resources like food, women and job opportunities making the citizens bitter.
- Refugees may not get any way of contributing to the country's development for lack of work permit and hence they are wasted resources.

International aid that could be used to better people's living standards is used on them.

(ii) **Bloodshed/human suffering/torture/insecurity.**

- Coups may involve killings, murder etc like Wak's father.
- Torture victims are many e.g. Odie's scar.....
- Citizens are subjected to inhuman treatment e.g. many crippled, left homeless etc.
- People fear and cannot walk freely. They escape to be refugees.

(iii) **Family break-ups/Rivalry**

- Refugees have to leave wives and children as seen in the incident in the bar between Stella and Wak.
- Wak runs away leaving Stella, a sister he was close to.
- His father died and he never was present for the funeral.
- Brothers and relatives take advantage of those away to disinherit them by declaring them dead e.g. Odie did this to Wak.
- Odie develops hatred for his brother, Wak, calling him a coward. He even wanted to kill him. This creates sibling-rivalry.

(iv) **Ruin economy/destruction of property,**

- After the coup, citizens queue for scarce basic needs for long hours.
- There is inflation.
- Investors and able men run for safety and this slows economic growth.
- Greedy men take advantage to grab property of absentees through forgery of ownership documents; individuals lose their wealth e.g. Odie .... Wak
- Jobs are lost, man power and skilled labour become refugees in neighbouring countries.

(v) **Violation of human rights.**

- Women are raped and children defiled by soldiers and those in power.
- Freedom of movement is denied by curfews e.g. Wak has to beat time home....
- No freedom of speech.
- Censorship.

(vi) **Psychological illness/anguish**

- The excess of the regime get into the people's nerves e.g. Wak is mad at the acts of his brother Odie to betray and insult him.
- Stella is made to agree with Odie's obsession for security/survival. Hence she goes through mental anguish.
- Odie is mentally sick and has a crazy obsession. He has been to a mental hospital.
- Refugee and the host citizens are stressing each other to breaking points e.g. the drunk who insults foreigners and screams to order them to leave.

(vii) **Ruins democracy/Bad leadership.**

- They suspend a democratic society and democracy.
- Leaders are not elected: there is dictator ship e.g. the struggle between Wak and Odie.
- It gets into people's way of life e.g. soldiers everywhere, presence of guns and they interrupt the continuity of normalcy.

(viii) **Guerilla Warfare/Armed conflict.**

- There arises rebellion/rebels to fight the government e.g. the one which Wak joins.
- Children are enrolled into this
- They bring presence of foreigners e.g. peace-keeping who exploit the situation.
- Counter coups may occur.

(ix) **Education/learning institutions are ruined.**

- Lecturers run away for safety e.g. Wak denying the country a service. ------ There is brain drain e.g. Wak.
- Semi-literate persons take over and cripple an effort towards intellectual pursuit due for fear..... Odie's hatred for the brother.
- Students enroll in Guerilla warfare instead of schooling.

5. **Effect of studying in a foreign country.**

- A learner should show awareness of the characters.

- Discuss the character's experiences while studying abroad, particularly Brenda.

Effects

- Isolation from home
- Discrimination in the foreign country.
- Loss of confidence in one's background.
- Undue influence by foreign values.
- Alienation.

6. **Early life experiences and how they influence a person's view of reality.**

- When we first meet Brenda in the novel, she is having a confrontation with customs officials at the airport and she is quite negative towards the officials. A lot of this can be explained when we look at her earlier life.
- Brenda moved to the US in her teens to live with a father she barely knew. She suffered harassment from Johnnie and her daughter at home, and she found a lot of trouble adjusting at school.
- She relocates to England and she has to readjust to another of her father's 'women' and to high school in a third country. 'She had no control over her life. She was tense at the thought of another adjustment to a different home and a different school.'
- She suffers prejudice at college because of being black and speaking in an American accent. She was shy and insecure but she appeared proud to the Jamaicans because of her accent.
- She tries to be different and gangs up with the Africans but she gets disappointed by her Nigerian boyfriend.
- At the end of it Brenda didn't have even one positive word to say about England.
- When we first meet her, her frustrations come out in form of anger, confrontation and unrealistic ideals. She is unhappy with the customs officer, with the drivers on the roads, and with the environment.

7. - Edith and David return to Jamaica after thirty years in England, old tired and in need of nursing, particularly David. At their old age and after such a long absence, it would be expected that they would hire a local nurse to take care of them, but the two of them bring life and hope to their neighbourhood.

- They bring excitement in the lives of charley and myrtle. They are made to appreciate being Jamaicans in Jamaica. ‘England was made for work when it comes to black people.... A luxurious thing like stretching your body and stretching your limbs..... Doesn't have ay place there.
- David and Edith are in the forefront in the renovation of the church; Edith is the secretary of the committee.
- They appeal to the ministry of education and to the university for assistance for woods basic school.
- Edith begins a feeding program for the pupils of woods school.

- David helps repair the school furniture and in the process becomes the woodwork teacher in the school.
- Edith gives home classes on house-keeping to the girls from woods school.
- She returns warmth to the church by training the girls to decorate ('dress') it.
- Their work in the community is part of what encourages Brenda to take interest in helping others.

Thus, is spite of their age, David and Edith bring a great change to their community.

ENGLISH MODEL PAPERS

ENGLISH PAPER 1

MODEL PAPER 1 101/1

Functional Skills

1. Functional writing

(a). Write a letter to the clerk of your local council complaining about the loud music in the bars near where you live. Indicate how residents spend sleepless nights due' to the loud music, and what you think should be done. (10 marks)

(b). Your family intends to go on holiday at Kilindi Beach Hotel. Write to the customer service Manager requesting for advance booking and transport charges. (10 marks)

2. Oral Skills

(a) Read the poem below and answer the questions that follow. Adam's song

Come live with and be my love
Come romp with me in Eden's grave
In unabated joy, not shy
But unbashed by nudity
Where you can bare - sans shame - your
breast
Until the fell forbidden feast
Thereafter I shall toil and sweat
To earn whatever bread we eat
And you, in bearing children, shall
Know pain and suffering
The fall will bring us sickness, death and
fear
Embarrassment and underwear
(For which fig.donates its leaf)
And poets who are surely deaf

Bob Mckerity

(i). Describe the rhyme scheme of this poem. (2 marks)

(ii). Other than rhyme, identify and illustrate two sound devices used in this poem. How effectively have they been used? (2 marks)

(iii). Which words would you stress in the first and last lines? Explain.

(2 marks)

(b). Underline the odd out in each set according to the pronunciation of the letter (s) underlined. (2 marks)

Sugar rough access arch

Measure entry cereals chin

Sure photograph set chemical

3. Grammar

(a) Replace the underlined words with the appropriate phrasal verb.

(4mks

(i). I was excited when I **accidentally** met an old friend in town.

(ii). The old market was **demolished** and a modern structure is being erected, (iii). He **maintained** a commendable performance in games and academic work.

(iv). He has **recovered** from a delimitating illness.

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

(i). I did not doubt his integrity

Begin: Not for

(ii). The thieves did not realize that the police had already surrounded the bank. Begin: Little

(iii). It was _____ for Ahoya to answer her boss (prudent). Use correct form of words in brackets.

(iv). Tom Mboya's _____ (shrewd) as a politician endeared him to both friend and foe. Use correct form of ' shrewd'

(c). Use the adjectives in brackets in their correct order. (3mks)

(i). I bought my mother _____ cardigan. (woollen, blue, large)

(ii). It is expensive to buy a _____ house.

(Stone, five- bed roomed, family, big)

(iii). Most people like the _____ bags, (stringed, brown, tea, Kenyan)

(d). Complete the following sentences with the correct adverb.

(i). Most prices in this shop have been revised _____ due to inflation.

goal is always

(ii). In football, an _____ disallowed.

(iii). I waited _____ for the winner to be announced.

ENGLISH PAPER 1(101/1)
MODEL PAPER 2
Functional Skills

1. You have applied for a job as the returning officer to the Electoral Commission of Kenya. One of the requirements in your application is a CV. Write your own detailed curriculum vitae.

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

Most people are poor listeners. Even when we think we are listening carefully, we usually _____only half of what we hear, and we retain even _____
Improving your listening skills can be helpful in every part of your life, including speech making. The best speakers are often the best listeners. The most important cause of poor listening is giving _____ to physical and mental
distractions. Many times we let our thoughts wander _____ than concentrate on what is being said. Sometimes however, we listen too hard. We try to remember _____ word a speaker says, and we lose the main message by concentration on details. In other situations, we may _____ to conclusions and prejudge a speaker without hearing out the message. Finally, we often judge people by their appearance or speaking manner instead of listening to what they say. You _____overcome these poor listening ____
by taking several steps. _____ take listening seriously. Think of listening as an active process and commit yourself to becoming a better listener. Second, _____ distractions. Make a ____ effort to keep your mind on what the speaker is saying. Third, try not to be directed by appearance or delivery.

3. **A song**

i). A pounding Song

At Kitili's home are herdsmen, both boys and girls
There are goats and lambs and cattle
Mwesya, do I not call you in my poverty?
I have no family, I have no mother
I have no relative to call upon
Death, I will not give him food nor water,
Seeing he has denied me my father and my family
E! Grinding!
Musyoka, I have no family, I have no mother
The mother of my sister, Vika Lanza and Linda;
How forlorn I am! Do I not call you?
I do not share the sleeping mat with Lonza
How forlorn I am, I have nothing of my own!

(a) Classify the above song and illustrate your answer. (2mks)

(b). How is rhythm achieved in the song? (2mks)

(c) Describe how you would sing line 3 of the song (2mks)

(d) i) Does the song have a regular rhyme? Explain your answer. (2mks)

ii). Which of the following words is pronounced differently?

(a) Knot Nought Note

(b) Pull Pool Full

(c) Maid Made Mate

iii) *Use stress markers to identify the parts of speech the following underlined words belong to.* (4mks)

(a) (i) His record has just been released in the market.

(ii) Students have been asked to record personal data in the form carefully.

(b) (i) He subjects his workers to a lot of hardship.

(ii) The king had great love for his subjects

iv) Akawala akaawa kaawa kaawa akaawa kawa (Buganda)

A girl who gave kaawa bitter coffee; where is she from?

(a) Identify the genre above. (1mk)

(b) With illustrations, identify any aspect of style used in the above genre. (2mks)

(c) Give your own example of the genre above. (1mk)

(d) Briefly explain any two functions of the genre. (2mks)

v) (i) Imagine you have been invited to speak about the role of

NACADA in fighting drug abuse among the Kenyan youth. What would you need to ensure that your speech is successful? (4mks)

(ii) Mention five non - verbal cues you would use to make your speech effective. (5mks)

ENGLISH PAPER 1
MODEL PAPER 3
101/1 FUNCTIONAL SKILLS

1. You would like to start a poultry project for the youth (especially school leavers) in your location. You decide to write to your local Agricultural Officer on the matter. You call a meeting of interested parties to discuss the idea and consider suggestions of raising funds for building a suitable poultry house, buy the chicks, feeds, where the project would be located, etc.

Write the minutes of what transpired in the meeting.

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

word.

The breath analysis _____ for alcohol that was withdrawn after just _____ months use following legal challenges is set for a comeback. According _____ the traffic police chief all that is remaining a publication of a legal notice that will take care of the _____ loopholes that forced suspension of the device.

Alco Blow, as it was ____ known, was introduction at the beginning of December 2005._____ a short time, however, aggrieved motorists had managed to get court injunctions _____use of the device, and it was withdrawn in February, last year.
There were some serious issues around the gadget, _____ some of the complaints taken to court were frivolous. All in all, a system that makes it ____ to keep drunken drivers off our roads is for the benefit of all.

3. (i) *Read the following poem and answer the questions that follow*

Success is Counted sweetest (By Emily Dickinson)

Success is counted sweetest
By those who ne'er succeed
To comprehend a nectar
Requires sorest need

Not one of all the purple host
Who took the flag today
Can tell the definition
So clear of victory

As he defeated - dying –
On those forbidden ear
The distant strains of triumph
Burst agonized and clear

(a). Describe the rhyme scheme of this poem. (2mks)

(b). Which words would you emphasize in a stanza one and why? (3mks)

(c). i) Which words have an imperfect rhyme in the poem? (1 mk)

ii) A student play will be followed an awards dinner honouring students who have served both your school and the surrounding community. The mayor has been invited and will attend. You have been asked as the entertainment prefect to pass a vote of thanks on this day.

What non- verbal clues will make your speech effective? (4mks)

iii) ***Complete the list below by getting another word pronounced in the, same way as the ones*** (4mks)

i) Pair, pear, _____
ii) _____, sent, cent
iii) Write, ____ right.
iv) _____, chord

(iv) Imagine you are to tell a story to standard three pupils at a neighbouring primary school. Mention things you would do to make sure your audience is active throughout the story telling session. (6mks)

(v) You have just completed your form four examination. You then come across an advertisement on Computer studies at a newly opened computer college near your residence. You are interested and decide to make a visit to get more information. Complete the dialogue below. Read through first before filling in the blanks. (10mks)

Receptionist: Good morning. Can I help you?
Student: _____ ___ (2mks)
Receptionist: Are you interested in the January intake?
Student: _____ (1mk)
Receptionist: Fine. O.K Well, we have ....um.... the short intensive full time courses this term.
Student: _____ (2mks)
Receptionist: Yes. Each course last for three weeks
Student: _____ (2mks)
Receptionist: Well, it's about twenty- three hours a week. Usually four and a half days each week.
Student: _____ (2mks)
Receptionist: The whole course will cost you Kshs. 15,000. We require a deposit of Ksh 5, 000 and Ksh 500 registration fee.
Student: _____. (1mk)
Receptionist: You're welcome.

ENGLISH PAPER 1
MODEL PAPER 4

1. You are the secretary of the Mwangaza Welfare Group, you, alongside six other members, were assigned the task of investigating the main causes of drug abuse among the youth in Vangala Slums in a local town. Prepare a report to submit to the local district commissioner.

2. ***Cloze test*** ***(10 marks)***

A __ (1) __ was arraigned before the magistrate in the Kazi Bure law __ (2) __ yesterday afternoon. Aged about twenty three, the man was __ (3) __ of trespassing into his neighbours __ (4) __ and stealing a chicken. The man however pleaded not __ (5)__. He claimed he did not even know Kasee, the complainant. He even __ (6) __ having met him as he escaped with the chicken. The man __ (7) __ laughter when he claimed he did not even take meat. He said Kasee was trying to _____8_____ old scores with him by taking him to court. The magistrate ordered him to be _____9_____ in custody until proper _____10_____ were carried out.

3. ORAL SKILLS (30 MARKS)

- Read the following poem and answer the questions that follow

This is the voice of people
From the people to some people
From the hillocks and the steeple
This voice will cause a ripple
For it is the voice of the people

From the hills together we have sung
As children in the swings we have swung
We have cherished cheerfully our youth
Now it's Bang! Bang! Bang!
And pangas causing pangs
We are tired
We are tired my people
Hearken this voice of the people!

(a)

(i) Explain four features of style the writer has used to achieve rhythm (4mks)

(ii) Which line would you emphasize in this poem and why? (2mks)

(iii) Describe the rhyme in the first stanza (2mks)

(b) Give words that are pronounced the same as each of the following (5mks)

(i) Way
(ii) Tide
(iii) Him
(iv) Sail
(v) Flu

(c) Circle the silent letter for each of these words (4mks)

- Thump
- Solemn
- Parliament
- Snatch

(d) A guest speaker came to your school and after her presentation, every student wanted to shake her hand as her speech was very captivating. Explain two verbal and two non- verbal skills the speaker may have employed to make her presentation more effective. (4mks)

i. Verbal skills
ii. Non- verbal cues

e. Complete the following dialogue between you, the principal and the school watchman

Watchman: ……
Principal: You have done a good thing. Bring him inside.
Watchman: (pushing you) _____ (1 mk)
You: Don't push me.
Principal: I have heard about you many times.
…… (2mks)
You: No sir, I did not sneak out of the school. I was just standing at the gate.
Principal: …… (2mks)
You: Yes, he's lying. He is a very big liar.
He's always been against me.
Principal: Young man, you have to apologize to the watchman for calling him a liar.

You: …… (1 mk)

f. Give an example of;
   i. An interjection
   ii. Onomatopoeia

ENGLISH PAPER 1
MODEL PAPER 5

1. Your school has won the secondary schools ball games competition. You are the games captain. Write the speech that you will give as you receive the prestigious trophy on behalf of your team and your school

2. **CLOZE TEST**

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

When a person leaves his _____(1)_____ home for the city, it may be the first time _____(2)_____ his life that he mingles _____(3)_____ with people from other areas. This is especially true if he is a member of a _____(4)_____ group in the city. In the following account, a young man _____5_____ his experiences in Mulazo an urban region just outside Kampala. Many people who live in Mulazo work in the _____6_____ and business offices in Kampala. The majority of people there are Baganda, while the _____7_____ come from other parts of East Africa.

"When I first arrive in Mulazo I looked for any person _____8_____ my home area I knew. I was lucky to fine a friend and stayed with him for three weeks before I _____9_____ a place for myself. I had a little money when I _____10_____ but after four days in Mulazo almost half of it was stolen.

3. **(ORAL SKILLS)**

Read the poem below and answer the questions that follow

THE EAGLE
He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Rung'd with azure world, he stands
The wrinkled sea beneath with crawls;
He watches from his mountain walls,
And like a thunderbolt he falls

a)
(i) Identify two sound patterns employed in the poem
(2mks)
(ii) What has the poet achieved by use of the patterns above?
(2mks)
(iii) Which word would you stress in the last line and why?
(2mks)
(iv) What gesture would you use while reciting line 1 of the poem?
(2mks)

b. A small woman who cooks better than your mother. Answer. Bee,

(i) Identify the above genre (1mk)

(ii) Translate into English, an example of the genre you identified in (i) above using the correct format (3mks)

(c) Write, another word with similar pronunciation as these (5mks)

i. Time
ii. Aren't
iii. Need
iv. Weigh
v. Aural

(d)

(i) Explain three reasons why listening is an important aspects of communication (3mks)

(ii) Non – verbal skills in communication are very crucial in the delivery of any oral item. State any three forms of non- verbal cues and briefly explain what each one of them entails. (3mks)

(e) Mention the words or expressions you would use in each of the following situations (7mks)

(i) You are revising for your end of year exams at home. Your neighbours are playing very loud music. You decide to go over to their house to request them to reduce the volume of their radio. (2mks)

(ii) A friend of yours comes to your house to invite you to a company him or her to watch a movie. You are unable to accompany him or her because you have not finished your chores in the house. You decide to turn down the invitation. (2mks)

(iii) Your friend has sent you a message that she or he has lost his or her mother. You decide to console him or her.

ENGLISH PAPER 1
MODEL PAPER 6
Question one

You are the student who excelled in the K.C.S.E examination in your former school last year. The principal has requested you to prepare a speech on "time management" Which you will deliver to the students during the school prize giving day.
Write the speech.

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

(20 mks)

The road _____ 1_____ the formation of the proposed grand coalition that helped to _____2_____ ethnic tension in the country was not easy, President Kibaki _____3_____ yesterday.

The head of state said that there were _____4_____ he thought that nothing close _____5_____ the deal reached _____6_____ himself and ODM leader Raila Odinga could be realized.

Giving a first hint_____7_____ the tribulations that bedeviled his administration after the _____8_____ presidential polls, the president said never again _____9_____ the country allow itself to sink that low.

He was speaking _____10_____ the burial of retired Machakos Catholic bishop in Machakos.

Questions 3

(a) ***Read the poem below and answer the questions that follow*** (7mks)

Bananas ripe and green and ginger- root,
Cocal in pads and alligator pears,
And tangerines and mangoes and grapefruits,
Fit for the highest prize at parish fairs.

Set in the window, bringing memories,
Of fruits- trees raden by low- singing rills,
And deny dawns and mystical blue skies
In benediction over non- like hills

My eyes grew dim, and I could no more gaze,
A wave of longing thought my body swept,
And, hungry for the old, familiar ways,
I turned aside and bowed my head and wept.

(Claude Mckay)

(i) How does the poet achieve rhythm in the poem above? (3 mks)

(ii) Identify and comment on the rhyme scheme (2 mks)

(iii) Which words would you stress in the last line of the poem? Why? (2 mks)

(B) Construct two sentences using each of the following words. In the first sentence use the word as a verb and the second as a noun

(i) Record
(ii) Disgrace
(iii) Present
(iv) Refuse

C. Oral Literature

Read the song below and then answer the questions that follow

Death
There is no needle without piercing point
There is no razor without trenchant blade
Death comes to us in many forms
With our feet we walk the goat's earth
With our hands we touch God's sky
Some future day in the heat of noon,
I shall be carried shoulder high

Through the village of the dead
When I die, don't bury me under forests trees,
I fear their thorns
Bury me under the great shade trees in the market,
I want to hear the drums beating
I want to feel the dancer's feet.

i. Explain how good artist would involve the audience in the audience of thus song (2mks)
ii. How would you make line 4 – 12 more effective as you perform the song to an audience (4mks)
iii. Mention three ways in which you would expect the audience to react during the presentation of this song (3mks)

D) Your house was broken into last night and your friend come to comfort you the following day and wants to know what happened. Below is the conservation. Fill in the blanks appropriately
(6mks)

Japeth : I'm sorry to hear about the break in at your house. Was anybody hurt?
You: ……
Japeth : What happened? Did you hear the thugs breaking?
You: ……
Japeth : Did your father open the door?
You: ……
Japeth : What did you do?
You : ……
Japeth : Did they steal anything? How did they carry the TV's decks and fridge?
You: ……
Japeth : Who untied you after they left?
You: ……

ENGLISH PAPER 2
101/2: COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
MODEL PAPER 1

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

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 hills 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 compare with foresters. As a result the quantities of animals 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 attempts 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 own carelessness. The goat has been chosen to carry this blame largely because it is the last animal to be seen wrestling 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 a different one.

Questions

(a) Sum up the authors argument in one sentence (2mks)

(b) In paragraph two, what two words show that the land has not been very productive? (2mks)

(c) Is man ready to shoulder responsibility for misuse of land? Give reasons for your answer (2mks)

(d) “Conservation of land depends on proper planning”. Rewrite this sentence beginning, “Proper planning……” (2mks)

(e) “Thus the gradually worsening situation would be arrested,” (Add a question tag)

(1mk)

(f) Make notes on factors that has lead to destruction of land (3mks)

(g) Give the meaning of the following words and phrase as used in the passage(5mks)

i. Initiated
ii. Miserable
iii. Banishment of the goat
iv. Precarious
v. Degradation

(h) Write other words that can be pronounced as the ones below. (3mks)

(i) Plain
(ii) Due

(iii) Led

MODEL PAPER 2

1. Read the passage below and then answer the questions that follow. In all cases keep to the information in the passage.

On a Friday morning, Jonah was summoned to the head teacher's office. As he climbed the ink stained stairs, he had grave misgivings because he knew the head teacher was the sort of person described as long suffering; this meant that instead of having a boy flexed edgewise over a table and giving him a dozen strokes, he/ she vented displeasure by the liberal dispensing of moral tonic. These either took the form of the boy finding himself at the bottom of his class for the term or his parent receiving a stern reminder that the boy could not expect a helpful testimonial by which to procure his future advancement, when it would be the school's pleasure to shed him it would at large. Jonah had recently found himself in the head teacher's bad books.

Jonah knocked feebly at the door of the head teacher's office and waited. No answer; not even the shuffling on papers from inside, but he knew that no- one ever entered the office without knocking at least twice, so he knocked again, more firmly.

'Come in and close the door. Keep the draught out', the head teacher said.

Jonah moved nimbly into the office shutting the door behind him, his knees shaking involuntarily. The head teacher sat at the desk frowning at some papers and did not look up. The upper lip was screwed up characteristically as if the room was full of bad smells. Jonah moved forward and stood with his hands behind his back expecting the worst. His heart fluttered to a stand still.

'What is it? The head teacher asked at length, pretending absent – mindedness.

'You sent for me, didn't you?

The head teacher looked at Jonah over the half lenses with the persistence of a judger who does not believe the evidence and trust his/ her own dissecting powers to shell out the truth.

'Ah! Yes; the head teacher said, resting the papers and leaning back in the stomach. The head teacher stared at Jonah for some time, and then appeared to have come to a decision.

'You know I have a good mind to punish you?

'You are perfectly right, Jonah replied before he could stop himself. The head teacher's eyes tightened.

'You were very rude to me the other afternoon.'

'Rude?'

'Yes rude, you've got a good brain, Jonah, but you won't use it. All these novels you read instead of doing your work won't get you anywhere. Luckily for you, I know your mother well, I went to school with her, that's why I've been so patient with you,'

Jonah tried to say thank you he could not form the words. Instead he murmured something about the heat.

'This is not the first hot weather we've had in Africa. Anyway, that wasn't why I sent for you.'
Jonah's knees buckled with relief as if they had been struck from behind, and he held on momentarily.

(Adapted from the second Round by Lenrie Peters)

i. What disciplinary measures did the head teacher use in the school?
ii. According to what the head teacher says, what will happen if Jonah continues to read the novels?
iii. Why does the head teacher have to ask Jonah what he wants? (2mks)
iv. Why does the head teacher mention Jonah's mother in the course of the conversation? (3mks)
v. What is the author's attitude towards the head teacher? (4mks)
vi. Explain the meaning of the following words and expression as they are used in the passage
- Grave misgivings
- Long suffering
- Moral tonics
- Procure
- Moved nimbly
- Shell out the truth

MODEL TEST PAPER 3

1. ***Read the following passage and answer the questions that follow***

Your CV and covering letter have worked and you have been listed for all the important job interview. You have your homework on the likely questions that may be asked concerning the company's performance. You are confident that you can answer anything the interviewers may throw at you. Finally the big day arrives and the final choice must be made: What should you wear? How you look at an interview has everything to do with the crucial first impression you make. According to research, a first impression is made in the first 27 seconds of meeting. If you are too formal in your appearance, you might give the impression of being rigid and stuffy. And if you are too casual, you may send the signal that you dot not take the interview or the job very seriously.
The right impression is to balance between seriousness and approachability. You can observe employees of your potential new employer and find out what the dress code is and how seriously management takes. If you cannot find out this information, you should choose clothes that are professional in the impression they give, if you do not own clothes that will work for an interview, buy some and get good advice from the sales people, they may have invaluable tips.

While grooming, make sure to look clean and neat. Do your hair appropriately for the prospective job. Women should desist from wild hairdos with multiple colours and men should trim the hair and beard. Do not wear strong perfumes or colognes as this can be overpowering to the panel members.
You will most likely be nervous at the interviews and a scent can mask the perspiring you may be doing. As unscented antiperspirant can be cover any tattoos you may have on your body and avoid large and gaudy jewellery. Limit the earrings to one pair. It is fashionable for mainly youthful women to put a row of up to eight earrings on one ear and this may be revolving to the interviewers. Do not under any circumstances wear nose studs to a job interview.
Men can wear suits or jackets and trouser that match in terms of colour co-ordination. The colours should be neutral or dark. Blue, black or grey are best for men. Wear a neck tie even if you will never wear one after you get the job. And it is good to try the neck tie for a few days ahead of the interview so that you get the feel of it. Shoes should be clean and polished. Avoid the exaggerated and pointed ‘ pastors’ shoes and those wide- soled boat shoes when going for the interview. Black shoes often give the right professional image.
Women come out best in trouser or skirt suits or simple dresses with jackets. A job interview is not the place to dress in a provocative or sexy manner. Some appropriate colours are navy blue, black, dark, green, dark red, burgundy or grey.
Both man and women can dress in a higher style to an interview that the prospective job position calls for but they must guard against out- dressing the penalties. Both genders must avoid wearing clothes that are tight, revealing or too trendy. It may be very latest fashion but it will not impress the interviewers who may be conservative people.
Fingernails should be trimmed to a length that does not leave an observe wondering how you keep from stabbing yourself. If you are a woman, the nail polish should be closer to a colour your mother might wear that to a colour that your sister would go for. Even after you are in getting the job, you should continue to pay attention to your wardrobe and grooming for you will be under probation and therefore under the spotlight for sometime. A job interview is only the beginning in the role that clothing will pay in your career.
You should regularly add pieces of high quality and longwearing fabrics. It is best to buy separate items that you can mix and match with the pieces that you already own. Each piece you buy adds to the variety of looks you can achieve. The reason is that even after you have the job you are seeking, you might like to be considered for advancement and promotion.
The impression you make at the job everyday will be subconsciously added to your performance when the supervisor or boss looks around for someone to promote or dispatch on work- related assignment and seminars.

- Mention the basic requirements for one to qualify for a job interview (2mks)
- From the passage, which is the most highly recommended colour for men, and why? (2mks)
- Give two reasons why it is important for a fresh employee to continue paying attention to their mode of dressing after securing the job (2mks)
- For what reason does the writer not recommend tight clothing during an interview? (2mks)
- Make note on five things one could should avoid while attending an interview (5mks)
- Explain the meaning of each of the following words as used in the passage (5mks)

i. Short listed
ii. Grooming
iii. Casual
iv. Out- dressing
v. Prospective

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

DR. STOCKMANN: Comes in from his room with an open letter in his hand)
DR. STOCKMANN: (Waving the letter): well, now the town will have something new to talk about, I can tell you!
BILLING: Something new?
MRS. STOCKMANN: What is this?
DR. STOCKMANN: A great discovery, Katherine.
HOVSTARD: Really?
MRS. STOCKMANN: Which you have made?
DR. STOCKMANN: A discovery of mine. (walks up and down) just let them come saying, as usual, that it is all fancy and crazy man's imagination! But they will be careful what they say this time, I can tell you!
PETRA: But, father, tell us what this all about
DR. STOCKMANN: Yes, yes- only give me time and you shall know all about it. If only I had peter here now! It just shows how we men can go about forming our judgments, when in reality we are as blind as any bats……
HOVSTAD: What are you driving at, Doctor?
DR. STOCKMANN: (Standing still by the table): Isn't it the general opinion that our town is a healthy spot?
HOVSTAD: Certainly
DR. STOCKMANN: Quite an usually healthy spot, in fact-a place that deserves to be recommended in the warmest possible manner either for the sick and the healthy……
MRS. STOCKMANN: Yes, but my dear Thomas…….
DR. STOCKMANN: And we have been recommending it and praising it – I have written and written, both in messenger and in pamphlets…
HOVSTAD: Well, what then?

DR. STOCKMANN: And the baths- we have called them the “Main entry at the town’s life- blood.” The nerve- centre of our town”, and the devil knows what else….”The town’s throbbing heart” was the expression I once used on an important occasion.
DR. STOCKMANN: Quite so. Well, do you know what they really are, these great, splendid, much praised baths that have cost so much money- do you know what they are?
HOVSTAD: No, what are they?
MRS. STOCKMANN: Yes, what are they, Thomas?

(a) (i) Give the setting for this excerpt. (1 mk)
(ii) Mention any two other settings in this play (2 mks)

(b) (i) Explain the type of “discovery” which the doctor makes and the
recommendation he offers on this “discovery”.
(c) Give details of the reactions of the following characteristics to the doctor’s report:
(i) Peter Stockmann
(ii) Morten Kill
(iii) Petra
(d) Explain the meaning of the following expressions as used in the passage:
(4 mks)
i. “The town’s throbbing heart”
ii. “ When in reality we are as blind as any bats”

(e) (i) In what profession are Hovstad and Billing? (1 mk)
(ii) How do they later in the play relate with Dr. Stockmann in his
conflict when in town authorities? (3 mks)

3. **POETRY** (20 mks)

Read the following poem and answer the questions that follow

Africa’s plea
Roland Tombekai Dempster

I am not you
But you will not
Give me a chance
Will not let me be me.
“If I were you”
But you know
I am not you,
Yet you will not
Let me be me.

You meddle, interfere
In my affairs

As if they were yours
And you were me.

You are unfair, unwise,
Foolish to think
That I can be you,
Talk, act
And think like you.

God made me
He made you
Let me be me,
For God's sake

(a) Identify the speaker. (2mks)
(b) Who is the addressee in this poem? (2mks)
(c) Explain the meaning of the following line as used in the poem. "Let me be me (2mks)
(d) What is the speaker complaining about? Explain (3mks)
(e) Explain the tone of the speaker. (3mks)
(f) What is the attitude of the speaker towards "You"? (2mks)
(g) Identify one aspect of poetic style used in this poem. (2mks)
(h) Give two characters traits of the speaker (4mks)

GRAMMAR (15MARKS)

(a) *Rewrite the following sentences according to the instructions. Do not change the meaning.*
(3mks)

i. "This is a very important exam for me", my desk mate told me. (Write in reported speech)
ii. Darren flew the plane over the pacific. (write in passive voice)
iii. If you see my visitors, call me. (Begin: should_____

(b) ***Supply the most appropriate preposition.*** (3mks)

(i) On arrival at the hotel, we sat_____ table to be served dinner
(ii) Gangster broke_____ several shops and made _____ with property of unknown value.
(iii) When I got the good news that I had, passed, I got so excited that I walked home_____ a spring.

(c) ***Supply ONE WORD to replace the underlined ones.***
(3mks)

i. People who repair shoes usually require some basic training.
ii. Sparrows, parrots, flamingos and swallows are beautiful creatures.
iii. The people gathered to listen to the preacher were very attentive last Sunday.

(d) ***Give the correct form of the word in brackets***. (3mks)

(i) Sometimes the _____ of a word may differ from its spelling.
(Pronounce)

(ii) When we saw the suspect fidgeting, we knew _____ that he was guilty. (Doubt)

(iii) My mother's brother is also referred as my _____uncle. (Mother)

(e) ***Complete the following statements with the correct question tag.*** (3mks)

(i) You will arrive in good time_____

(ii) I am doing the English exam _____

(iii) I have you money_____

ENGLISH PAPER 2
MODEL PAPER 4

1. ***Read the poem below and then answer the questions that follow. (KCSE 2003)***

LOVE

Love is madness
Hard brutal madness
Love is fire
Hot blazing.
Love is a chameleon,
A camouflaged dangerous chameleon,
Hot fiery love,
I beg you……
Put out your blazing flame,
Because I desire to feel you.
Hard remorseless love,
Please change your stance,
Before the fire of my youth,
Is Quenched.

From the African Saga by Susan N. Kiguli

a) Paraphrase the poem. (4mks)

b) Identify and explain the images used to describe love. (6mks)

c) Explain the irony of the last two lines. Before the fire of my youth is quenched. (4mks)

d) Explain the meaning of the following. (2mks)

- Brutal
- Camouflaged
- Remorseless

2**. GRAMMAR**

1. ***Rewrite the following sentences according to the instructions given in the brackets that follow.***

a. The head of the family provides for the family. He also settles quarrels. (Begin: Besides…….)

b. He was sick for a long time. He did very well in the race. (Use the word despite)
He had not slept the whole night. He was sleepy (Begin: Not……)

2. ***Rewrite each of the following sentences with the appropriate form of the word in brackets.*** (5mks)

a. The burden _____ (be bear) by my parents for years.
b. The parcel had_____ (lay) at the bus station for weeks.
c. Her _____ (deceive) caused her, her life.
d. Such an_____ (occur) had never been seen
e. Give me the correct _____ (define) please.

3. 'Her brother left the room yesterday'.
What difference would there be in meaning. If the sentence stress fell on each of the following words. (5mks)

a. Her
b. Brother
c. Left
d. Room
e. Yesterday

4.(i) Rewrite the following sentences turning the underlined words into participle phrases.

a) <u>As he had witnessed the crime</u>, he was summoned to give evidence in court.

b) <u>Now that I have listened to your story,</u> I am more inclined to agree with you.

(ii) **<u>Distinguish between gerunds and participles in the following sentences.</u>** (2mks)

a. They kept me waiting for hours.
b. Hunting game is banned in this country.

(iii) **<u>Use one word to replace the phrasal verbs in the sentences below.</u>**

1. This child <u>takes</u> after his father.
2. You should <u>put off</u> making a decision until the chairman of the board arrives.
3. What a relief that Joan <u>got through</u> all her exams.

<u>ENGLISH PAPER 2</u>
<u>MODEL PAPER 5</u>
<u>101/2:</u>
<u>(COMPREHENSION , LITERARY APPRECIATION AND GRAMMAR</u>)

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

Six year old Daisy is forever asking questions about who (or what) makes the trees outside her bedroom window grow, and who tells the

night to come after the day, why her pet cat, Fluffy, went to sleep and never woke up again and so on. Unfortunately, her atheist parents have not given her satisfactory answers, especially in view of what she heard in school about a being called God. The conflicting messages have left her very confused. This is an indication of the natural existence of a sense of spirituality in children.

Almost all children, including those raised in non-religious homes, show an interest in spiritual matters. This is expressed through questions about the meaning of life and death. It has been argued that spirituality is high in early childhood but declines remarkably as adolescence sets in. children who are grounded in some form of spirituality from their formative years become **resilient** and are better equipped to deal with the inevitable crises of life than those who are not. During adolescence, these children are able to deal with physical whi9ms and peer pressure.

Spirituality is more of a need than a right which is why spiritually deprived children develop a vacuum that renders them vulnerable to psychological turmoil: in contemporary society, parents are very committed to meeting the material and intellectual needs of their children. Many parents ensure their children attend the best schools and have access to fantastic needs of the children. Many parents ensure their children attend the best schools and have access to fantastic health and recreational services but fail to inculcate spirituality.

In traditional societies, there were rituals and rites of passage that made life purposeful. In addition, grandmother s played the role of instilling spirituality, ethics and morality in children through story telling. These practices gave children hope and prepared them to deal with life's challenges. Following the extinction of most these practices today's children face many challenges.

Any spirituality that children are naturally endowed with cannot flourish unattended. In most cases it is deflated as they encounter material and unjust cultures that are also devoid of proper role models. Spirituality must therefore be inculcated by parents from the early years. If not the vacuum is usually by whatever the world has to offer, good or bad. In an attempt to impact spirituality some parents introduce complicated theological facts leading to rather, than reducing, the child's anxiety about life. Ideally, introduction of spiritual matters should be age appropriate.

(a) In what ways does Daisy's parent contribute to her dilemma? (3mks)

(b) How does the author justify that all children demonstrate some degree of spirituality? (2mks)

(c) Rewrite the following sentence using the correct form of the word "indicate" in place of indication of the natural existence of a sense of spirituality in children. (1mk)

(d) In about 60 words summarize the author's argument about spirituality in children. (6mks)
(e) How did the traditional society cater for spiritual needs? (1mk)
(f) Many parents ensure their children attend the best schools and have access to fantastic health (Rewrite to begin with, Not only…….) (1mk)
(g) Give tow ways that hinder children's proper acquisition of spirituality (2mks)
(h) Explain the meaning of the following words as used in the passage. (3mks)

- Resilient
- Turmoil
- Deflated

2. ***Read the story below and answer the questions that follows***

One long ago a spider invited a rabbit to take him to heaven to negotiate his marriage. On the way, at the rabbits suggestion, it was agreed that of the hospitality offered the two friends in heaven, all that professed by the best towers to be for guests would go to the rabbit while that for suitors would go to the spider. When they arrived in the evening, tired after the long journey, chairs, placing his legs and arms on the extra ones. It was only after waiting that a chairs were brought for the visitors. The rabbit sat on the chairs, placing his legs and arms on the extra ones. It was only after waiting that a chair was brought for the suitor. When water was brought for washing their feet, the rabbit behaved in a similar manner and he did the same with the food brought. He ate all the best food and soiled the rest. At night while the rabbit was asleep the spider slaughtered a ram, ate the delicious parts and then returned to earth using a rope which he cut after he had finished using it. The rabbit woke the following morning to find himself stranded in heaven. He resolved on jumping directly into space. He fell unconscious onto the earth, but soon recovered consciousness and found himself on a path.

While he was still lying there resting, a traveling woman passed that way carrying a large basket on her head in which there was her child, his shoes and some food. The rabbit pretended he was dead and the woman picked him up, depositing him in the basket with other things which were already there. Once inside the basket the rabbit started eating the child's food. When the child protested to his mother, he was rebuked and told that food itself had been known to eat. The rabbit proceeded to try on the child's shoes. Again the child protested, but was once again silenced. And then the rabbit jumped out from the basket with the shoes on the escaped from the perplexed woman.

The following day the rabbit met an elephant who admired the shoes and on inquiry as the maker, the rabbit professed it was his hard work and told the elephant that he could make him a

similar pair if could be brave and forbearing enough which the elephant said he was. So on an agreed day the two went to a secret place. The rabbit made a big fire and heated an iron rod on it. So on an agreed day the two went to a secret place. The rabbit made a big fire and heated an iron rod on it. With the red hot rod he continually sliced at the elephant's feet. Each time the elephant showed signs of pain the rabbit mocked his vanity in view of his large size, to which the elephant responded by trying to bear the anguish inflicted without complainant. But it was unendurable and the elephant died in the process. The rabbit entered the elephant's stomach through the anus and started feeding on the delicious parts.

(a) How does the narrator portray the personality of the rabbit in this narrative? (4mks)

(b) In which way does the narrative demonstrate unique features characteristics of this genre? (4mks)

(c) Who could be the appropriate target of the story? (2mks)

(d) The story does not present us with a resolution. Briefly explain (2mks)

(e) Explain the significance of the phrase "once long ago" (2mks)

(f) How does this story fulfill the functions of an oral narrative? (4mks)

(g) Identify one social and one economic activity of the community (2mks)

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

i. Let us move our luggage to the next room (add an appropriate tag)

ii. Matheri's wife said that he had to surrender to the police then

(Write in direct speech)

iii. The society has failed to find a solution to the problem of a woman having more than one husband. (Use one word to replace the underlined words.)

(b) *Rewrite the following sentences to remove the errors* (3mks)

i. Passerby were mesmerized by the spectacle,

ii. Use three cupful of floor and five teaspoonful of spice

iii. She does not enjoy living her mother in law

(c) *Use the correct collective nouns in the following sentences* (3mks)

(i) The evening party was beautiful by the _____ of colours

(ii) The guest of honour was given a _____ of flowers
(iii) She put a _____ of salt in the plate of food

(d) *Fill in the blank space with the correct alternative from the choices given*
(i) The whole exercise had been _____ completed.
(Satisfactorily, frequently, busily)
(ii) Students have a habit of trying to suppress satirical ____ when weak
students are scolded for shoddy work. (Chuckle, chortle, snigger, guffaw)
(iii) The insurance company swore not to _____ the accident victims for loss
or change. (Compensate, insures, indemnity)

(e) *Complete the sentences below by inserting the correct word in the blank space*
(i) _____ party comes to power at the electrons will face major economic problems.
(ii) It is difficult to predict ____ she will do next.
(iii) Before the interview started, Gill felt confident _____ getting the post.

ENGLISH PAPER 2
102/2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
MODEL PAPER 6
Question 1
Read the passage below and then answer the questions that follow

Kenya is on the throes of yet another revolution in the area of ICT (information and Communication Technology). Since the CCK (communication Commission of Kenya) announced the liberalization voice over internet Protocol (VolP) services. Kenya's cyber space has been abuzz with excitement.
The legalization of this technology is not only changing the mode of communication but, precisely, how much Kenyans will be paying to communicate.
The introduction of mobile telephones in Kenya was hailed as a revolution but it pales in comparison with VolP. Before the introduction of VolP services, the change for calling ant where in the world, with the exception of Tanzania and Uganda, was about 68 shillings per minute. These charges were some of the highest in the world.
Today, however, you can call anywhere in the world for between 15 and 20 shillings per minute in selected telecenteres in the country.
But what exactly is VolP? It is a telephone service that uses data packet technology to transmit voice using the internet.

The traditional telephone call relies on a permanent connection (known as switched circuit) being established between two telephone correspondents before they can communicate.

This is a very inefficient use of resources and that is why traditional telephony is expensive, particularly for international calls.

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VolP digitizes a telephone conversation and then arranges the data in “packets” which are transmitted over the internet using the most efficient routes. Such routes do not have to be dictated. Each packet contains a destination address and so the voice messages always reach the intended recipient.

Recent developments in technology have meant that the quality of service for VolP is now as good as that of traditional circuit switching. The interesting thing about VolP is that, unlike competing technologies, there are several ways of placing a call, thus providing variety to consumers with specialized needs. There are three different types of VolP service in common use today.

The simplest and the most common way is through the use of a device called ATA (Analog telephone adaptor). An ordinary ATA is about the size of a normal mobile phone. It allows you to connect a standard phone to your computer or your internet connection for use with VolP.

The second way to make a VolP call is through internet Protocol (IP) phones. The CCK, however reckons that these market in an avalanche. An IP phone., looks just like a normal phone with a handset, cradle and buttons. However, it has a different kind of connector called the RJ – 45 Ethernet connector.

The computer – to computer is certainly the easiest way to use VolP. Without any hidden cost, you can make a long distance calls for free. All you need is the right software, a microphone, speakers, a sound card and an internet connection preferably a fast one. Except for your normal monthly ISP (Internet Service Provider) fee, there is usually no change for computer to computer calls, regardless of distance.

All in all, it was inevitable that VolP would be adopted in Kenya because technology across the globe is headed that way. Kenya is not an island, particularly in the emerging global village. Furthermore, for Kenyans to compete effectively on a world stage, their competitiveness in terms of communications must be in tune with what is happening elsewhere. As such, VolP is a timely idea.

(adapted from Sunday Nation of November 27, 2005)

Questions

1. What is the latest technology in the field of information in Kenya? (1 mk)
2. How has VolP generally affected telecommunications? (2mks)
3. Why is it not strictly true to say that with VolP, it costs between 15 and 20 shillings to call anywhere from Kenya today? (2mks)
4. Rewrite the following sentence using the word "save"
   The charge for calling anywhere in the world, with the exception of Tanzania and Uganda, was about 68 shillings per minute.
   (1 mk)
5. Rewrite the following sentence in the past tense:
   It is a telephone service that uses data packet technology to transmit voice using the internet (1 mk)
6. Why is it expensive to make an international call using an ordinary phone? (2mks)
7. In about 38 words, summarize the advantages of VolP over traditional telephony (5mks)
8. What does an ordinary mobile phone have in common with an ATA? (1 mk)
9. Why isn't the author surprised by the fact that Kenya has adopted VolP? (2mks)
10. Explain the meaning of the following expressions (3mks)
    (a) Pale in comparison
    (b) Avalanche
    (c) Must be in tune

2. GRAMMAR

(a) ***Fill in the blank in each sentence below with the correct word***

(i) The matter to _____ referred is urgent.
(ii) A person _____ pride has been injured can suffer depression
(iii) For ____ did you intend the question?

(b) ***Rewrite each of the sentences below in the past tense***

(i) Tom lets me use his book regularly
(ii) Her legs swell when she bends down for long

(c) ***Supply the missing prepositions in each of the sentences below***

(i) I shall come _____ your house at four o'clock
(ii) Our house girl is a person _____ integrity.
(iii) She's so attractive, he can't keep away _____ her.

(d) ***Change the following sentences to passive voice***

(i) The police officers overcame the thugs
(ii) That white hen lay big eggs.

(e) ***Rewrite the following in direct speech*** (2mks)
(i) The stranger asked me where the shopping center was
(ii) We told them we had withdrawn money from the bank that day

(f) ***In each sentence give a phrasal verb that means the same as the underlined word*** (3mks)
(i) The suspect <u>confessed</u> after a long interrogation
(ii) I plan to <u>visit</u> them next weekend
(iii) Did you ____ your boss in town?

ENGLISH PAPER 3
101/3
MODEL PAPER 1

1. Imaginative composition (Compulsory) (20 mks)
   Either
   (a) Write a composition beginning with the words: from a distance, I knew all
   was not well …….
   Or
   (b) Describe the dreams and aspirations you have for the future.

101/3
MODEL PAPER 2
Answer three questions only. Each of your compositions should be between 350 and 450 words.

1. Imaginative composition (compulsory) (20 mks)
   Either
   (a) Write a composition beginning with the following
   "As I got closer to my home that night, I had heard on alighting from the bus came from my elder brother's house."
   Or
   (b) Write a composition stating whether you agree or disagree with the following statement:
   "Educating a woman means educating the whole family."
2. Optional set texts
   Either
   (a) The short story
   Macmillan (Ed) Half a day and other stories
   Write a composition illustrating the statement:
   "Financial institutions and donors are responsible for some of the problems facing Africa drawing your illustrations from Hama Tuma's who cares for the new millennium?
   Or
   (b) Drama
   John Ruganda's shred of tenderness
   Using illustrations from John Ruganda's shreds of tenderness write a composition on the hardship forced by refugees.
   Or

(c) The novel
Velma Pollard, Homestretch
Brenda said about her country, Jamaica:
This damn country so nasty. Write a composition illustrating this statement basing your answer on Velma Pollard's Homestretch.

ENGLISH PAPER 3
101/ 3
MODEL PAPER 3

Imaginative composition and essays based on set texts)

1. Imaginative composition (compulsory)
   (a) Write a composition beginning with the words: If things had been left as they were, then I would not have landed in the mess.
2. Optional set texts
   Either
   (a) The Short Story
   Macmillan (ED) Half a day and other stories
   Using illustrations from Wangui wa Goro's "Heaven and Earth" write a composition on how the society is to blame for what happens to women.
   Or
   (b) Drama
   "Refugees face untold suffering in the host countries." Write a composition in support of this statement drawing your illustrations from John Ruganda's shreds of Tenderness.
   Or
   (c) The novel
   Velma Pollard: Homestretch
   Write a composition on how Laura helps Brenda discover the homeliness
   of home.

3. ***Read the following poem and answer the questions that follow.***

Conquerors
By sundown we came to a hidden village
Where al the air was still
And no sound met our ears, save
For the sorry drip of rain from blackened trees
And the melancholy song of swinging gates
Then through a broken pane some of us saw
A dead bird in a rusting cage, still
Pressing his thin tattered breasts against the bars
His beak wide open. And
As we hurried through the weed- grown street
A gaunt dog started up from some dark place
And shambled off on legs as thin as sticks
Into the wood, to diet at least in peace.

No one had told us victory was like this:
Not one amongst us would have eaten bread
Before he filled the mouth of grey child
That sprawled, stiff as a stone, before the
shattered door.
There was no one of us who did not think of home

Questions

(a) Briefly describe what the poem is about (3mks)

(b) What mood does the poet evoke? (3mks)

(c) Identify two aspects of style and comment on the effectiveness (4mks)

(d) "No one had told us victory was like this."
What is this? Explain as well as you can the meaning and force of this line (3mks)

(e) Rewrite the following sentence according to the instructions given without changing the meaning. 'A gaunt dog started up from some dark place and shambled off on legs as thin as sticks into the wood, to die at least in peace.'
Begin: Into the wood ……

(f) For each of the following words give another word with the same pronunciation. (4mks)

i. Air
ii. No
iii. Pane
iv. Peace

(g) Give the meaning of the following words as used in the poem (2mks)
(i) Gaunt
(ii) Tattered

4. (a) Fill the gaps with the correct form of the word in brackets
(i) The student gave a very good _____ (describe) of the party. (1 mk)
(ii) There was enough _____ (prove) that the examination has leaked. (1 mk)
(iii) Do you have any reason not to accept the _____ (decide) made by your parents? (1 mk)

(b) Rewrite the following sentences according to the instructions given. Do not change the meaning of the sentence
(i) The son of Alumira always steals money from the handbag belonging to Mrs. Wekesa. (1 mk)
(Shorten the sentence by use of possessive)
(ii) Organizations have forms which they use for internal memoranda. (Change the sentence into singular) (1 mk)

(iii) It requires great courage to introduce new changes in any organization. (Begin: the ……)

(c) Join the sentence given using the most appropriate relative pronoun. Avoid unnecessary repetition.

(i) The famine is a national disaster. The famine has hit many parts of the country. (1 mk)

(ii) Many children blame poverty for their lost opportunities. The children drop out of school after standard eight. (1 mk)

(iii) The girl has been offered a scholarship. The girl's father died in the recent plane crash. (1 mk)

(d) Replace the words in the brackets with the suitable phrasal verb in the correct tense.

(i) During the interhouse competition, Juma fainted but later ___ (regained consciousness)

(ii) The young girl _____ (resembles) her father (1 mk)

(iii) It is possible that the two brothers have _____ (quarreled) again

(1 mk)

(e) Rewrite the following sentences according to the instructions given

(i) Njeri rarely comes to the market these days. (Use: Rarely…) (1 mk)

(ii) They seldom visit their sisters. (Start: Seldom ……) (1 mk)

(iii) Otieno had just finished watching a movie when Joram, his friend, walked in. (use: No sooner ……..)

101/3 MODEL PAPER 4

1. IMAGINATIVE COMPOSITION: COMPULSORY 20 MARKS

Either

a) Write a story ending with these words.
"I was relieved on walking up and realizing that it was only a nightmare."

Or

b) Write a story to support the proverb:
"A stitch in time saves nine."

2. **THE NOVEL: THE RIVER BETWEEN. (20 MARKS)**
A mediator should have outstanding qualities. Support this statement by drawing your illustrations from Ngugi was Thiongo's the river between'

3. **THE OPTIONAL SET TEXTS**
Either

a. The short story (Half a day and other stories)
Naguib Mahfouz in Half A Day' tries to capture the picture of the process of going through life.

Citing illustrations from the narrator's experiences of the first day in school, write a composition to illustrate how true this is
Or

b. DRAMA: Shreds of Tenderness:
Refugees and themselves trapped in unpredictable circumstances. Write an easy to support this statement drawing your illustrations from John Ruganda's play 'Shreds of Tenderness.'
Or

c. The Novel Homestreach
Write a composition highlighting the emerging issues facing contemporary African Society. Draw your illustrations from Velma Polland' 'Homestretch'

MODEL PAPER 5

A. An enemy of the people by Henrik Ibsen
Compare and contrast the personality of the two brothers, Peter stockman and Thomas Stockmann. (20 mks)

B. The river Between by Ngugi was Thiong'o
Discuss use of satire in the book

MODEL PAPER 6

THE SHORT STORY

Macmillan (Ed). Half a day and other stories
You are required to teach communities around your village on the effects of female Genital Mutilation with reference to Saida Hagi – Henrie Herzie's against the pleasure principle", discuss these effects
DRAMA
John Ruganda, shreds of Tenderness
"It is not easy living as a refugee." Write a composition justifying this statement basing your illustrations on John Ruganda's Shreds of Tenderness.

THE NOVEL:
Homestretch
Hospitality is an important aspect of the Jamaican culture at home and even outside. Using the novel, Homestretch by Velma Pollard, write an essay to illustrate how this quality has sustained them through problems and challenges.

MODEL PAPER 7

The Short story

(Macmillan ED: Half a day and other stories)
"To survive in town, one has to struggle". Write a composition on the above statement drawing illustrations from Enriko Seruma's the town".

John Ruganda's Sheds of tenderness
The media has extremely critical role in opinion shaping. With close reference to "shreds of Tenderness", write a composition in support of the statement.

Velma Pollard:
Homestretch
"All is not lost when one retires". Write a composition in support of this statement basing your illustrations from "Homestretch".

MODEL TEST PAPER 8

THE SHORT STORY

Macmillan Ed. Half a day and other stories
With illustrations from Saida Hagi Dirie Herzu's "Government by magic spell" show how a community reaps what it sows.

Drama
John Ruganda: Shreds of Tenderness
"Blood is thicker than water". "Justify this statement with reference to Shreds of Tenderness.

The Novel
Velma Pollard: Homestretch
" East or West home is best". Using Velma Pollards Homestretch show how true this statement is.

4. (a) Provide a word which sounds the same as each of the following
   i. Male
   ii. Queue
   iii. Hire
   iv. Blue
   v. Ate

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

"The Debt" by Paul Laurence Dunbar
This is the debt I pay
Just for one riotous day
Years of regret and grief
Sorrow without relief

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

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

(From American Negro, Edited by Arna Bontemps)

i. List all the pairs of rhyming words
ii. Describe the tone of voice that would be appropriate in the reading of this poem
iii. How does the punctuation in the second stanza influence your reading of the poem?
iv. How would you say the last line of the poem?

(c) ***Consider the situation below and then answer the questions that follow***

You are part of an audience that is listening to a speech. You look around and notice that some people are looking at their watches; a few are yawning, and one or two are shifting in their seats.

i. What would be the likely cause of such behaviour?
ii. What would you do to ensure you continue listening effectively?

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

BUYER : How are you this morning?
SELLER : I'm Okay
BUYER : I'm looking for good chickens, but yours don't look too good. I'm going to have visitors, and this being the Christmas season, I really must give them a feast.
SELLER : These are the right kind of chickens for your visitors. They're healthy and well fed.
BUYER : On the contrary, they look underfed. Anyway, what is your price?
SELLER : It depends. I change more for cocks; they have more meat, you know. (pointing at a red cock). This one, for instance, goes for Kshs 400,00. As for the hens, I charge Kshs 250.00
BUYER : You're not serious! Much of the weight is a bundle of bones. I'm giving you Kshs 150.00 for each hen and Ksh. 300.00 for the cock. I'm buying three of each- three hens for Kshs. 450.00 and

three cocks for Kshs. 900.00. This will give us a total of Kshs 1, 350.00.
SELLER : You know, I buy and sell. I don't get them from my shamba. Your figure doesn't give me any profit at all.
BUYER : But you also know that money is hard to come by, and especially during this Christmas season. Give me a reasonable price unless you prefer I go to another seller.
SELLER : Let me make it Kshs 225.00 for a hen and Kshs 375.00 for a cock.
BUYER : It looks like you are not interested in selling your chickens
SELLER : No, I'm. Why would I be here? My children's fees come from this business.
BUYER : Okay, take Kshs 175.00 for each hen and Kshs 325.00 for each cock.
SELLER : No, there would be no profit for me. You can do better that that. You can surely promote my small business. Just give me Kshs 350.00 per cock and Kshs 225.00 per hen. This would be Kshs. 675.00 for the three hens and Kshs. 1,050.00 for the cocks.
BUYER : (Doing his mental arithmetic's) That's a total of Kshs 1, 725.00. Okay at least I'll be able to feed my visitors. (Handing over the money) Here you are.
SELLER : Thank you. (As the seller ties them together) you're a good customer.
Please come again. My name is Musumbi
BUYER : And I'm Karani. See you then
SELLER : See you

i. What is the purpose of the greetings in this situation?
ii. Identify and explain the negotiation skills of the buyer
iii. What does this business transactions reveal about the nature of negotiations

ANSWERS TO MODEL PAPERS

ENGLISH PAPER 1

MODEL PAPER 1

1. (a) A letter of complainant/ official format
You must identify yourself/ who you are/ where you come from.
Describe the nature of the problem- loud music in the bars near your home- you should be able to give examples for clarity. (Name a few)
Suggest what could be done
Layout- 2 more than 22 omission – 1
Body – 4 any important information lost out – 1
Language – 4 Tone, spellings- grammatical errors 2 tone, disappointed

(b) - Inquiry

- Mention the number of people intended for the visit
- How to get there/ charges
- Writer should sound anxious (tone)

NB: Both letters must be official letters

2. **ORAL SKILLS**

(i) Aa bb cc dd ef gg hh
Regular scheme- No disruption of sound arrangements at the end

(ii) Alliteration- in fell forbidden feast- creates rhythm
Rhyme- matching sounds at end of lines- Assonance – unabated

(iii) 1st – come …… live …… love
Last- poets ……. deaf

Carry meaning of poem – i.e. the labour/ pain people undergo after falling from God's grace.
Accept any two words from each line. (1 mk)
Reason (1 mk)

(b) Sugar rough access arch
Measure entry cereals chin
Sure photography set chemical

3. **GRAMMAR**

(a) Replace
(ii) Bumped into/ ran into
(iii) Pulled down
(iv) Kept up
(v) Got over
(b) Rewrite
(i) Not for once did I doubt his integrity
(ii) Little did the thieves realize that the police had already surrounded the
Bank
(iii) Imprudent
(iv) Shrewdness

(c) Adjectives
(i) Large, blue woolen
(ii) Big five bed roomed stone family
(iii) Brown, stringed Kenyan tea

(d) Adverbs
(i) Most prices in this shop have been revised upwards due to inflation
(ii) In football, an offside goal is always disallowed
(iii) I waited anxiously for the winner to be announced

ENGLISH PAPER 1
MODEL PAPER 2

1. Curriculum Vitae

- Curriculum vitae are a summary of one's work experience, education and
Interests
  - Aim is to give a potential employer a positive overview of one's qualifications for a job
  - N.B correct format is mandatory

Content

1. Reflection of one's work experience
   - Most recent job coming first
   - For each job show dates, when one worked, the employer and designation
     and responsibilities.
2. One's education, name of each school and years one attended
3. Reflection of any skills, activities, awards and interests one has that are relevant to the sought position.
4. References- names and addresses e.g could be previous employer, teacher or administration and not relative.

2. Grasp, less, in rather, each/ every, jump, can, habits, resist, conscious/ deliberate.
3. **Song**

(a) Lament songs- singer is decrying his poverty stricken state and the fact there is no one to come to his rescue. He feels abandoned/ destitute e.g ….. "How forlorn I am"

(b) Alliteration- both boys
Repetition – and my

(c) Being a question – rising tone

(d) Irregular rhyme- rhyme is a, b,c,d,e,d,c,f,d,g,l,j,k.

(ii) not/na:t na:t nout
Pul pu:l ful
Meid meid meit

(g) (i) His 'record' has just been released in the market.
(ii) Students have been asked to re'cord personal data in the form carefully.
NB: Nouns- stress marks placed on 1st syllable
Verb - stress marks placed on 2nd syllable.

(h) (i) He sub'jects his workers to a lot of hardship
(ii) The king had great love for his subjects.

(iv) (a) Tongue twister
(b) Assonance - /a/
Repetition – akaawa
- kaawa

(i) She sells sea shells
Shirika la reli la Rwanda
(Rwanda railway corporation)

(j) Entertainment

Language therapy
Speech learning/ training

(v) (i)
(a) Focus on the topic purpose of the speech and the audience (why are you writing it and what do you intend your audience to learn/ gain/ do?) Appropriate to a particular audience.

(b) Gather information about the topic e.g.....through library research, questionnaires, interviews or observations.
(c) Choose a pattern of organization that is likely to captivate the audience. Put emphasis on the introduction and conclusion.
(d) Select words and expressions that communicate clearly and precisely the message you want to convey.

(ii) Gestures
Facial expression
Dramatization
Body movement
Eye contact with audience

ENGLISH PAPER 1
MODEL PAPER 3
QUESTION 1
Must have format of minutes

- Heading
- Record of attendance
- Actual minutes
- Signing off

Awarding marks
Layout (2mks)
Language ability (6mks)

Body
Raising funds (2mks)
Buying of chicks (2mks)
Site of project (2mks)
Any other 2 issues (2mks each)
Use of passive tense (2mks)
Signing off (2mks)
Total (20mks)

QUESTION 2
Answers

1. Device	2. A few	3. To
4. Is	5. Regulatory	6. Popularity
7. within	8. Blocking	9. But
10. Easier		

QUESTION 3

I. abcd adef ghih

(b) - ne'er and comprehend

- Pause before delivering each of these words as they are the key words

(c) Today and victory 2nd stanza line 2 and 4

II. Bodily action (appears calm, poised and confident)

Use of gestures

Maintain eye contact with audience

Use of varied facial expressions.

III. (i) Pare (ii) Scent (iii) Rite (iv) Code

IV. Sing and involve them in the song

Tonal variation

Be creative

Have a good memory to recall events and let story flow

Employ humour

Dramatization and mimicry

Use simple language

V. Student: Yes please, I would like to find information on the course you offer (2mks)

Student: I would like to know how long a course takes (2mks)

Student: How many hours per week, please? (2mks)

Student: Could I please know the fee for an intensive computer course? (1mk)

Student: Fifteen thousand shillings? (1mk)

Thank you very much (1mk)

NB (Accept any other responses that tally with the receptionist's)

Look out for courteous language

ANSWERS TO MODEL PAPER 4

1. It has to be a report. If not deduct 4 marks for wrong format.
   - All steps of the format for report writing must be observed. If any is missing deduct 2 marks.
   - The content must include details of drug abuse in that area. Award credit for relevance. Penalize for irrelevance.

2. Suspect, courts, accused, compound, guilty, denied, caused, settle, remanded, investigations.

3. (i) Rhyme (steeple, ripple) (sung, swung)

Repetition (the line "This is the voice of the people")

(ii) This is the voice of people

(iii) It is regular; a, a, a, a, a.

b) (i) Weigh

(ii) Tied

(iii) Hymn

(iv) Sale

(v) flew

(c) P, n, r, t

(d) (i) Verbal skills
- She was audible
- She varied her tone
- She involved the audience
- Her points were very relevant

(ii) Non-verbal cues
- She employed gestures
- She was appropriately dressed

- (i) Watchman should report that he has caught the student.
  iii. Watchman should command the boy to move into the office.
  iv. Principal should tell the boy he had been caught sneaking.
  v. Principal should ask the boy whether he's saying the watchman is lying.
  vi. The boy should apologies.
- (i) wow!/ oh!/ yuck!
  Hey!/ gosh!/ hey!
  ii) Hiss/bang/creak/tap/crack/hush

MODEL PAPER 6

Question 1
- Acknowledge the presence of these parents; beginning with the senior most person and greet them.
- Give a brief introduction of the occasion.
- Introduction sets the mood of the speech; therefore it should be taken seriously.
- May have opening quotation marks.
- The body of the speech; points should be explained logically.
- Appropriate connects should be used.
- Speech must be in continuous prose
- The conclusion may consist of a summary of the main issues discussed.
- End of speech with quotation marks.
- Must be in the first person singular – use of "1"

Question 2
- rural
- in
- freely
- minority
- narrates/relates
- government
- remainder/rest
- from
- found/got
- arrived

MODEL PAPER 5

a. (i) Alliteration; clasps crag crooked.
Onomatopoeia; thunderbolt. Rhyme e.g. hands hands, crawls, crawls
(ii) Give musicality of poem, making it memorable and enjoyable
(iii) Thunderbolt: this is because it captures the meaning
(iv) I would fold my hand into a fist/clench it, to vividly show how the eagle
holds, clasps something

b. (i) Riddle
(ii) Challenger: riddle Respondent: say it
Challenger: giving the riddle

(c) (i) Thyme
(ii) Aunt
iii. Knead
iv. Weigh
v. Aural

(d) (i) (a) Enhances understanding of the message
(b) One can synthesize the message and know how to respond
(c) It enhances the relationship between the speaker and the listener.
(d) You learn more about what is being said.
(e) Enhances courtesy/etiquette

(ii) (a) Facial expression; eye contact/frown etc
(b) Gestures; the use of hands e.g. pointing a finger at somebody.
(c) Body pasture – standing position e.g. upright posture would show keenness sitting position e.g. sinking on your chair shows disinterest.
(d) Dramatization/body movement
(e) (i) Excuse me please – could you lower the volume of your radio or Excuse me please, lower the volume of your radio.
(ii) Thank you, but I am afraid; I cannot accompany you….
(iii) I am saddened/shocked to learn of the death of your beloved mother. Please accept my sincere condolences. I am sorry.

MODEL PAPER 6

Question 1

- Must be a speech. If not award ½ the total marks.
- If speech is irrelevant, deny up to (4mks)

FORMAT

- layout: Must be in 1st person and no quotation marks.
- Introduction: Must be with acknowledgment of the people present starting with the senior most. (2mks)

LANGUAGE ACCURACY:

Grammar (tenses, punctuation, subject/verb, agreement, sentence construction (structures) spelling.
BODY
Content should be relevant to the given questions. (8mks)
CONCLUSION
A conclusion remark which must end with thanking the audience.

Question 2

- to
- defise/ease
- said
- moments/times/occasions
- to
- between
- of
- disputed/unacceptable/controversial
- should
- during/at

3. (a) (i)
   i. rhyme – root-fruit, pears-fairs rills-hills
   ii. alliteration – pods-pears/p/ripe-root /r/green-ginger / g/g
   iii. assonance – in – window bringing (i)
   iv. onomatopoeia – rills
   v. repetition – and
   vi. pads – pears (s) tangerines – mangoes (s)
   vii. ab ab cd cd, ef ef. The rhymes scheme is regular.
   viii. I, turned, bowed, head, wept. They are the content words

3. (b) (i)
   (a) To officially decide something and write it down(verb)
   (b) Information kept about something that has happened. The best achievement so far in a particular activity (noun)
   (ii)
   (a) To harm the reputation of a person or a group by doing something bad. (verb)
   (b) The loss of other people's respect because of something bad you have done. (noun)
   (iii)
   (a) To give something to someone officially. (verb)
   (b) Something that you give to someone. (noun)
   The period of that time is happening now. (noun)
   (iv)
   (a) To say you will not do something that someone has asked you to do. (verb) to say you do not want what someone has offered to you. (verb)
   (b) Rubbish (noun)

   (c) (i)

- Include refrain where the audience would join in.
- Pose questions for the audience to respond
- Ask the audience to join in the performance

(ii)

- Use of gestures
- Tonal variations
- Dramatization
- Facial expression
- Body movement

(iii)

- join the singing
- show interest by nodding
- Applauding
- Clapping

(d)

You : Thank you for your concern. Nobody was hurt because it appeared that the thugs were interested in the goods, not us.
You: No, I just hard a loud banging and then around six men looking men got into the room.
You: No. my father did not open the door since the thugs forced their way in.
You: I couldn't do much. I screamed once they threatened to kill me. So I kept quite.
You: Yes, they stole a TV, three video decks, a hifi system, an iron box, mobile phones, a microwave and a fridge. They had a pick-up outside.
You: After they left, we screamed at the top of our voices and our neighbour heard our screams. He is the one who untied us.

ENGLISH PAPER 2
MODEL PAPER 1

Answers for comprehension

(a) Despite mans persistent claims that the goat is solely to blame for land degradation; in actual sense the main culprit to the progressive destruction of land is man.
(b) Miserable crop
(c) He is not;
- Instead of accepting the responsibility for all his destruction, man blames livestock and in particular the goat.
- No attempts have been made by man to plant grass or under plant the last agricultural crop with fodder species.

(d) Proper planning ensures conservation of land
(e) Wouldn't it?
(f) - Cultivation to exhaustion the better soils in the plains
- Rearing of livestock on smaller areas of poor land and further up the slopes

- No attempts being made to plant grass or under plant the last agricultural crop with fodder species.

(g)

(i) Initiated – started
(ii) Miserable - poor
(iii) Banishment of the goat- doing away with the goat
(iv) Precarious – dangerous/ risky
(v) Degradation – loss of value/ fertility of soil

Poetry

(a)

- The poem is addressing the negative effects of war
- A conquering army has stumbled upon a deserted village. The weed grown street
- There is evidence of destruction-"…. Before the shattered door".
- There is evidence of hunger as a result of desertion "A dog …… Shambled off on legs as thin as sticks

(b)

- Sad/ sorrowful/ melancholic. Illustration; the air is still, thereis a dead bird with its beak wide open and mention of the drying bird.
- Nostalgic; there was not one of us who did not think of home.

(c)

Similes: Legs as thin as sticks. Effect: comparison of the dog's legs with sticks to show hunger.
Alliteration: song of swinging gates. Effectiveness: Enhances rhythm/ musicality/ memorability.
Metaphor: grey child. Effectiveness to show a dead / dying child

(d) The statement is ironical since victory is acquired through conquest and is characterized by celebration but the army in the poem does not encounter any resistance and is instead met with scenes of desertion, death and destruction.

(e) Into the wood started up a gaunt dog from some dark place and shambled off on legs as thin as sticks to die at least in peace.

(f) (i) Air- heir
(ii) no- know
(iii) Pane- pain
(iv) peace- piece

(g) (i) gaunt – thin/ weak
(ii) tattered- mutilated/ damaged

3. (a) (i) description
(ii) Proof
(iii) Decision

(b) (i) Alumira's son always steal money from Mrs Wekesa shandbag

(ii) An organization has a form which it uses for an internal Memorandum.

(iii) The introduction of new changes in any organization requires great courage.

(c) (i) The famine which is national disaster has hit many parts of the
Country
(ii) Many children who drop out of school after standard eight blame
poverty for their lost opportunities
(iii) The girl whose father died in the recent plane crash has been
offered a scholarship.

(d) (i) Came to
(ii) Takes after
(iii) Fallen out

(e) (i) Rarely does Njeri come to the market these days
(ii) No sooner had Otieno finished watching a movie than Joram, his friend walked in.

MODEL PAPER 2

(i) - He would manipulate the pupil's scores, that is, he would lower the
marks to make them fail
- He would issue a stern reminder to parent of the pupil
- He would threaten to issue a bad testimony when the pupils finally leave
School

(ii) - He would not succeed in life/ would not improve.

(iii) - He is pretending to be surprised by the presence of the pupil in his office
yet he knows he is the one who summoned the pupil.
- He wants the pupil to readily accept the mistake the headteacher is about to level against him..

(iv) - he mentions his mother to blackmail him/ intimidate him/ instill fear in
Him

(v) - despising: he seems to question the unorthodox disciplinary measures
taken by the head teacher
- Scornful
- NB: accept one well illustrated answer

(vi) - Grave misgivings- very serious doubts/highly doubtful/ highly suspicious
- Long suffering- patient/ persevering
- Moral tonics- doses of psychological torture/ battle of wits meant to
demoralize pupils
- Procure- to get/ obtain/ secure/ attain/ achieve
- moved nimbly- carefully/ lightly/ measured steps

- Shell out of the truth- force out the facts/ use extra effort to extract the
Facts

MODEL PAPER 3

1. (a) One's CV and covering letter

(b) Blue, black or grey
They are not too bright/ they are neutral colours

(c) One will be on probation/ on the spotlight for sometime.
- One may have the ambition for promotion and advancement

(d) - Tight clothes do not impress interviewers who may be conservative people

(e) - Being too casual
- being too formal
- Women should avoid wild hairdos
- Avoid strong perfumes
- Having too many earrings
- wearing exaggerated shoes
- dressing provocatively
- Out- dressing the interviewers
- Wearing tight clothes

Notes may be indicated by use of dots, arrows, numerals, letters of the alphabet, dashes

(f) (i) Selected/ picked after qualifying
(ii) General presentation of oneself
(iii) Information/ not serious
(iv) Dressing in a more colourful manner than the interviewers
(v) The job which one is looking forward to/ the job one is likely to land into
and is eager to get it.

AN ENEMY OF THE PEOPLE

2. (a) (i) Dr. Stockmanns sitting room
(ii) The editorial office of "The peoples' messenger".
Captain Horster'

(b) That the town baths are contaminated and/ they are polluting the water system in the town/ the baths are a health hazard to the town residents as well as tourists.
Recommendations:
He proposes that the baths be reconstructed/ that the town water pipes be relaid/ the tannery at model be closed as it is the biggest source of pollution.

(c) (i)
- Peter Stockmann gets bitter/ agitated at the report
- He blocks the printing of the report by the people's messenger
- He exchanges bitter words with his brother
- He prepares an alternative report which is published by "The People
Messenger".

- He incites the ordinary people to turn against the doctor

(ii)

- Morten Kill gets bitter that his tannery is being said to be the biggest source of pollution.
- He tries to blackmail Dr. Stockmann into withdrawing the report threatening to disinherit the doctor's children and Mrs. Stockmann
- He buys even more shares from the baths with the money he was bequeath to them.
- Petra stands by her father/ she supports him and is prepared to help him pursue his mission.

(d) (i) The main source of life and income for this town/ the cornerstone of the economy in the town.

(ii) When we have been ignorant/ in the dark/ unaware of what is going on around us.

(e) (i) Journalists/ newsmen. Newspaper reporters.

(ii) They betray him

They are influenced by the mayor to drop the doctor's report but to instead print a different one which the mayor readily produces. The doctor later on gets bitter with them and there's a physical confrontation when the doctor chases them from his house.

3. (a) An African

(b) A person trying to meddle in Africa's affairs/ probably Western countries.

Illustration. " You meddle, interfere in my affairs…"

(c) Allow me to remain myself/ stop attempting to change me.

(d) The speaker is complaining about interference of African values by the West. The 'you' in the poem is forcing the speaker to think, talk and act the way he (you) does. The African feels that this is unjust.

(e) Rebellious/ bitter/ proud

Explanation: the speaker wishes to be left alone/ he is against the act of the addressee.

(f) The attitude of the speaker towards 'you is spiteful/ one of rejection

Explanation: The speaker is not ready to accept " you's act of brainwashing him.

(g) Repetition- let me be

Alliteration – God made me

(h) Content – He is satisfied with the way he is

Resolute- He is determined to stay as he is

Religious – He believes in God as his creator.

4. **GRAMMAR**

(a) (i) My desk mate told me that was a very important exam for him/
her

(ii) The plane was flown over the pacific by Darren
The plane was flown by Darren over the pacific.

(iii) Should you see my sister, call me

(b) (i) at
(ii) into, away
(iii) in

(c) (i) Cobblers
(ii) Birds
(iii) Congregation

(d) (i) Pronunciation
(ii) Undoubtedly
(iii) Maternal

(e) (i) You will arrive in good time, won't you?
(ii) I am doing the English exam, aren't I?
(iii) I have your money, don't I?

MODEL PAPER 4

(a) The persona is completely overwhelmed by feelings of love. According to him/ her love is uncontrollable, totally consumes and cannot be easily defined since it means different things to different people. He bags love not to be too much so that he/ she can differentiate true love from infatuation.

(b) Images
Madness- Whoever is in love is not in control of his emotions, actions etc.
Fire- Love totally consumes/ overwhelms
Chameleon- Love means different things to different people. It cannot be described

(c) Its ironic that the persona is imploring love to change its stance and allow him/ her to experience it before the fire of his/ her youth is quenched yet he at the same time laments that it is uncontrollable and consuming. He refers to it as a camouflaged dangerous chameleon.

(d) Brutal- cruel and violent
Camouflaged- Disguised
Remorseless- heartless/ without regrets/ uncaring

QUESTIONS FOUR
GRAMMAR

1. (a) Besides settling quarrels, the head of the family provides for the family.

(b) Despite being sick for a long time, he did very well in the race.

(c) Not having slept the whole night, he was sleepy

2. (a) Was borne
(b) Lain
(c) Deception
(d) Occurrence
(e) Definition

3. (a) The focus would be on her. She is the one who left the room

(b) The brother is the one who left the room

(c) The focus would be on the act of leaving the room, he left the room. He didn't do anything else.

(d) The emphasis would be on what time of the day he left.

4. (i) Having witnessed the crime he was summoned to give evidence in court

(ii) Having listened to your story, I am more inclined to agree with you.

5. (i) They kept me waiting for hours

Participle

(ii) Hunting game is banned in this country

Gerund

6. (i) Resembles
(ii) postpone
(iii) Passed

MODEL PAPER 5
QUESTION 1

1. Passage

(a) Because her parents are atheists they have not given her satisfactory answers, especially in view of what she has heard in school. The conflicting messages have left her very confused

(b) This is usually expressed through questions about the meaning of life and death. It has also been said that the degree of spirituality is high in early childhood but declines remarkably as adolescence.

(c) This is an indicator of the natural existence of a sense of spirituality in children.

(d) Points to consider

- Spirituality is more of a need than a right
- Almost all children including those raised in non- religious homes show an interest in spirituality since it is a natural characteristic of a human being.
- Spirituality deprived children a vacuum that renders them vulnerable to psychological turmoil where as those who are grounded in some form of spirituality are better equipped to deal with crises of life.

(e) In traditional societies there were rituals and rites of passage that made life purposeful. In addition grandmothers played the role of instilling spirituality ethics and morality in children through story telling.

(f) Not only do many parents ensure that their children attend the best schools but also have access to fantastic health

(g) Unjust cultures that are devoid of role models. In an attempt to impact spirituality, some parents introduce complicated theological facts leading to , rather than, reducing the child's anxiety about life.

(h) Resilient- Strong - firm
Turmoil- great confusion
Deflated – lessened

QUESTION 2

(a) The rabbit is greedy. He eats too much whenever there is a chance.
He is canning . Evident when he cheats the elephant about making shoes for him and also when he plays dead and is carried by the woman.
He is cruel/ heartless. He slices the elephant's feet despite the pain he knows elephant is experiencing.

(b) Use of personification. The narrative employs use of human characteristics to clearly bring out the moral lesson i.e. rabbit and elephant. Use of opening formula- " Once long ago"

(c) The story is appropriate for people who readily trust and can easily be deceived by crafty people who may take advantage of them. A good example is children who are naturally easy to trust.

(d) This is because we are not told what happens to rabbit in the end and whether he finally meets his match or continues tricking people.

(e) It marks the beginning of the society
It is meant to arrest the attention of the audience. It makes them alert and focused on the narrative.
It takes the audience to the world of fantasy

(f) Offers entertainment
- Offers a moral lesson i.e. teaches us that we should always be on the look out for dubious people who are always out to take advantage of us.
- Educates the society on the need to uphold moral values

(g) Economic activities
- Hunting; they eat animal meet
- Wearing baskets
- Blacksmithing
- Livestock keeping

Social Activity
- They hold wedding to celebrate marriage(s)

QUESTION 3
GRAMMAR
(a)
(i) Let us move our luggage to the next room, shall we?
(ii) Matheri's wife said, you must surrender to the police now."
(iii) Bigamy

(b)
(i) Passers- by
(ii) Use three cupfuls of flour and five tea spoonfuls of spices
(iii) She does not enjoy leaving her mother- in- law

(c)
(i) Kaleidoscope
(ii) Bouquet
(iii) Pinch

(d)
(i) Satisfactorily
(ii) Guffaw
(iii) indemnity

(e)
(i) Whichever
(ii) What
(iii) Of

MODEL PAPER 6
QUESTION 1
1. VolP
2. It has changed the mode of communication and considerably reduced calling
   Charges.
3. The reduced rates are only available in selected centers/ telecentres
4. The charge for calling anywhere in the world saves for Tanzania and Uganda was 68 Kshs per minute.
5. It was a telephone service that used data packet technology to transmit voice using the internet.
6. Such a call depends on a permanent connection being established between two telephone correspondents. This becomes inefficient and expensive.

7. Compared to the traditional telephony, VolP is much cheaper and ever free at times.

- It is more efficient and offers greater variety to consumers in specialized Needs
- It is also more current and sophisticated

NB

- Penalize once in each sentence for expression error
- If not form award ½ mark only
- Observe word limit

8. They are the same size
9. Because that is where the entire globe is headed. Kenya cannot live in isolation so it has to follow suit or risk isolation.
10. (a) Be less in value/ worth when compared with mobile telephones
    (b) A large quantity
    (c) Has to conform/ to be in line with

Question 2

(a) Filling the blanks
    (i) Which
    (ii) Whose
    (iii) Whom

(b) Past tense
    (i) Tom let me use his book regularly
    (ii) Her legs swelled when she bent down for long

(c) Prepositions
    (i) To
    (ii) Of
    (iii) From

(d) Passive voice
    (i) The thugs were overcome by the police officers
    (ii) The big eggs laid by that white hen

(e) Direct speech
    (i) " Where is the shopping centre?" the stranger asked me
    (ii) "We have withdrawn money from the bank today," we said

(f) Phrasal verb
    (i) Owned up/ gave in
    (ii) Call on
    (iii) Come across

ANSWERS TO PREDICTION QUESTIONS ON SET TEXTS

1. An enemy of the people

(a) Corruption in the municipal

(b) - Officials are corrupt their friends and hangers
- On are the only people that benefit from the towns wealth
- Were to blame for the wrong positioning of the pipes resulting to water pollution.
- They have all the influence
- They have made people to believe they are not capable pf making mistakes (infallible)

(c) - From Morten Kills factories
- They discharge waste which enters into the reservoirs

(d) - Metaphor- ring of obstinate old fossils. They refer to the officials of the council who according to Hovstad are old and don't accept and new ideas or changes

(e) (i) Altogether- entirely/ wholly
(ii) Climb down a peg or two- didn't feel so important.
(iii) Infallibility- incapable of doing something wrong
(iv) Reluctant – not willing
(v) That goes without saying- it is understood without being stated
(vi) Reproach – find fault

(f) Hovstad says that his responsibility is to emancipate the masses through saying the truth and exposing the corrupt officials but he does none of that. This is because he is convinced by Peter Stockmann that the report would mean closing the Baths for two years and incurring forty thousand pounds to do any repairs. Consequently, he betrays the doctor and does not use his paper to say the truth.

QUESTION 2: THE RIVER BETWEEN

a.
- Kinuthia warns Waiyaki that the Kiama led by Kabonyi are spreading rumors that he was no longer a leader and are plotting to harm Nyambura
- Waiyaki and Nyambura both go to Waiyaki's hut and are seen by a hiding Kamau.
- Waiyaki resolves to go to the site of the sacred grove and implores Kinuthia to call for a meeting at house.

b. Chege, Waiyaki's father

c.
- Waiyaki had opened up independent schools all over the ridges
- He was determined to reconcile the two warning ridges of Makuyu and Kameno by educating his people
- Joshua declared that for him and his house they would serve the lord

- Joshua- Fanatical. He hated the young man (Waiyaki) with the hatred which a man of God has towards Satan.
  Quick-, hot tempered/ harsh – orders Waiyaki out of his house
  Nyambura- Rebellious- she rebels against her father by walking out with Waiyaki

f.

- Muthoni has been disowned
- She went on to be circumcised despite the fact that her father condemned the Practice

g.

- He had taken an oath to safeguard the purity of the tribe yet was alleged to have gone to Siriana and paying Joshua a visit to warn him.
- They were convinced by the Kiama and Kabonyi that Waiyaki was planning to Marry an uncircumcised girl, Thus betraying the tribe, who he has been fighting all along
-
- Cultural conflict/ culture clush
- Waiyaki is accused of betraying the tribe by marrying an uncircumcised girl (A Christian)

- The two are placed in the hands of the Kiama to stand trial and their fate decides.

QUESTION 3: AN ENEMY OF THE PEOPLE

(a) An enemy of the people

It is very painful to him because he says such a name has the same effect as a pin- scratch in the lung. It is eating him like a corrosive acid. It is striking in the pit of his stomach. No soda bicarb will remove it.

(b) Simile

- It is striking here in the pit of my stomach, eating into me like a corrosive liquid. Means its painful and very hurting to be called such a name.
- A party is like a sausage machine it mashes up all sorts of heads together. Means belonging to a party has influence on ones behaviour because on is expected to have allegiance to his party.

(c) He is a patriot because

- he single- handedly came up with the idea of the baths
- He discovers the water at the Baths is contaminated
- He carries out a test to confirm this
- He solely fights to ensure the authorities support it, though they betray
  his effort.
- He is ready to lose his job and the source of income for his family while fighting for his report.

(d) Mr Vik is a wealthy man

- He should be independent of everyone and everything

- He is not independent as he allows himself to do what other people want him because to do by dismissing Captain Horster because that is what the majority want.

(e) (i) Their minds will be changed some day
(ii) She asked (him) whether he meant that he had been dismissed

(f) (i) Petra- Concerned- she is concerned about the dismissal of Horstar. She
Asks you to
(ii) Captain Horster- Optimistic is sure to get a job
(iii) Mrs. Stockmann – supportive towards the husbands she tells him, “yes,
Thomas as sure as you are standing here.”

QUESTION 4: AN ENEMY OF THE PEOPLE

(a) Before
- Dr. Stockmann had sent his manuscript to Peter Stockmann
- Peter Stockmann has replied that he would come at the Stockmann’s at
midday.
- Katherine reminds the Doctor to avail himself so as to see Peter.

After
- Hovstad checks in at the Stockmanns Morten leaves
- Hovstad reminds the doctor of the corruption at the council

(b) And not he

(c) (i) Peter Stockmann- insecure- Peter hates the idea of someone doing any
service to the town except himself. He fears somebody may get popular than he.
(ii) Peaceable/ reconciliatory- He wants the husband to share the credit with the mayor to avoid any bad blood between the two.
(iii) Vengeful- he wants the officials at the council to suffer for hounding him out of the council

(d) To him it isn’t something serious . Its like a game. He thinks the discovery is a lie to deceive Peter Stockmann. He views it as a good chance for him to avenge himself for being hounded out of the council.

(e) (i) Queer tale- strange story
(ii) Looked in on visited
(iii) Pull your own brothers leg- deceive your brother
(vi) Bait- Something that can tempt. (v) charity- help to the poor.

(f) According to Dr. Stockmann, it is luck for the town can eliminate contamination in the water at the baths and this would mean more visitors which will translate to more money. According to Peter Stockmann it could be said to be an ironical statement because to him it’s no luck but exposure of his inefficiencies. This may lead to his being

viewed as inefficient should people know how he laid the pipes at wrong position resulting to contamination.

(g) (i) You will pull their legs! Won't you?

(ii) I will give tem pounds to charity on the spot! Won't I

QUESTIONS 5

(a) Peter Stockmann has come to see his brother, Doctor Stockmann in order to know more about the report the Doctor had sent him concerning the Baths. Earlier, the doctor had reported to his family that he has the free press also the compact majority on his side.

(b) To build a sewer to carry impurities
To relay the water conduits

(c) Points
It will be an expensive understanding
The work would take long – two years
Closing the baths
They would lose business
They would win the town

(d) Metaphor
- Slow poison
- The water is contaminated therefore people consume water that can ruin
their life. Irony
- Peter Stockmann says for the good he guard his reputation anxiously for the good of the town. There may be no good of the town when he refuses to end contamination of the water or corruption in the town.

(e) No. it is compromised by Peter Stockmann, it does not meet its expectations when it allows itself to be manipulated by Peter who convinces the press of the expenses of adopting the report. They later disown the Doctors report.

(f) He is branded an enemy of the people. His windows are shattered and his daughter Petra is dismissed from work. The boys are expelled from school. He's dismissed from his position as the medical officer to the baths. He cannot continue in his practice in town- no one can consult him. His best friend Captain Horster is dismissed from service. He's no longer comfortable in his native town and wants to leave to the new world.

(g) Pay through the nose- pay excessively imminet – foreseeable

(h) Her promises to consider the report sometime but doesn't give a guarantee of doing it. He says, "we might perhaps have to consider sometime later on."

QUESTION 6

(a) Peter Stockmann had come calling at the Doctor's. He demands that the doctor's withdraws his report failure to which he would be dismissed from the Baths

He means that Peter Stockmann threatens him with a dismissal so to make him fearful

He also says that Peter wants the Doctor to put his personal interest (to consider his job and family)above what he feels is the truth; to save the town from using contaminated water and to end corruption.

(b) Metaphor- people's messenger being the Doctor's arsenal- meaning the weapon to use to attack the authorities.

Don't spare the dynamite- means that the article will reveal corruption in the council.

Similes- Bombard them….. like bombshells – means he will use the articles to expose the failure of the officials of council.

(c) (i) Minds eye - conscious
(ii) Outposts- towns
(iii) Vistas – new ideas

(d) Billing is very supportive of the Doctor in this episode but later he betrays him when he refers to him as an enemy of the people after being swayed by Peter Stockmann.

(e) Fearful- He doesn't want his colleagues to be involved in any matter of the local authorities apart from the Baths because he says he has had some experience. He admits he is timid as long as issues concerning local authorities are addressed.

Selfish- He admits he has solid interests of his own to protect and therefore he says he cannot think of everything.

(f) Alaskan warns Billing to learn a lesson or two about politics. He implies that once in a while a politician could be selfish and only in a while a politician could be selfish and only do things that favour him. He makes reference to stansgaard who was an authority to the country and who left the position to serve his own interests somewhere else. Alaskan warns Billing that he could take that as a lesson in his Endeavour to become the secretary of the council and tells him that he should not be too sure of everything

ENGLISH PAPER 3
MODEL PAPER 1
QUESTION 1

(a) Must be a story

- The introduction should start with the sentence given
- Events should be set in motion through characters
- These events should be presented in a logical sequence
- Transitional devices should be used correctly.

- The story should be interesting to read as it is an imaginative composition.
- Expect a relevant conclusion

Introduction 2 mks
Conclusion 2 mks
Language use 4 mks, check for

- Correctness of grammar
- Variety of sentence structures
- Punctuation
- Choice of words – vocabulary
- Spelling

Content – 12 mks, check for

- relevancy
- adequacy
- originality

If not story, deduct 4mks. If not starting with the sentence given deduct 2mks

(b) - This is more of a descriptive composition.
- The candidate should produce in the mind of the reader a clear picture of the dreams e.g doctor, pilot etc.

- Describe/ give a vivid description of the path they are taking in pursuit of the dream
- Use connectors correctly.
- Should be presented in a logical sequence
- Show creativity
- Expect a relevant conclusion
- Introduction – 2 mks
- Conclusion – 2 mks
- Language use 4 mks, check for
- Correction of grammar
- Variety of sentence structures
- Punctuation
- Wide range of vocabulary
- Spelling

Content 12 mks, check for

- Relevancy
- Adequacy
- Originality

(NB: If not descriptive deduct 4 mks)

ENGLISH PAPER 3
MODEL PAPER 2

1. Point of interpretation
   (a) Must be a story, if not deduct 4 mks
   - Must begin with the sentence given. If not discuss 2 mks

- Must present a credible scenario suggested by the beginning sentence. The narrator should outline what is unusual/ strange about the noise emanating from the elder brother's house.
- If this is not apparent in the composition, treat as irrelevant and deduct

(4mks)

(b) Must be an expository or discursive composition. (Accept debate format). If not, deduct (2 mk)

QUESTION 2

(a)

- Financial institutions and donors bankroll well- to do Africans who reserve rooms in expensive hotels to celebrate the coming of the new millennium yet this money is meant for the development of their countries.
- Donors and financial institutions subject Africans to tyranny and foreign domination but nobody can complain about imperialism lest they risk being called old guards, outmoded, archaic, fossils.
- The financial institutions and donors support some African government which boldly proclaim that they practice ethnic politics. Foods are ethics, clothes are ethnic and it is fashionable to own a tribal tag. Africans are fighting among themselves in places like Rwanda, Somali and Liberia.
- The donors and financial institutions have conspired with the Africans imposed to steal from their own people. The result is poverty, infant mortality rate, the highest number of AIDS victims, many refugees , the highest illiteracy rates and underdevelopment.
- Africans are held in debt by the financial institutions and donors such as the IMF.

Africans souls are owned by such institutions.

The writer says these institutions have no right to imagine they own the monopoly of joy and though poor. Africans have the right to party and enjoy." The likes of Bill Gates and the Africans rulers they support fall into this category of people who own more money than the African continent can make in years.

QUESTION 3

(b) (i) They are reminded that they do not belong

- Are shouted at in their "new" country
- An alien " makwerekwere"
- Third rate citizens associated with hunger, deprivation and cheap labour

(ii) Not allowed to work

- Their presence is an irritant
- Does not matter how hard one works
- One is always reminded that one is not committed, saving energies for

mother country

- If you do more, you are reminded that " you are buying your stay"
- Live in perpetual fear of losing one's job. If you have none, it is worse

(iii)
- Live under threat of repatriation
- If one makes one false move, he/ she is whisked back to their original country. "Lion's den."
- The highly educated among the host are worse. They report that one is a Marxist inciting students

(iv)
- Women refugees receive worse treatment from their hosts
- Sexuality harassed/ molested ……." Every blinking idiot wants to paw you".

(v) - Coup leaders receive unwarranted support from foreign governments
- Newspapers headlines reveal what they think about the coup
- MARXIST TYRANT BOOTED BY A POPULAR ILLITERATE SERGEANT MAJOR

- Situation made worse if the troubled country has the minerals the West and East want "…….. were willing to cast a blind eye on one buffoon of a nigger trashing other niggers'.
  – Refugees experience hardships as they flee their countries.
- No bath, food, water to drink. "The stretch of displacement and the jungle odours precede him".
- Pursued by soldiers/police, living in the bush/jungle.
- Detained at the border crossing, women threatened with rape
  – Not accepted back home after exile
- Odie resents Wak's sudden/unexpected return
- Thinks he has come back for the family inheritance.
- He is called a deserter, a coward who fled and left them to suffer.
- Does not want Stella to serve him a drink.
- Referred to as "sausage – and - bacon exiles.

3. (c) Introduction (2mks)

(i) The capital city, Jamaica, had untidy streets.
- Presence of uncared for garbage everywhere.
- Brenda says, "The money they spend to pay people to search up people things they might use to clean up the streets."
- All along the road from the airport, there were makeshift stalls on the ground, each with its stack of garbage near it.
- There were more flies than one expected.

(ii) Dangerous and insensitive drivers

- Drivers cut in a head of others after passing them on the wrong side.
- Brenda declared, “I will never die in this country. “page 53

(iii) Corruption was rampant

- Porters expected tips for carrying out errands for which they were paid.
- “Fix me up no’ brother!’ says the porter to Gabriel P. 52.
- Brenda comments, “People here don’t know that you shouldn’t get twice to do your job.” P. 52

(iv). Foreigners (whites) are favoured over Jamaicans

- Brenda's suitcases are opened but those of the passenger ahead of her, who is white, are not.
- This makes Brenda mad.
- "She was telling the customs officer about parts of the anatomy he couldn't possibly possess". P. 51

(v). There were bad roads everywhere.

- Governments had come and gone over the years and it didn't matter which party was in power, nobody ever fixed the roads to Woods Village.
- It was said the days of "banana^ were over and nobody had any interest in getting a product for export out of the bay.
- Or perhaps no Member of Parliament or his mother lived in the district.

ENGLISH PAPER 3
MODEL PAPER 3
101/3

1. **Imaginative composition**

Points of interpretation

- The answer must be in continuous prose. If not deduct up to 4mks for wrong format.
- It must be a story. If not deduct 2mks
- The sentence must be at the beginning, if not deduct 1mk
- If the sentence doesn’t appear at all, deduct 2mks
- The story must be related to the given sentence if not deduct 2mks

2. **OPTIONAL TEXT**

THE SHORT STORY

- The church is supposed to provide a safe haven for women who wish to escape from their abusive spouses, yet the reverse occurs. For example, the vicar’s sermon extols the role of husbands and the need for women to be subservient to their husbands.
- He impresses the different responsibilities of the husband and wife in the home.
- He thinks that the men who attend the church service are good examples of men who sustain their families……”wonderful men who care about their families. “p. 100

- The society does not allow for divorce of separation especially for women suffering from domestic violence. For example the vicar felt he could not condone Mme lady leaving her husband no matter the circumstances
- Dowry paid is high and ties the woman to abusive marriages. For example Mme lady cannot repay." Pg 99
- Women in this society are not accorded equal education opportunities as their male counterparts. This has greatly contributed to their dependence on their husband. Mme is jobless thus lacks empowerment. As such she cannot leave him
- In this society, women are expected to uphold family honour, and marriage strife's are blamed entirely on women, E.g. Mme lady says that no one would believe her story least of all her parents and she would be blamed. (any well illustrated points)

NB: Adequate illustrations from the text must be given.

b) Drama; shred of tenderness

Plight of refugees

Introduction

The refugee problem in Africa constitutes a humanitarian crisis. Indeed with

through of people fleeing countries such as the Democratic Republic of Congo.

Rwanda, Burundi , the Sudan and Somali, not to mention those from West Africa, Africa now has mention those from West Africa, Africa now has the lion's share of refugees in the world. The refugees run away from murderous and dictatorial regimes which commit crimes such as genocide and settle in countries such as Kenya, as it is alluded to in Ruganda's shred of tenderness.

The refugees encounter problem with the immigration officials. In addition to suspecting the refugees to be drug traffickers and harassing them, the officers rape their women and at times infect them with HIV/AIDS pg 88&4. at the immigration the constable was sniffing on Stella's legs "like a dog on heat".

Pg 93 the police officers hand on the refugee's waistline though he was humorous to her. The constable kicked the refugee and she howled in pain pg 92 03

In the host countries thy are despised and treated with contempt and suspicion . The natives of these countries resent them for taking their jobs. The men resent them for taking their women. Scarcity of basic commodities such as toilet paper is also blamed on them. Odie is uncomfortable with the addition of Wak to the family. Fears that it will strain the finances.

Aid agencies frustrate refugees in the host countries. For example the UNHCR and other international agencies prefer sending aid to European refugees in places such as Kosove.

When the refugees finally return home, they are made to feel they don't belong. Their inheritance has been grabbed by the relatives

who remained behind. Odie resents wak, his step brother who has returned from exile. Odie has already grabbed the entire family inheritance, and now fears that Wak stake his claim.

THE NOVEL: HOMESTRETCH

- Brenda is Jamaican girl, now living in the Diaspora, having left Jamaica at fourteen. The outside world, especially America and England lures Jamaicans from their homeland. It promises better education and economic opportunities. But to Brenda it brings about bitterness and psychological torture for as the saying goes “east or west, home is best”.
- Through Laura’s strong and confident personality, she carefully counsels Brenda who learns to reconcile herself to her experiences and accepts her homeland.
- Laura invites Brenda for lunch in one of the hotels at Kingston. Brenda pours her experiences of rejection by her own country because of the betrayal of her dreams in America and England. It was difficult for her to get a job in England due to entrenched racial prejudice. Laura gives her ears to her and time and it’s after this that Brenda feels psychologically healed. Through Lura she learns not to be dependent and escapist by willing not to move again. This an indication of the Laura is going to play in Brenda’s reclaiming of self-worth, identity, independence and pride
- Laura invites Brenda to her uncle and aunt’s anniversary party in woods
- During wood tour, Laura informs Brenda about the history of the parish and socio- cultural meaning of some of the features of significance and even legends.
- Also during woods tour she learns that there are future plans (Edith’s plant to revive the basic school) and church. This motivates her too to come up with a plan to help re-orient youths in England with Caribbean parentage with their country.
- Laura takes Brenda to celebrate the heritage week.
- During invitation to David and Edith celebrations, Brenda meets Anthony. Brenda has a lot of fun hence ensuring that she realizes the plentiful ness of home and beautiful view of Jamaica.
- Brenda and Anthony set on a grand tour for her it is a re-discovery of Jamaica.
- After the tour of the South coast they move to the North Coast

At the end of the tour, the two have future plans of discovery the black Diaspora community now that they have done the Homestretch and re-discovered their home and its beauty.

Conclusion

In conclusion, Homestretch portrays issues of patriotism. The Jamaicans love of one’s country is central to leading a positive and fulfilling life. The influence of Laura and her discovery of the true beauty and homeliness of Jamaica under the company of Anthony heals Brenda and she becomes

proud of her homeland. She is able to overcome the unfriendly outer world and appreciate her homeland with a sense of patriotism. She symbolizes rebirth and reveals the possibilities of healing of an alienated and psychologically bruised individual after the agonizing experiences of alienation. Brenda writes a letter to Laura thanking her for helping her discover Jamaica.
Her rediscovery forms the statement of the novel.
It is paradoxical that the Jamaica leaves home to find a better life, when it is only home that can offer it.

MODEL PAPER 4

1. a)
   - It must be s story ending with the given statement
   - It must have good and credible characters
   - Candidates must use language creatively
   - Reward use of rich vocabulary and items of merit

   b)
- The story must illustrate the proverb
- It must be written in the past tense
- Consider the above points for question (a)

2. i) Award 2 marks for introduction which
   a) Must define who a mediator is
   b) Cite examples from the contemporary world
   ii) Identify qualities giving examples from the novel; e.g.… A mediator
   should
   a) Be neutral and show impartiality e.g..
   - Waiyaki is perceived as not neutral-as secretary to the 'Kiama'
   something that does not go well with Joshua's group.
   - He went to Joshua's church and severally visited Siriana Mission
   and was wrongly labelled as a traitor.
   b) Have a clean record
   The kiama is not comfortable with Waiyaki because he once touched
   Muthoni's dying body and they see him as having " thahu"
   c) Authoritative/powerful/assertive
   - Waiyaki has command in his voice-this makes him respected and feared even when he's very small and young E.g. the time he commands Kamau and kinuthia to stop fighting and they obeyed him.
   - When summoned by the kiama, he also asserts himself to the elders and makes them listen to him
   - During the meeting at Marioshoni school he's able to command the attention and respect of the elders in attendance.
   d) Respectable.

- Waiyaki is respected by many in the community e.g. they call him
  "Teacher" – both young and the old. E.g. Nyambura calls him by the title in her fathers presence.
- A few people do not respect him though e.g.. the likes of Joshua and Kabonyi-this was due to malice on Kabonyi's part because he feels that leadership should g with age.

e) Charismatic/knowledgeable
- The leader must be his wisdom to know and try to get solutions to the problems facing his people; E.g.. Waiyki knows the only weapon that can be effectively used against the Whiteman and his oppression is the Whiteman's education. As a result he champions the building of the Gikuyu independent schools.
- He also builds these schools to accommodate learners from both ridges- Makuyu and Kameno.

f) Diplomatic
- Must be able to weigh the situation and change with the times.
- Waiyaki is not diplomatic and does not sense the immediate need
  of this people to fight and drive out Whiteman. This is what led to his eventual downfall.
- While insisting that the education is the only way out of colonialism, Kabonyi and the Kiama feel that physical violence is the immediate solution

g) Confident
- Must be ready to face any disagreeing groups- Waiyaki was able to
  face both Joshua's and Kabonyi's groups.
- When summoned by the kiama, he confidently faced them and responded to their questions without fear.
- He also fearlessly goes to Joshua's house to warn the family of the evil plans of kiama.

3. a) Narrator is a child at the opening of the story.
   i) He is delighted in his new clothes (uniform)
   ii) It's the first day of school
   iii) He is scared of going to school and keeps on turning towards his
   mother from time to time as though appealing for help.
   iv) Seems to believe that being taken to school is a punishment meant
   for wrong doers.
   v) He was to be led by the hand when being taken to school in the
   morning.

   vi) At the gate his father told him that day was the true beginning of

life.

b) The narrator's socialization changes on being in school.

i) On day one, he saw many boys and girls and knew none of them
and none of them knew.

ii) With time he had playmates and befriended many boys and fell in
love with girls

iii) He realized that his misgiving about school had no basis.

iv) He realized there was a rich variety in school because

a) They played different games; e.g. the the swings, vaulting
horse and ball games

b) They sang in the music room

c) They are introduced to language learning

d) They are introduced to geography (the globe) and various
Continents and countries.

e) They also get introduced to arithmetic (numbers)

f) They are also introduced to religion-the story of the creator
of the universe and life after death.

c) Some of the narrator's experiences in school are symbolic of growing up; e.g..

i) He says living things were drawn to other living things and he fell
in love with such girls as he was to be in love with –
boys starting school don't know what falling in love is.

ii) There was eating of delicious food in school, slept and woke up to
go on with friendship and love, play and learning-the narrator distinguishes friendship and love unlikely for a starter of schooling.

iii) The narrator talks of things that would happen in school
Occasionally like unexpected accidents and rivalries that would bring about pain and hatred or result in fights and the lady would sometimes smile, she would often scold and scowl and frequently result to physical punishment.
These are all a pointer to things taking place over a period of time and not in a half a day.

iv) the narrator says that in school, they learnt the time for changing
one's mind was over and gone and there was no question of ever returning to the paradise of home.
They also learnt that for success to be realized in life, there was need for exertion, struggle and perseverance and those who were able, took advantage of the opportunities for success and happiness that presented

themselves amid the worries. These things took time and not half a day.

d) The changing of physical environment on the way to and from school also attests to the passage of time.

i) On the way to school in the morning the street on which the narrator and his father walked along was lined with gardens; On both sides were extensive fields planted with crops, pears, henna trees and a few date palms.

ii) On the way back home, this same street was very different in that

a) There was traffic jam. “When did all these cars invade the streets; the fire engine blowing the siren could not move as first as it should to reach the blazing fire”.

b) There were very many people who hadn’t been there before

c) There was refuse dumps-evidence of residence by a large number of people. “the streets surged with children and disturbing voices shook the air.” (p 11)

d) There were storeyed/high buildings which were not there in the morning. –they put time to put up and this could not have been done in half a day. “How could all this have happened in half a day, between early morning and sunset?’

e) The narrator has learnt to be independent and he decides to go home on his own.

i) On the way home, he meets a made-aged man, an acquaintance who says; “It’s a long time since we last met-how are you?-this means the narrator also is in his middle-age or older and he hasn’t grown old in half a day.

ii) when he comes to the cross roads between the gardens and Abu Khoda road, the narrator says he wanted’.. to reach my house…” This means he is a gown up with his own house, not his parents and therefore he is no longer in school. After standing at the cross roads for a long time and unable to cross, a young lad employed at the ironing shop on the corner came to help him. The young lad must be old enough to be employed and the narrator is older than him, thus referring to him as young; the lad also uses the word’ grandpa’in reference to the narrator-to mean the narrator is an old man.

4. 1

i) They suffer bitter memories as they nostalgically remember their mother country. E.g.. pg 83… Wak remember the rhythm of life, the decency and courtesy he used to get back home. The memories give the refugees physiological problems and suffering.

ii) The refugees face total degradation humiliation and frustration from the countries they seek refuge. Wak says, 'there is nothing abominable as being a refugee' (pg 80). They are always shouted at and constantly reminded that they are aliens even by people of low cadre (Sweepers and cleaner)

iii) They also face hostility from citizens who constantly blame them for joblessness

iv) The few who gets jobs are misused as chep labour, they also live in constant fear of being sacked or repatriated to their mother country.

v) They suffer hunger and deprivation because of poor remuneration.

vi) Never appreciated because of their identity "You can never do anything right once you are a refugee". "You are always a marked man or woman" (pg 81)

(vii) Female refugees suffer from sexual abuse. This is well illustrated in the play within a play where Stella, a female refugee is ordered to undergo a body search.

5.

1. **Introduction**
   - Highlight general emerging issues affecting the continent e.g..
   - Family degradation
   - Social and economic decline
   - Poor salaries
   - Immorality
   - Racism/racial problems
2. Content

   i) Migration

   - Due to industrial expansion in the large empires such as U..S..A and Britain. David and Edith leave Jamaica to g and look for jobs there (U.S.A and Britain) this causes brain drain.
   - Massive flow from rural to urban areas-this causes marriage strain and separation

   ii) Employment and retirement

- Many work far away and retire to their traditional homes like Edith and David.
- If money not well-invested they have to use their pension to settle.
- Africans urged/encouraged to save through banks and NSSF.

iii) They suffer racial discrimination; e.g Brenda is discriminated against in Britain and later at the college of further education (CFE)
- Brenda to take various tests in the office of the counselor
- She's placed in a grade 9 classroom and has to go downstairs at a home room.

iv) Teenage pregnancy e.g..
- Laura's mother gets pregnant and nobody ever mentions her father
- Brenda was born out of wedlock
- It's important to teach the teenagers responsible sexual behaviour.

MODEL PAPER 5

1. Dr. Stockman is principle. – Refuses to be intimidated by Peter e.g… refuse to succumb to threats of dismissal and blackmail. Peter Stockmann is corrupt- He is driven to selfishness and doesn't want to disclose the contents of the report.
2. Dr. stockman is liberal/dynamic while peter is conservative
3. Peter is irresponsible/ negligent – due to selfishness he disregards the health of the town dwellers. Dr. Stockmann is responsible and concerned.

Comparison and contrast of Peter and Thomas Stockmann

Comparison

1. Both are determined/relentless
   - Dr. Stockmann is determined to ensure that the truth abouth the Baths is known.
   - Peter Stockmann is determined to ensure that Peter Stockmann is determined to ensure that Peter Stockmann does not reveal the truth about the Baths.
2. Both are sarcastic
   - Peter Stockmann criticizes everything that his brother says or does e.g.. his eating habits (Eating beef and taking toddy after.
   - Dr. Stockmann pg 78 "…that is the masses, compact majority-this internal
   - Compact majority-that poisons the sources of our moral life and infects the soil we tread on.
3. Both are presumptuous
   - Peter believes that the ruling elite have the monopoly of thought/ideas i.e that the compact majority have no capacity to think.

- Dr. Stockmann believes that the solid majority are behind him even before his article is published.

THE RIVER BETWEEN

SATIRE:

Def: Satire is the portrayal of chataracters in a humorous, funny or odd manner so as to ridicule vices of humans. The writer satirizes:

1. Religious fanatism- Joshua thinks everything African is evil. His fanatism
   alienates him from his family. E.g… he becomes insensate to his children's immediate psychological needs.
2. Female circumcision/dogmaticism-Joshua full dedication to Christianity.
3. Jealousy/hatred and envy-Kamau and Kabonyi hateful attitude towards Waiyaki.
4. Betrayal/deceitful behaviour.
5. Colonialism and exploitation
5. Colonialism and exploitation
   -Taxes imposed
   -Annexation of peoples land by the white man.
   -Africans are being forced to work for to work for the white man to pay taxes.
6. Double standards.

MODEL PAPER 7

1. i) The town has hawkers struggling to sell their wares to people. Earn their
   living though shouting and calling out for customers.
   ii) The medicine seller is driven by the need to survive. This is because the
   medicine does not solve the problems he claims. For example, it does not
   protect him against policemen who raid the tax evaders.
   iii) The taxi driver drives, recklessly to scramble for passengers and make as
   many trips and make more for himself.
   iv) There is stiff competition among the traders. For example, there is a man
   whose business is to call people to board taxis and is paid 50 cents.
   v) A man shouting is described as barking like a crazy dog. The callers are
   doing this to out do each other to entice passengers to board certain vehicles.
   vi) The man digs from morning to midday he sells whatever he gets from the

farm to the town dwellers. Before the crowd is scattered by police the man had approached the medicine seller with the aim of obtaining charms to protect him against burglars from home. The burglars steal to make ends meet.

2. i) "The Sunday Times" reports that the reign of terror has ended and exiles

are urged to return home. This report is used to influence the exiles view of their security in their home country and the feeling of calmness.

ii) Odie claims that Wak is dead and places his picture in the "Argus". He also announces the said over the radio. Although Stella describes this as a hoax, Odie uses this chance through the media to settle old scores with Wak. He uses this to change the title deed and get Wak's inheritance.

iii) radio announces the killing of Wak and others. This announcement is pure propaganda meant to portray the government as being in full control

iv) "The Sunday Times" Advert promising 40,000 dollars to help rehabilitate each returnee.

v) Wak is said to have returned home due to these financial inducements and not patriotism. To Odie therefore this advert helped shape the opinion of Wak on the issue of returning home.

vi) The media gives out the international opinion and does not care if its at

variance with local facts and opinions. Such media puts a lid on the truth and propels the regimes, supporters and patriots into righteousness.

3. **Introduction**

For many people, retirement seems to be the end of their productive years. Many
view this as the time to sit back and rest without responsibilities or objections imposed on them by the society .
Or
David proves that even after 30 years of working and retiring, one can still live an
active and productive life. His determination, creativity and generosity are adored. His hard work, patriotism and fun loving nature are a challenge to many retirees in Kenya.

Determined

When we first meet him, David is an invalid/sick man who has just returned and is coming home to start a new life. This however, does not make him lose hope of regaining his health and becoming useful again weigh encouragement from friends Charles and Maytle and wife Edith, his determination pays off and he is back on his feet despite his age. Pg 31

Through sheer determination he is able to make a new and happy life back in Jamaica in his twilight years . pg 41-47

This determination can overcome the feeling of hopelessness of aging.
Creative and innovative
David has been good with his hand throughout his working life in England. Even though he is retried he decides to use his creative skills to renovate his house (pg 44-45) Laura is impressed by it.
He also embarks on training the young boys from the newly revived school in the wood work and in so doing, they rehabilitate the furniture needed in future.
Generous and welcoming
Many at retirement constantly worry about their finances and they would not wish to share what they have with others. He generously invites the residents of woods village, relatives far and near, and friends to celebrate his family's return of course a lot of resources are used for this. Everyone leaves with a food parcel at the end of the party. (pg 107)
After their return to Jamaica, people constantly drop in to great them, have a drink and chat. (pg 34)
His family is ready to shoulder the burden of a teacher's salary for the new school. (pg 38). His generous nature is admirable.
Patriotic
He longs to go home after retirement and actually saves for his dream which comes true. (pg 7) This saves for his dream which comes true. (pg 7) This is despite the fact that he has been away from Jamaica for 30 years. He still regards it as home and has a strong identity with and pride for Jamaica, his home.
He offers to entertain a group of teenagers whom Brenda intends to bring from England to come and learn about their Jamaican roots. (pg 114)
He decides to adopt a class and furnish it just like some corporations were doing (pg 114)
He decides to adopt a class and furnish it just like some corporations were doing (pg 35)

MODEL PAPER 8

1. **Introduction**
   - Society sowed belief in superstition and reaped following Halima blindly thus making her rich at their expense/offered sacrifices to Jinni's/fear of the unknown.
   - Society sowed ignorance/made Halima powerful, in turn she made demands that hurt the society/ wells were closed /recreation beach was infested by sharks/prices of food shot up.
   - Corruption was sowed/ abuse of office/dictatorship. The people reaped lack of basic commodities/wells closed/people are killed for challenging the system
   - Encouraged nepotism/one tribe ruling/effects amassing of wealth /killing of anyone who challenges the system/dictatorship is encouraged.

2. - Stella struggles to reconcile Odie with Wak after Wak's return from exile.

- Both Odie and Wak struggle to win Stella's trust and love/protective of
  her/Odie doesn't want her to relate to Maj. Gen. Ali/wak wishes she would have a relationship with Katalikawe, believing she will be taken care of
- Wak and Odie reconciles eventually despite the hatred they felt for each
  other.
- Stella worries about Odie and his experiments. She thinks he'll end up in a mental hospital/calls a doctor.

3.

Despite David and Edith being away from home for thirty years they decided to
go home to Jamaica/away from home their relationship grows apart, back home they get close.
Brenda's character changes, when she first arrives in Jamaica fro England. After spending time with Laura and Anthony, she begins to understand her country and likes it. Plans to bring West Indies children for a tour.
Away from home, pressures make people get insane. For example Miss Betty's daughter/they go back home to recover..
Although wood village is in a terrible state, they do not long to go back to England/Anthony who loves Jamaica in its poor state says they would love to settle and bring up his children in Jamaica.
Weather
Culture

KCSE ENGLISH PAPER 2 (FUNCTIONAL SKILLS)

a) There is very little likelihood of finding a positive story on Africa, you" you set out to find a positive story on Africa, You may have to wait until your grandchildren have grown old"

b) The writer mentions Bosnia and Serbia in order to show how Africa is treated unfairly. Africa is lumped into one big sorry mass. For instance of civil wars break out in Europe they are not European civil wars but civil wars in Bosnia and Serbia. On the other hand a civil war in a tiny country in Africa is regarded as an African affair.

c) The word "experts" is put within quotation marks to show that he writer is questioning the **credibility** of the so-called experts from the west.

d) The I had all the predictions made about the impact of AIDS been correct, most Africans countries would haven entirely depopulated by now.

e) According to the passage, corruption is evident in both Africa and America, but the corruption in Africa is blown out of all proportion. The write says that in America only the executives of a given company are said to be corrupt while all African leaders are seen as being irredeemably corrupt.

f) African stories are mainly assigned to the most junior and inexperienced journalists since there is a preconceived perception that Africa is guilty unless proven innocent. They are indoctrinated/given this version of a “Hopeless continent” for so long that when they land in any African country they immediately set out to confirm their prejudices.
g) The writer is an African. This is evident in the condemnatory/disapproving tone he uses to condemn the prejudices held against Africa. He uses the personal pronoun “we”, “so, while we feel irritated and even angered by the western media’s portrayal of Africa…”
h) Silver lining – something good in a seemingly bad situation sorry-pitiable/pitiful i) Irredeemable-too bad to be corrupted/beyond repair correction.