

F1 TOPICAL REVISION ENGLISH

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

***FOR MARKING SCHEMES
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FUNCTIONAL WRITING

1. Imagine that you have completed secondary education. You have come across an advertisement in one of the daily newspaper that required clerical officers. The email address of the Company is uhurukazi@yahoo.com. You are interested in the job. Write one page curriculum vitae (C.V) using the e-mail address of the company
2. You are the Secretary of your School's Drama club. Your club is holding its second meeting of the year to discuss the following issues:-
 - (i) Tour to Nairobi
 - (ii) Awareness campaign
 - (iii) Strengthening of drama in the schoolTwo people have sent their apologies and a member from the writer's club has also attended the meeting. Write the minutes you could take at the meeting
3. Imagine you are the managing directors of Alroki industries Eldoret. You manufacture padlocks and of late, there has been a lot of bad press concerning your products. Write an internal memorandum to your operations manger and sales and marketing manager. Advise them on what should be done to counter the bad press and also recapture and retain your market share.
4. You have finished reading the play An Enemy of the people by Henric Ibsen and you would like to recommend it to your classmates. In about 350 words, write the book review
5. Since last year third term, your class form 4 Green's academic performance has been drastically going down. This has raised a lot of worries in the entire school, and it was one of the issues that came up during the release of the first examinations results of this term. After that meeting, the School Principal summoned you as the Class Prefect to his office and requested you to lead a class committee to find out the reasons for such a performance. Write a report that you would present to him in two weeks' time underlining the causes for this performance by your class and the recommendations that you suggested. **(20 marks)**
6. Imagine that your class went on a five-day school trip to Mombasa. Write a personal journal that you kept for the five days.
7. Students in your school have raised concerns about poor hygiene in the school. In a bid to address these concerns, the principal appoints a four-member committee to investigate the health situation and give recommendations. You are the secretary of the committee, write down the report you will present to your principal. **(20mks)**

8. Imagine you are the secretary of the Drama Club in your school. The club is organizing an Annual Drama Club Party. The chairperson of the club the previous year was a candidate and performed exemplarily well in the KCSE and was admitted in one of the public universities in Kenya.

- (a) Write an official invitation letter inviting him/her as the chief guest. (12mks)
- (b) Write a congratulatory note to her or him to be presented on that day. (8mks)

9.

- a) Your best friend has just been elected as the student's president in your school. Write a congratulatory note to him or her. (8mks)
- b) Write a recipe of a dish for about ten people who will grace his/her celebration party. (12mks)

10

- a) Imagine that you are the chairperson of the Tendering Committee in your school. Write a memo to all heads of department requesting them to attend a meeting to discuss how to acquire supply of goods such as stationery, students' uniform, food stuff, laboratory equipment, audio-visual materials and sports equipment for the school. Copy the memo to the head of the institution. (12marks)
- b) Write an advertisement inviting various companies to tender their goods with your school. The company must be a wholesaler Company. It must indicate the mode of payment, and how the goods would be delivered to the school. Inform the company when the items are required in your institution. (8 marks)

CLOZE TEST

1. *Fill in each of the blank spaces in the passage below with the most appropriate answer*
- One of the challenges.....(1)the country today is youth unemployment. Related to this is lack of patriotism and a sense of.....(2). A number of interventions have been rolled to tackle.....(3)challenges that youth issues are so.....(4),they deserve a ministry, not just a.....(5).
- Among the notable programmes by the ministry was the creation.....(6). Youth fund, whose objective is to.....(7)money to youth people to venture into business.(8) it is too early to assess its impact, the intention was noble.
- Following this,.....(9) government now wants to re-introduce a company paramilitary training programme for school leavers.....(10)

the National Youth Service.

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

Different types of oral literature can have (1) _____, if not identical functions. One can use stories, riddles and proverbs, among other kinds of oral literature, to express (2) _____. It is (3) _____ true to say that one type of oral literature may have many different (4) _____. For example a work song that (5) _____ people to pull together in their efforts may also be sung as entertainment for children, or as a political weapon when people are competing in parliamentary elections. It is (6) _____ important that when one is collecting a song, one must also find out for what purpose it is being sung. (7) _____ the text of the song is important, its context must (8) _____ be well known. The interest of the song is greatly enhanced and it is given (9) _____ proper character by the (10) _____ in which it is sung.

3. **Fill in each blank space with the most appropriate word.**

Every year, we look (1)..... to Christmas as a time for festivity and family get together. The jovial atmosphere that surrounds the season lifts our spirits. Families make last minute (2)..... to the supermarkets to buy gifts to loved ones (3)....., we forget that January is coming with (4)..... challenges. The sooner you (5)..... planning, the better. This will help you avoid going (6)..... in your expenditure. Most people take this time to (7)..... their upcoming home, creating transport (8)..... all over. A reunion of relatives is always the joy of charismas so to say. To some, it is just the onset of misery. This is because they don't have anything to (9)..... The last week of the year to them is always injury time. Either they do not have anything to give or they are worried over (10)..... and its responsibilities.

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

I do not support abortion. But there are cases of incest (1) Rape where (2) should be given a chance to choose whether to live with the child or not. My position is informed (3) the Christian faith that I profess. The Bible (4) states that thou shall not kill.

Of course there may be a scenario in which a doctor is faced with a (5) Where a mother's life is in danger and the only way to save her life is to abort the (6) It is unfortunate that nobody wants to address that issue directly. (7) my personal view is that doctors and experts should have the leeway to make professional judgements. There are hard (8) to be made like in the event of (9)..... risk of losing life, does the doctor save the foetus or the mother or let both to die?

When does life begin then? According to churches, life begins at conception. And when does it end? Is it when one is put on a life support machine or when a doctor (10).....one dead? There is need to be pragmatic on this issue of abortion.

5. Fill in the blank with the most appropriate word (10 marks)

It is undeniable that our education system.1 Kenya has done a lot for students. Our literacy 2..... has risen tremendously over the 3.....thirty years. More youths are leaving school for the work force at 4..... educational levels. The majority of Kenyans have had the 5..... of primary education, something most of our grandparents do not 6..... However, there are still 7..... which need improvement in our educational system. There is need for enough space experimentation 8.....the cultivation of genuine interest.9.....is required is a real understanding and appreciation of the subject,10.....merely high marks.

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

The issue of birth certificates as a (1)for registration of candidates has ignited a lot of concern for parents with students sitting for this year's examinations. Whereas we are concerned about the issue of foreigners in this country, this directive has (2) many parents and students alike unprepared (3) instance, most students sitting this year's K.C.S.E. were born in the late 90s and if they happen not to have even birth certificates, which is (4) likely, it also means that they don't have even their birth notification cards. (5) birth certificates under these circumstances, and within the given time frame, is (6) The authorities (7) with the issuance of these documents (8) process them urgently. (9)is a serious matter. Candidates have been given a very short time to (10) these documents.

7. Fill in the blank spaces with the most appropriate words.

A new research title "Underage drinking in Kenya", has1.....that nearly one third of form four students aged below 18 years take alcohol2..... As our society ponders this sad3....., the urgent message to children who are taking alcohol4..... do not drink another sip. Advice to those children is to strongly say "no".5.....irresponsible behaviour, to alcoholism, there are many.....6.....effects of alcohol. It is wrong and illegal for children to drinkalcohol.

This report also states that 46 percent of the children received7.....first pint from friends and8.....
Do you offer alcohol to a child? As a parent or guardian, do you nurture9.....? How much time do you spend with them?Notably,10.....of guidance and supervision are stimuli to underage drinking.

8. During this month, the meteorological department has warned (1)..... respiratory diseases (2)..... Nairobi, Central Highlands and counties such as Kericho, Uasin Gishu and Trans Nzoia, (3)..... children and the elderly to dress warmly. “(4)..... of respiratory diseases like asthma, pneumonia and common cold (flu) are expected to be on the increase due to the (5)..... cold and chilly conditions. The general public, (6)..... the young and elderly members of the society are (7)..... to adopt (8)..... dress code to avoid contracting (9)..... diseases.” The (10).....said.

9. Some of the old people are .1..... by the fear of death. In the young there is a2.....for this feeling. Young men who....3..... a reason to fear that they will be killed in battle may justifiably feel .4.....in the thought that they have been ...5.....of the better things that life has to offer. 6..... , in an old man who has known human joys and sorrows,7..... has done whatever work he could do, the fear of the death is8.....ignorable. The best way to overcome it - so at least it seems to me --- is to make9..... interests gradually wider and more impersonal, until bit by bit the walls of the ego...10....., and your life becomes increasingly part of the universal life.

(Adapted from integrated English. A course for Kenya Secondary Schools Book 4: Kenya Institute of Education: Jomo Kenyatta Foundation 1989, Nairobi. Kenya.

10. Tension was (1) _____ in various parts of the country when rumors went round that phone users would die after receiving calls from (2) _____ telephone numbers. Many telephone users avoided calls (3) _____ their mobile phones after information spread that calls coming in red digits could cause death (4) _____ because high frequency waves would cause excessive bleeding in the brain. Some subscribers (5) _____ switched off their phones. The rumours started (6) _____ in the morning when several people received (7) _____ messages warning them against receiving calls from some listed numbers (8) _____, it was later established, belonged to a company in Pakistan “I have switched off my phone because the news are (9)

_____,” One person said. However, it was later discovered that the rumours were only a (10) _____ to cause panic.

ORAL SKILLS

1. THE MAGNIFICENT BULL

My bull is white like the silver fish in the river
White like the shimmering crane bird on the river bank
White like fresh milk.
His roar is like thunder to the Turkish cannon
On the steep shore.

My bull is dark like the rain cloud in the storm.
He is like summer and winter.
Half of him is dark like the storm cloud,
Half of him is light like sunshine.

His back shines like the morning star.
His brow is red like the beak of the hornbill.
His fore head is like a flag, calling the people from a distance,
He resembles the rainbow.

I. The singer achieves rhythm in the song above through repetition of words i.e. “white like”

like e.t.c.

Identification

Illustration

II. If you are to do a live performance of this song how would you make it more interesting to the audience?

b) Underline the silent letter in each of the following words
(5mks)

i) Rendezvous

ii) Eulogy

iii) Tourism

iv) Condemn

v) Phlegm

c) *Read the genre below, and then answer questions that follow:-*

“Willy warmly welcomed Wendy and wondered why Wyatt walked wearily while whistling.”

i) Classify the above genre.

- ii) Identify and illustrate one sound pattern from the genre
- iii) State any one function of the above genre
- d) Your school is participating in a debate and the motion is: "Parents should let children decide their own destiny," How would you ensure that your argument is convincing?
KC
- e) Imagine that you are listening to a telephone conversation between a receptionist and a lady whose child is very ill and she is seeking her physicians' help. Unfortunately, Dr. Kemboi is not in, but the receptionist is on the line. In the blank spaces, fill in what you think the receptionist should have said to the lady.

2. (a) ***Read the narrative below and then answer the questions that follow:***

A Greedy Old man and the sausage

Once upon a time, there lived an old man. One day he paid a visit to his in-laws. On entering the house of his mother-in-law, he found that she had been roasting some meat, among which was a delicious looking sausage and she was not in the house. He immediately took the sausage and quickly shoved it into his quiver. And it so happened that a piece of live coal had got stuck on the sausage but the old man didn't know. He quickly shut the quiver.

No sooner had he sat down than the owner of the house came in. They sat down to talk about the children's health. When they had finished, it was time for the old man to return to his home. Just then, the woman noticed smoke issuing from the quiver and asked the old man; "Paker, how come the quiver is smoking?" The man answered, "Oh. It's some naughty fire stick with a soft head that smokes whenever it comes into contact with soft wood and the arrows." The woman kept quiet and got up to escort her guest.

When they had walked only a short distance, the fire made a hole in the quiver and the arrows fell out, tiak! together with the stolen sausage. The lady, who was walking closely behind, exclaimed: 'See, had I not known it! Then the old man fearing that his sausage might be eaten. shouted, "Oh, my Paker, please do not eat it!"

So while the lady ran home in shame, the greedy old man continued with his journey in extreme embarrassment. They showed each other their backs and there ends my story.

- (i) State two things a narrator would do to draw the audience's attention to the beginning of the story
- (ii) Describe how a narrator would perform line 4-6 of the second paragraph
- (iii) Explain three ways in which the audience can indicate active listening in the performance of this narrative
- (iv) Apart from using the ending formula, how else would a narrator signal to the audience the ending of his story?

3. ***Read the following oral poem and answer the questions that follow:-***

Where is she eee

Where is she ee
We want to pamper her
We want to pamper her x2

We advise you, we advise you
When you get there respect your husband
When he calls you, respond to his call
So that your marriage can last

Both of you may live in peace
Both of you may live in peace x2

- (i) List down what is lost when the above song is written down
- (ii) The above song is a translation from Kiswahili to English. What has been lost in the translation?

- (c) (i) Underline the stressed syllable in the correct pronunciation of the following words
(*The dots indicate syllable boundaries*)

- (i) res. pect
- (ii) re. view
- (iii) in. ves. ti. gate
- (iv) con.so.li.date
- (v) cal. cu. late
- (vi) di. vi. de (noun)

- (ii) Provide another word with a similar pronunciation for each of the following words

- (i) Feet
- (ii) Alter
- (iii) Ale
- (iv) Cereal
- (v) None
- (vi) Ate

- (c) (i) Explain three things you would do if you were unexpectedly asked to give a short Speech.During the form four farewell party
- (ii) You are giving this speech without a public address system. How do you ensure you are heard clearly by everybody

4. i) *Read the oral narrative and answer the questions asked.*

THE MAN WHO LIVED WITH THE TRIBE OF HIS WIFE

There was a man, it is said, who lived with the ethnic group of his wife. One day he said to his wife, "We are moving away-tell your people." So she told her people and they gave him the customary gifts and returned to him a part of his bride wealth.

Then this man who had been living with his wife's ethnic group moved away with his family and his wife, and after he had walked all day he set up a camp in a certain place.

Then he said to his wife, “woman, there is a matter I have to discuss with the people whom we left, and I am going back to them. Pen the animals and wait for me.”

So he went back, and when he reached the village in the evening he sat down in the clearing by the huts, intending to eavesdrop. The people were gossiping about and someone said, “well, let us all give our opinion of that who stayed with our tribe for such a long time!”

“He was a good man.” said one.
“By God, he was a brave man.”
“By God, he was a generous man.”
“By God, he looked after the animals well.”
“By God, he had some knowledge of men.”

The whole village praised him, and all the time the man was listening. There was pause, and then a young girl spoke, “but I know something about him that was bad!”

“What was it?” the people asked.

“He didn’t go far away enough from the huts when he urinated!” at this the whole village burst in to laughter, but the eavesdropper was so angry that he stood up said to them, “well, by God, I have moved far enough away now!” to the great astonishment of the whole village.

a) How would you perform the narrative in order to capture the audience attention

b) (i) In which tone would the eavesdropper say last line of the narrative

ii) Underline the word in which the vowel sound is different in the following sets of words :

- a) ship, sheep, sleep
- b) Pull, pool, book
- c) Bark, park, buck
- d) Might, height, mice
- e) Barn, ban, bag

iii) State whether the stress would fall on the first or second syllable on the word in bold by underlining:

- a) I don’t like associating with that rebel
- b) Waiyaki had a lot of respect for the elders
- c) We manage to turn the businesses
- d) When can you contact me?
- e) You can access a lot of information in **the internet**

iv) What would you consider important in giving someone directions especially to a place that is difficult to trace?

v) What preparation would you do before attending an interview for a job?

5. a) i) Provide homophones for the following words

(3marks)

- i) Coup
 - ii) Brooch
 - iii) Muscle
- b) Assign intonation to the following sentences. (3 marks)
- i) I think we are completely lost
 - ii) We will be able to go, won't we?
 - iii) She bought a house
- c) Write down a word with a silent letter as indicated. (3marks)
- i) **p**
 - ii)**s**
 - iii)**n**
- b) Identify the odd one out based on the pronunciation of the underlined letter(s). 3 marks
- i) Quay, quaint, quack, quality
 - ii) Chain, Charter, Flinch, Champion
 - iii) Sachet, Packet, Ticket, Thicket
- c) Explain the different meanings of the sentence below when different words are stressed as indicated: *Wafula saw the thieves enter the house.* 2 mks
- i) Wafula House
-
- d) i) Your class had invited a former student, now employed by a top company to give a talk on 'succeeding in the corporate world'. However, during the talk, you realize that most of your classmates are not concentrating. List four things on the part of the **speaker** that contributed to this. (4marks)
- ii) Suggest two non-verbal cues you would advise the speaker to employ to enhance the delivery of the message (2marks) ...

5. Read the following telephone conversation and answer the questions that follow.

Secretary: (Phone rings) Hello, Purpose Drive Secondary school, may I help you?

Caller: I want to speak to the principal.

Secretary: May I know who is calling please?

Caller: (Impatient and irritated) I have said I want to speak to the principal, period

Secretary: Excuse me I am sorry He is in a meeting with the board of management, could you please call later, Sir?

Caller: (Shouting) are you stopping me from talking to your boss, do you know who I am? Had you even heard of the supplier of your stationery?

Secretary: (Politely) Oh, Mr. Erickson? I am sorry you cannot talk to him now call after an hour or may I take a message to him please?

Caller: (Bangs the receiver)

- i) Identify two instances that show the caller lack of telephone etiquette.(2 marks)

How can you tell that the secretary observes professional conversational skills in the above telephone conversation?

6 (a) *Read the oral narrative below and answer the questions that follow. (10 marks)*

The Stupid Monkey

Once upon a time, a tribe of monkeys made their home in their pleasure garden of the king. On a certain holiday when the drum was beaten to call the people together, the King's gardener, hearing the drum, said to himself, "Even though it is a holiday, the garden must be watered. Accordingly I will ask the Monkeys to water the garden for me, so that I can be off to enjoy myself and the holiday with the rest." So he called the Monkeys and asked them to water the garden. When the monkeys had promised to water all the young trees faithfully, the gardener gave them the water skins and the wooden pot with which to perform the task.

After the gardener had gone, the Monkeys took up the water skins and the watering pot and began to water the young trees. But the leader of the monkeys stopped them. "Wait," he said, we must be careful not to waste water. Before you water them, you must first pull up each tree and look at the size of the roots. Then you must give plenty of water to those which have long, deep roots, but less to those with short roots. For when this water is finished, we shall have to work to get any more.

"To be sure," said the other monkey, "that is what we must do." So they pulled up all the trees just as their leader had told them to do and all the young trees died.

Question

- i. What feature of oral narratives would you use to prepare your audience to listen to the above story? (2 marks)
 - ii. What **two** devices of performance would you use in narrating this story effectively? (4 marks)
 - iii. Which **three** things would indicate to you that the audience is following the narration? (3 marks)
 - (b) **Underline** the silent letters in the following words: (5 marks)
 - i) Rapport
 - ii) Rendezvous
 - iii) Poignant
- c) Your friend attended an interview but was not successful. Mention **four** things that he/she may have failed to do before and during the interview. (4 marks)

Before

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

During

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

d) Give a homophone for each of the following words. (2marks)

- i) Gate
- ii) Forward
- iii) Medal
- iv) Sweet

d) State the **four** points to consider when giving instructions to a person about how to get from one point to the other. (4 marks)

e) *Read the conversation below between a student and a teacher and then answer that questions that follow.* (8 marks)

Student: *(knocking the door loudly and getting in)* I am told you called me.

Teacher: *(motioning him to seat)* please have a seat Rono and don't be anxious.

Student: *(still standing)*. Don't tell me you have sum...

Teacher: *(interrupting)*. Please relax. It is not an indiscipline issue again. No cause for alarm.

Student: So then, why do you want to see me?

Teacher: Calm down Rono. On the contrary, it is a positive note.

Student: *(looking a bit controlled and sliding into a seat)*. Sorry sir, May I know what it is about.

Teacher: *(Smiling broadly)*. That's better. I called you to discuss your progress in academics lately.

Student: *(With a lightened up face and more reassured)*. Yes sir.

Teacher: Looking at your trend of performance especially in languages and mathematics, I am very impressed. (*Pointing at Maths and English columns*) See, from D+ to B in Maths and D to C+ in English is commendable!

Student: (*Rubbing his hands and slightly smiling*) Thanks sir. I am grateful for your kind guidance.

Teacher: (*In affirmative note*) Yes. This is the result of change of attitude, obedience and determination.

Student: (Sighs) Thank you once more for your concern. I will be able to face my dad courageously now.

Teacher: Yes, that's how it should be. Always work to impress your parents. Never look back again. Forward ever.

Student: Thanks Sir. I promise never to let you and my parents down ever again.

Teacher: Good. You can now go back to class.

Student: (*Stands up and shakes hands with the teacher*). Thanks once more and good day sir.

Questions

- i) How does the teacher establish good rapport with the student? (2mrks)
- ii) What good conversational skills are displayed by:
 - a) The teacher? (2 marks)
 - b) The student? (2 marks).
- iii) Identify **two** shortcomings in the student's speech. (2 marks)

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

Make me a grave where'er you will,
 In a lowly plain, or a lofty hill;
 Make it among earth's humblest graves,
 But not in a land where men are slaves.

I could not rest if around my grave
 I heard the steps of a trembling slave;
 His shadow above my silent tomb
 Would make it a place of fearful gloom

I could not rest if I heard the tread
 Of a coffin going to the shambles led,
 And the mother's shriek of wild despair
 Rise like a curse on the trembling air

(by Frances Ellen Watkins Harper)

Questions

- a) Describe the rhyme scheme of the poem above. (2mks)
- b) Apart from rhyme, mention two other ways they have achieved rhythm(4mks)
- c) Mention two ways in which you would know that your audience is fully participating during the recitation of the poem above. (2mks)
- d) How would you say the last line of the poem? (2mks)
- e) Indicate whether the following items have a falling or a rising intonation. (4mks)
 - i) Get out now!
 - ii) The man was accused of theft.
 - iii) How did you find the English exam?
 - iv) Could he have left?
- f) Underline the silent letters in the following words. (4mks)
 - i) Corps
 - ii) Parliament
 - iii) Leopard
 - iv) Fracas
- g) Provide a homophone for each of the following words. (4mks)
 - i) Bury
 - ii) Claws
 - iii) Guest
 - iv) Male
- h) The underlining indicates the stressed word in the sentences below. Briefly explain what each sentence mean (3mks)
 - i) The lady in a red dress lost her purse
 - ii) The lady in a red dress lost her purses
 - iii) The lady in a red dress lost her purse.
- i) Identify the odd word out according to the pronunciation of the underlined sound. (2mks)
 - i) Said Head Gate Led
 - ii) Face Phrase Shepherd Phase
- j) *Below is a dialogue between Muthomi and James who are candidates. Read it and answer the questions that follow.*

Muthomi: James, I'm worried about my performance in English. It's not encouraging.
James: Ah! I'm happy with mine in Biology. I got an A in the last exam.
Muthomi: I really don't know what to do about English, maybe...
James: I don't like History and P.E teacher. He thinks he is the only one who can a pick-up truck. My mum told me she would be buying one soon.

Muthomi: (Trying to bring him back to the topic) Tell me James, how do you revise English?

James: Oh! Is that Betty? She promised to bring me a movie. (Calling out) Betty! Betty! (The runs after her)

a) Identify the shortcomings in the dialogue above (3mks)

(30mks)

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

You are my sunshine
My only sunshine
You make me happy
When skies are grey
You never know dear
How much I love you
Please don't take
My sunshine away

i) Describe the rhyme scheme of the above poem. (2mks)

ii) Which word would you stress in line two and why? (2mks)

iii) State two ways you will make the performance of the above poem interesting. (2mks)

b)

A flea and a fly flew up in a flue

Said the flea, "Let us fly!"

Said the fly "Let us flee."

So they flew through a flaw in the flue.

i) i. Identify the genre above. (1mk)

ii) ii. Identify and illustrate the dominant sound pattern in the genre above. (2mks)

c) Indicate the intonation in the following sentences. (3mks)

i. How often do you visit your mother?

ii. Have you lost your way?

iii. Andrew, come here at once!

d) Your teacher of English has asked you to discuss a question on 'The Caucasian Chalk Circle'.

Three minutes into the discussion, most of the students lose concentration. *Give the possible reasons why this happened.* (3mks)

e) You are invited as a motivational speaker to give a talk to a group of people.

i) State two factors about the audience that you must consider before giving the speech. (2mks)

ii) Mention two things the listener ought to observe in order to gain from the speech. (2mks)

f) List two effects of using courteous language. (2mks)

g) Your class is visiting a cultural center for field work. State how you would prepare to ensure that you collect objective information during the visit.(3mks)

h) Provide a word that is pronounced the same way for each of the words below. (3mks)

i. Barren

ii. Lichen

iii. Fowl

i) ***In the paragraph below, underline the correctly stressed word.***(3mks)

The warden said they wanted to (‘conduct, con’duct) a search at the port of Mombasa. In the (‘process, pro’cess) of doing so, they found the consignment meant for (‘export, ex’port) in a go-down. The main (‘convict, con’vict) was Kaelo. Since he had been a (‘rebel, re’bel) in his native country for many years, the judge had no option but to (‘subject, sub’ject) him to many years in prison.

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

A Greedy Old Man and the Sausage

Once upon a time there lived an old man. One day he paid a visit to his in-laws. On entering the house of his mother-in-law, he found that she had been roasting some meat, among which was a delicious looking sausage, and she was not in the house. He immediately took the sausage and quickly shoved it into his quiver. And it so happened that a piece of live coal had got stuck on the sausage, but the old man did not know. He quickly shut the quiver.

No sooner had he sat down than the owner of the house came in. They sat down to talk about the children’s health. When they had finished, it was time for the old man to return to his home. Just then, the woman noticed smoke issuing from the quiver and asked the old man: “Paker **, how come the quiver is smoking ?” The man answered: “Oh it is some naughty fire stick*** with a soft wood**** that smokes whenever it comes into contact with soft wood ***** and the arrows.” The woman kept quiet and got up to escort her guest.

When they had walked only a short distance, the fire made a hole in the quiver and the arrows fell out tiak! Together with the stolen sausage! The lady who was walking closely behind exclaimed: “See, had I not known it!” Then the old man fearing that that his sausage might be eaten, shouted: “Oh my Paker, please do not eat it!” So while the lady ran home in shame, the greedy old man continued with his journey in extreme embarrassment. They showed each other their backs, and there ends the story of the greedy old man.

(Adapted from an Oral literature of the Maasai by Naomi Kipuruy)

(i) Mention any one thing you would do to alert the audience before telling the story.

(1Mark)

(ii) How would you say the line, “Paker how come the quiver is smoking?” to bring out complete effect. (2 Marks)

(iii) Explain how you would effectively dramatize the old man's response; "Oh it is some naughty... and the arrows" (2 marks)

(iv) State the appropriate intonation for saying the line, "See, had I not known it!" and indicate the emotion it brings out in the woman. (2marks)

(v) Identify a sound feature in the story. (1mark)

b) For each of the following words, provide another that is identical in pronunciation. (5marks)

i) Symbol

ii) Coup

iii) Lam

iv) Mayor

v) Wear

c) The underlined indicates the stressed word. Explain what each sentence means on the basis of this. (2 mks)

I will walk to the hospital

I will walk to the hospital

d) Underline the letter that is not voiced in the following words: (3 marks)

i) Resign

ii) Diarrhea

iii) Sachet

e) Your school drama group has just returned from a choral verse presentation at the county competitions where they quite unexpectedly failed. Mention any four reasons that might have led to their failure. (4 mks)

f) *Read the following conversation between Odwak and Njoroge, and then answer the questions that follow.*

Odwak: Before she died of liver cancer, my sister felt a lot of pain and lost a lot of weight.

Njoroge: Talking about that, I had a toothache last night. I tell you I couldn't sleep.

Odwak: Yes, so about my sister....

Njoroge: (scrolling through his phone). You remind me about my sister. In fact, she wrote to me last week telling me about her son's fees. She believes I have more money than I need, and that I should give her some.

Odwak: Well, maybe you have a lot of money. But thank you for being such a good listener! (Stands up to go).

Njoroge: What! Have I offended you?

i) Explain the shortcomings in Njoroge's listening skills. (6mks)

ii) For each set of words below, underline the odd one out. (2mks)

iii) Cough Bough Doug

iv) Not Note Knot

10

A) *Read the poem below and answer the questions below correctly.*

Had we but world enough, and time
This coyness, lady, were no crime.
We would sit down and think which way
To walk and pass our long love's day.
Thou by the Indian Gange's side
Shouldst rubies find; I by the tide
Of Humber would complain. I would
Love you ten years before the Flood.
And you should; if you please, refuse
Till conversation of the jaws.
My vegetable love should grow
Vaster than empires, and more slow;
An hundred years should go to praise
Thine eyes and on thy fore head gaze
Two hundred to adore each breast,
But thirty-thousand to the rest.

- i) Explain how rhythm has been achieved in the poem. (3 marks)
- ii) Assume you are performing this poem to an audience, in which ways would you enliven your presentation. (4 marks)
- iii) How would you say the following lines in the poem

“Thine eyes and on thy fore head gaze

Two hundred to adore each breast. (3 marks)

b) Assume you are the student leader of Guidance and Counseling in your school. The principal asks you to research and write a report on rising cases of drug Abuse in your school and present your findings during PTA and Student joint meeting. Explain how you would deal with stage fright 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) (½ each)

Chaos

Chaise

Sachet

ChortleBench

Charisma

Wretch

Chef Choreography

Chamois

Chore

Chronological

d) In each of the following list of words, underline the correctly stressed word. (5 marks)

a) Ir`relevant

b) Glo`rify

c) Opera`tive

d) Pictur`esque

e) Ambi`guity

f) `Administration

g) Eco`nomic

h) `Immature

i) Mountain`eer

e) The manager of Smart Uniform Company calls to speak to the principal Upendo Secondary School. The secretary answers the telephone call.

Read the conversation below and then answer the questions.

Secretary: (picks the phone) Hello. Secretary Upendo Secondary School speaking.

Manager: Hello. Could I speak to the Principal, please?

Secretary: May I know whom I am speaking to please?

Manager: Okey. Please remind him about our meeting in your school.

Secretary: Thats alright. I will relay the message to him.

Manager: Thank you for your assistance. Goodbye.

Secretary: Goodbye and thank you for calling.

i) Explain how the speakers employ etiquette in their conversational skills.

(3 marks)

ii) Write the message you would relay to the Principal if you were the secretary (3 marks)

COMPREHENSION

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

WOMEN IN IRAN

So far, everything seems normal. But in the illustrations accompanying this description the ballerinas have been air-brushed out. Instead, an empty space, the floor and the blank wall meets the eye. Like so many other images of women in Iran the ballerinas have been censored

Dega's painting is emblematic of a basic paradox of life in Iran, 20 years after the Islamic revolution. On the one hand, the regime has succeeded in completely repressing Iranian women. At any Government Institutions, Universities and Airports there are separate entrances for women, where they are often checked for signs of violating the strict dress code. They are forbidden to go out unless they are covered by clothing that conceals everything but their hands and faces. At one of the universities where I used to teach, I'm told a female professor was expelled because her wrist had shown from under her sleeve while she was writing on the blackboard.

Yet these measures, meant to render women invincible and powerless, are paradoxically making women visible and powerful. By attempting to control every aspect of women's lives and by staking its legitimacy on the Iranian people's supposed desire for this control the regime has unwittingly handed women a powerful weapon; every private act or gesture in defiance of official rule is now a strong political statement.

Meanwhile, because its extreme regulation of women's lives unnecessarily intrudes on the private lives of men, the regime has also alienated many men who initially supported the revolution

Women on the eve of the Islamic revolution were active in all areas of life in Iran. They were encouraged to participate in areas normally closed to them. Women were police officer, judges and pilots-active in every field except the clergy. By 1978, 22 women were members of parliament and two sat in the senate.

The Ayatollah Khomeini accused them of betraying culture and tradition. Dr. Farrokhrou Parsa was one of these alleged traitors. She gave up her medical practice to become principal of the girls school I attended in Tehran. Then she became Iranians first female cabinet minister, in charge of education. When the Shah was ousted, Parsa was summarily tried and executed. She was charged with "corruption on earth, warring against God" and "Expansion of prostitution", allowed no defense nowhere and sentenced by hooded judges; she was put in a sack before being killed.

Ayatollah Khomeini tried to expel women from the public sphere was not surprising. What was surprising was the leftist members of the revolutionary coalition who went away. The leftist had traditionally appeared to support women's rights. However, their totalitarian mindset was ultimately more at ease with the rigid rule exposed by the reactionary clerics with the pluralistic approach favoured by the women's movement. Thus, when the Ayatollah began his crackdown, he had the full support of the leftists.

Many Iranian women, on the other hand were not so pliant. On a cold day in March 1979, thousands of shouting women massed Tuto one of the Tehran's wide avenues. They had gathered to express their resistance to the Ayatollah's attempt to make them invincible. Some days earlier, the Ayatollah had annulled the family protection.

1. What reason did the Ayatollah give for wanting to make women invincible?
2. Do you think the writer of this passage is male or female? Support your answer
3. Give: i) Cite one of the repressive laws against women.
ii) Why was the professor expelled?

4. List the three accusations leveled against Dr. Farrokhrou Parsa in the passage.
5. Describe the theme in this passage.
6. Before the Islamic revolution in which areas were women encouraged to participate?
7. Explain the paradox the author refers in the third paragraph which begins, “Yet these measures”
8. Describe the writer’s opinion on the treatment of women in the passage
9. Explain the meaning of the following words and phrases in the passage
 - i) censored -
 - ii) emblematic -
 - iii) alleged -
 - iv) leftist-
 - v) espoused-
10. What title can be given to this passage?

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

The research by the Maendeleo ya Wanaume Organization that reports a case of reversed roles where men are made to cook, wash clothes, clean the house, utensils and baby sit should reveal more and delve into the causalities rather than issue **inflammatory** findings with alarming statistics that will only serve to scare courtship.

It should be noted with clarity that societal transition are normally treated with a lot of caution, **sobriety** and reasonableness to avoid endangering the very fabrics that hold the society together. This is because it’s a process that takes time to sink, be appreciated and acceptably embraced. Equally, the connotation reversed roles imply replacement of male domination by female domination instead of hybrid system where roles are shared equally and help handed out where necessary to supplement each other’s effort.

Gender refers to women’s and men’s socially defined roles and characteristics that are shaped by historical, economic, religious, cultural and ethical factors.

Gender is learned through socialization, it is not fixed, it is changeable. Gender stereotypes therefore include comments like, women are weak and cowards, gentle, nurturing and caring while men are bread winners, decision makers and generally aggressive.

The African society and Kenya in particular is patriarchal. A social system based on male privilege and power in which women are regarded secondary and created for the service of men.

Patriarchy is mostly for men and that’s why men feel threatened when patriarchy is challenged. However, research has shown that not all men are winners under patriarchy.

This is because patriarchy puts a lot of pressure on men to perform and become workaholic in a struggle to maintain the family, for example, research has shown most millionaires in the US are women, widows of men who died young from diseases related to over work.

Since gender is societal creation and not biology, it can be changed, albeit gradually.

The stubborn men who live in the past should be prepared for **feminism approach** that perceives and interprets social situation from a woman's point of view.

According to this approach, female oppression should be addressed adequately. Here, the area of focus includes: Education and legal rights for women. Economic rights, that advocate's equal access to properties, jobs and career. The puzzle however, is where the approach leaves men, especially if the process is forceful.

Gender equity is an idea whose time has come as statistics indicate girls perform better than boys in schools and ladies are more preferable by employers than men due to hard work, honesty, loyalty and cost effectiveness.

Women must also rise to the occasion, take responsibility with caution and cease to be victims of inferiority complex.

Change must not translate to arrogance and revengeful attitudes that will paint women as heartless. Life is meaningless without effective family institution. Let's ensure our society does not fall apart.

(Adapted from Sunday, May 31, 2009)

- (a) In what way is gender a socialization process?
 - (b) According to the passage, what is gender stereo typing? (2mks)
 - (c) Explain the contrast between the hybrid system and the case of reversed roles (2mks)
 - (d) What evidence is given to show that not all men are winners under patriarchy?
 - (e) What is the writer's tone in the passage?
 - (f) *Re-write the following beginning; (Not fixed*
- Gender is learned through socialization, it is not fixed, it is changeable.
- (g) In a summary of about 60 words, describe the writer's attitude towards women
- Rough copy
- Fair copy
- (h) Explain the meaning of the following words and phrases as used in the passage.
 - (i) Inflammatory.....
 - (ii) Sobriety.....
 - (iii) Feminism approach.....

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

The river, the forest and the sky all drew Densu to the top of the hill with a power he had no need to fight against. He asked Nyaneba if there was no more work he could do on the farm up there. But at that time there was nothing really, and Nyaneba almost scolded him when he asked once more what was there to do.

"Densu," she said at the end of her patience, "the animal that does not rest gets so angry and unhappy that it spreads destruction wherever it goes. A human being works fully when there is work to do. A human being rests fully when the season for rest comes."

Densu did not **importune** Nyaneba about work any more. Almost everyday he climbed up the hill and sat on the warm rock looking at the river and the forest **canopy**. From where he sat, the river now looked thin and completely still. Seeing it at a distance, he had to think before it became in his mind a moving thing, not a dead, flat sheet shining passively in the sun.

So he knew the river's motion in his mind, though his eyes **perceived** stillness. Once the motion was clear in his mind, it did not stop. It flowed in a thought stream that could take

him from the present all the way back to moments so far in the past his remembrance surprised him.

Some of the memories he would never understand. He had known a great happiness at a time about which he remembered nothing but the feeling itself. This remembrance took his feeling back to a time when he was helpless but feared nothing because there was a presence around him that made fear a stranger. He had told people about this feeling and always left them puzzled

They said he could have had such a time, because his father died before he was born, and his mother also died in child birth. Yet the feeling was part of his memory, and it was so strong he knew it was true, in spite of what others saw and said. And often as he grew up, he found himself searching, sometimes in anguish, sometimes with sheer desire for a return of that time and of the feeling.

Yet life at times became an argument saying that presence, that wholeness he remembered so mysteriously and sought so naturally, would never be possible in the world outside the wishing mind. He had known people at Esuano, and begun to see life clearly, but most of the people and most of the life he saw led his mind far astray from the peace he sought.

This too he remembered: in his twelfth year something strange had happened. A white man had arrived at Esuano. He was not an official from the castle at cape coast, so people were astonished to see him there at all. They were more astonished when he told them he was a trader on the coast, but had grown tired of trading. He said he wanted to rest.

People shunned him. They were afraid of him and they had reason enough. He lived as if he and water had quarreled bitterly. He did not like food. his sustenance was drink and when he was really hungry he would look for fruit, like a child at play, and that would be his meal.

Densu went to him and sat watching him. He still went to him long after the other children had fled in fear. One day the stranger white man stopped singing his drunken songs, pointed to his heart and shouted something. "Collins!" He repeated the name, *stabbing his breast* repeatedly with an extended finger.

When he stopped, Densu pointed to himself and said "Densu." The white man roared happily. He seemed immensely pleased with himself that Densu had understood him, as if he had actually taught him to speak. He began a game of names, teaching Densu English words and learning Akan words from him.

In less than a month the game of words changed. It became even. Densu went to Collins whenever he had time. The idea of learning the strange language of the white excited him, and he worked hard to make free time for his new passion. Collins taught him willingly. He seemed to live for the hours when the eager boy came to talk to him.

But Collins stopped asking Densu the Akan names of things. With an eagerness answering the boy, he taught him as fast as he could absorb new knowledge, and his yellow-red face exploded with joy when Densu began at last to speak to him in his own language. The solitary white man then gave up all pretence of wishing to learn Akan. He was happy enough to have a person to talk to and teaching Densu to read and write gave him something to do when he was not drinking.

Densu asked him why he had left cape coast to come to Esuano. The white man's answer was quite incomprehensible to him. All he understood was that the mention of cape coast

made the white man violently angry. Once, later, Densu asked him why he did not go home. The drunken man wept tears at the questions. From then on Densu did not ask him any such questions again.

In his first months at Esuano the white man Collins sold a few things to the few who had any money. But after his third month at Esuano he sold nothing. Knowing adults predicted he would die in a matter of weeks. They were disappointed and embarrassed when in spite of the way he drank and starved himself, he remained noisily alive.

- a) Why did Densu spend most of his time seated on the rock up the hill?
- b) What effect did the river have on Densu?

- c) Who was the stranger and how old was Densu when he arrived?
- d) What does “He lived as if he and water had quarreled bitterly,” mean?

- e) People dislike the stranger (Rewrite beginning with, “The stranger.....

- f) From what tribe does Densu come from?
- g) Write notes on why Collins was eager to teach Densu his language and why he stopped learning Densu’s language

- h) Identify and explain one character traits of Densu
 - i) Give the meaning of the following words and phrases as used in the passage:-
 - i) Importune -
 - ii) Canopy -

 - iii) Stabbing his breast.....
 - iv) Shunned.....

 - v) Incomprehensible.....

4. Read the following passage then answer all the questions that follow:

It is said that behind every successful man there’s a woman, so how can we help our sons succeed? By bringing them up in such a way that they understand their role as leaders, providers and protectors.

And how can we do this successfully? By noting their masculine qualities and praising them for these .Take note when they excel in **masculine** roles and encourage them. Admiration is the food of a man’s soul. Never belittle your son’s masculinity; it hurts very deeply and might result in deep resentment.

Are you faced with a rebellious son? Mind your language when you talk to them; you might be scolding him for doing or not doing something while inadvertently belittling his masculinity. Try the opposite for change; praise him and see how this transforms him. The untidy room will be a thing of the past, as will many other pains you have been wishing away. Relate the duties you assign him to his masculine qualities and he will be very glad to help. When he is facing failure or a crisis, reassure him that you believe in him and his ability to pull through, no matter

how difficult the situation might appear. Do not mock his ability to overcome a difficulty.

Use statements such as “this might be the door to opportunity, a stepping stone to greater success.” who wouldn’t excel when someone who matters to them like a mum believes in them? A word of caution, though: we must be careful not to push our sons to become what they are not interested in being.

Allow them the freedom to make choices and let them learn from mistakes. There’s a greater temptation to be **bossy** towards our sons, but we need to refrain from giving detailed instructions on the what, when, how and where every action they take. Let him know when you disagree with his decision, but tell him he can still count on you

For the women who have taken over leadership in the home, you need to let go and build your husband by encouraging him to take up that role. This will allow you time to be a mother you need to be, one who can nurture her sons and be a homemaker. Our sons need to learn from their fathers what it means to be a responsible man.

And to those women who are sacrificing their children’s well-being for careers I suggest, learn from miss Taylor Caldwell, an Anglo- American writer with several awards to her credit once remarked: “I’d rather cook a meal for a man and bring his slippers and feel myself in the protection of his arms than have all the citations and awards I have received worldwide”

(Adapted from Daily

Nation)

- a) What is the role of mothers in the success of their sons?
- b) i) How can parents help their sons overcome the challenges they meet while growing up?
ii) What precautions should sons take in to account so as to achieve their ambitions?
- c) Give three disadvantages of women taking leadership at home.
- d) Give a reason why Miss Taylor is mentioned in the last paragraph.
- e) In not more than 65 words, summarize the ways parents can deal with rebellious sons:-
ROUGH COPY
FINAL COPY
- f) *Explain the meaning of the following phrase and words as used in the passage*
 - i) “Admiration is the food of a man’s soul”..... ..
 - ii) Masculine..... ..
 - iii) Bossy..... ..

5.COMPREHENSION

Read the passage below and answer the questions that follow

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

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

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

When children have prolonged struggles with socializing, "a vicious cycle begins," children who are **shunned** by others have few opportunities to practice social skills whereas popular children

have more than enough opportunities to perfect theirs. However, having just one or two friends can be enough to give a child the social practice he or she need.

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

To teach social skills, Lavoie advises a five-step approach in his book. The process works for children with or without learning disabilities and is best conducted immediately after a wrongdoing has been made. First, ask the child what happened and listen without judgment. Second, ask the child to identify their mistake. Often children only know that someone got upset, but don’t understand their own role in the outcome. Third, help the child identify the cue they missed or mistake they made, by asking something like: “How would you feel if Emma was hogging the tyre swing?” Instead of lecturing with the word “should,” offer options the child “could” have taken in the moment, such as “You could have asked Emma to join you or told her you would give her the swing after your turn. “Fourth, you can create an imaginary but similar scenario where the child can make the right choice. For example, you could say, “If you were playing with a shovel in the sand box and Aiden wanted to use it, what would you do?” Lastly, give the child” social homework” by asking him to practice this new skill, saying: “Now that you know the importance of sharing, I want to hear about something you share tomorrow.”

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

Questions

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

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

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

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

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

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

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

(1mk)

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

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

i. Authority figure

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ii. Shunned

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iii. Jump on board

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6. COMPREHENSION

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

(20

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

Meanwhile at Mankessim angry mobs made the place untenable. I was in the end transferred – nowhere. That was the end. My retirement was skillfully managed by the chairman and superintendent minister, and I went quietly into obscurity with no laurels and no respect, no last-minute farewell or godspeeds; no visible means of support save that which my own sons were hopefully expected to give. For catechists are the scum of the earth and command no respect and expect none. They are entitled to no gratuities or pension and when they are strong enough to outlive their usefulness..... “God will provide” I had worked half a century to bring salvation to other people. It would probably be appropriate to say, “Physician heal thyself.” Sometimes I think we, the workers in the Lord's vineyard, have the greatest need of salvation ‘in the obscurity of retirement I can now have time to look back on my life and into my soul and try to assess where I failed and try to effect my own salvation.’ God indeed never leaves those who believe in Him really desolate. I have my wife with me now. My sons are all securely settled in life and work to support my old age. At the throne of God, I hope the Almighty will not deal too harshly with his servant, but in His infinite mercy will forgive my sins and accept even me.

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

Questions

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

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

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

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

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

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

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

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

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

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

(i) Mudslinging

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(ii) Obscurity

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(iii) Physician heal theyself

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.....

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

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

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

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

At the time, I was speaking at a pro-life meetings around the country in weekends, and the response to the tape was so intense and dramatic that finally I was approached by a man named Don Smith, who wanted to make my tape into a film. I agreed that it would be good idea. That is how The Silent Scream, which was to generate so many furore, came to be made. We showed it for the first time in Fort Lauderdale, Florida, on January 3, 1985. The reaction was instantaneous. Everybody was up in arms because The Silent Scream represented an enormous threat to the abortion forces, and because it escalated the war (it is not really a debate- we don't debate with each, we scream at one another). For the first time, we had the technology, and they had nothing.

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

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

- a) Based on your understanding of the entire passage, comment on the nature of the writer's 'old convictions'. (2 marks)
- b) Explain why it was easy for doctors such as the writer to carry out abortions prior to introduction of ultrasound technology? (2 marks)
- c) What are the names that are commonly used to refer to the two opposing groups mentioned in the passage(2 marks)

- d) Briefly describe, in your own words, how those who supported abortion tried to undermine the impact of ‘ The Silent Scream’ . (2 marks)
- e) “ I was shaken to the very roots of my soul by what I saw” . Rewrite this sentence beginning: (What...)(1 mark)
- f) Make notes on the way abortion is carried out according to this passage(4 marks)
- g) Identify and illustrate the use of parenthesis in the passage, give two examples. (2 marks)
- h) Provide one example from the passage to illustrate the need for leaders to weigh their words carefully. (2 marks)
- i) Explain the meaning of the following words as used in the passage.(3 marks)
- i)convictions
- ii)escalate
- iii)impetus

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

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

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

Why such a disconnect between information and action? Part of the problem is that environmental advocates emit mixed messages. In mid-May 2006, Britain's *Guardian* published a front-page story showing that five companies in Britain produce more CO₂ pollution in a year than all the country's motorists combined. That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, "Why should I bother to cut down my driving?"

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

Perhaps the real reason that well-intentioned consumers do not change is that they do not see any benefit. Climate change may be a frightening, irreversible **calamity**, but its worst effects will not be felt next week or next year. The planet looks the same regardless of whether we use environmentally friendly technology or we do not care how much CO₂ we emit. But sure as the sun rises and sets every day, if we do not cut down on carbon emissions, then we may not have a planet to hand over to the next generation.

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

- a) According to the passage, what are the effects of global warming? (4 marks)
- b) What, according to the passage, is the main cause of global warming?(2 marks)
- c) How does Britain encourage people to use renewable electricity? (3 marks)
- d) Paraphrase the following sentence: That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, ‘Why should I bother to cut down my driving?’ (4 marks)
- e) What message does the writer communicate in this passage? (4 marks)
- f) Explain the meaning of the following words and expression as used in the passage.(4 marks)
 - i) fob off
 - ii) incentive
 - iii) calamity
 - iv) vast

ORAL LITERATURE

1.

Read the story given below and answer the questions that follow:-

THE HARE AND THE TORTOISE

The hare was always laughing at the tortoise because he walked so slowly. “Really I don’t know why you bother to go at all,” she sneered. ‘By the time you get there it will all be over-whatever it is.’

The tortoise laughed. “I may be slow.’ He said, ‘but I bet I can get to the end of the field before you can. If you want to race, ill prove it to you.’

Expecting an easy victory the hare agreed and she bounced off as fast as she could go. The tortoise plodded steadily after her.

Now it was in the middle of a very hot sunny day and before long, the hare started to feel a little drowsy. I think ill just take a short nap under this hedge. ‘She said to herself.’ Even if the tortoise passed by ill catch him up in a flash. The hare lay down in the shade and was soon fast a sleep. The tortoise plodded on under the midday sun. Much later, the hare awoke. It was later than she had intended but she looked round confidently ‘No sign of old tortoise, I see, even if I did have rather more than forty winks.’

Away she went, running through the short grass and the growing corn, leaping ditches and brambles with ease. In a very short time she turned the last corner and paused for a moment to look at the place where the rope was to end. There, not a yard from the finishing line was the tortoise, plodding steadily on. One foot after another, nearer and nearer to the end of the race.

With a great bounce the hare streaked forward. It was too late. Though she threw herself panting over the line, the tortoise was there before her. ‘Now do you believe me?’ Asked the tortoise. But the hare was too out of breath to reply.

- i) Classify the above narrative
- ii) Why did the hare always laugh at tortoise?
- iii) Why did the hare feel drowsy?

- iv) What made it possible for hare to lose the race?
- v) Try to picture yourself as the story teller charged with the responsibility of narrating this particular story. What story telling devises would you employ?

- vi) Why did the tortoise laugh at Hare’s comment?

- vi) Describe how tortoise’s own words “.... I may be slow but I bet I can get to the end of the fields before you can.....”eventually proved to be true.

- viii) Mention any two moral lessons you can learn from this story

2.

POETRY

Read the poem below and answer the questions that follow:-

CRAZY PETER PRATTLES

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 explosion

(*Crazy Peter Prattles*' by Susan Nalugwa Kiguli in *Echoes Across the Valley*: Ed. Arthur I. Luvai and Kwamchetsi Makokha)

- (a) What problems are highlighted in the poem about the state of health care?
- (b) What is the significance of the rhetorical question in the first stanza?
- (c) Pick out any two images in this poem and explain their significance
- (d) (i) Identify the problem that the fifth stanza deals with
(ii) How does this connect with the problems in the previous stanzas?
- (e) Explain the meaning of the following words as they are used in the poem
 - (i) Oozed
 - (ii) Emaciated.....
 - (iii) Translucent ..
- (f) What is the significance of the last stanza?

3. Read the poem below and answer the questions that follow.

I MET A THIEF

On the beach, on the coast,

Under the idle, whispers coconut towers,
Before the growling, foaming, waves,
I met a thief, who guessed I had
An innocent heart for her to steal.

She took my hand and led me under,
The intimate cashew boughs which shaded
The downy grass and peeping weeds
She jumped and plucked the nuts for me to suck:
She sang and laughed and pressed close

I gazed; her hair was like the wool of a mountain sheep,
Her eyes, a pair of brown –black beans floating in milk.
Juicy and round as plantain shoots
Her legs, arms and neck:
And like wine-gourds her pillowy breasts:
Her throat uttered fresh banana juice:
Matching her face-smooth and banana-ripe.

I touched-but long I even tasted,
My heart had flowed from me into her beast:
And then she went-high and south-
And left my carcass roasting in thee

- a) Who is the persona?
- b) What is the relevance of the title?
- c) Paraphrase the last stanza
- d) Identify and explain the significance of the three stylist devices employed in the poem
- e) Of what race is the 'thief' in the poem?
- f) Explain the meaning of the line 'an innocent heart for her to steal'
- g) Identify one economic activity portrayed in the poem

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

THE PROSTITUTE

There I see her coming
With borrowed steps
Like a coward ghost
Out of grass covered graveyard

She comes
Bearing no more
That attractive dames
Cover like soft babes

These

She has exposed
to bitter weather
and lusty eyes.

There I see her coming
like a nestles bird
that enters any nest
for a transient stay
at times
finding snakes
or hostile hawks
There I see her coming
like a black jack
a poisonous pest
that infects the city's plantation
diseasing the young
and old plant

There I see her
coiling herself around
tourists and bosses
like a parasitic
climbing plant

There I see her coming
from the back door
like a forged coin
that assumes the high value
yet always hounded by spies

I stand to see her
when the forged coin is found
when the immigration birds
are back in their nests
or when the dog
that it constantly feeds on
is washed with DDT
or when the dog is dead
on a tarmac road
and when the stems are cut
in the dry windy season

- a) Name FOUR things the person referred to as 'her' has been likened to.
- b) What is the main theme of the poem? Explain with suitable examples

- c) What is the attitude of the poet towards the subject of the poem? Illustrate using words or phrase from the poem?
- c) Identify three stylistic devices used in the poem and show their effectiveness in bringing out the poet's message.
- (e) Explain the meaning of the last stanza – what mood does it express?

5.

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

THE WICKED CHIEF

There lived once a wicked chief. Nobody liked him, because of his wickedness. He was wicked to old men and women. By pretending to be kind he tried to be popular to young men who lived in that country. When the chief won over young men, they all liked him.

One day, the chief called all the young men and told them, "My friends, don't you see?" They asked, "What?" you should kill all of them. Everybody should kill his father."

Ah: (that they should kill their fathers). As a result, everybody whose father was old brought him to be killed. This one went and brought him to be killed. This one went and brought him to be killed, the other went brought his father to be killed. They killed all the old men, leaving one only.

He was a father of a man who said no. "Why should the chief kill all old men and why would I send my father to be killed?" He got down and went to dig a large hole and concealed it nicely. He sent his father there, where he had dug. He fetched wood and put it across and coved it with soil, making a small hole for air to pass through. At that time, they had finished to kill all the old men.

When the chief finished executing them, he then called all the young men. "My friends we have now finished killing all our old men. This is a cow I am giving to you. I am so happy we have got rid of these old men, so go and kill the cow. When you have killed the cow, cut the best part of its meat and bring it to me. If you don't bring it, you yourself are not safe." (That is all right) eh;

The young men rushed out and slaughtered the cow, which is the best part of the meat of a cow? They were worried

They went and cut the liver and sent it to him. He asked whether or not that was the best part of the meat. They answered yes. They added part of the bile. He said that wasn't the best part of the meat and they should go and find it quickly. The people became more worried.

Every night the young man secretly took food to his father. One day he took food to his father, who asked about the news of the town. He said, "My father, now we are suffering. When we killed all the old men, the chief gave us a cow to go and kill. When we killed the cow, he said we must both find the sweetest and the best part of the meat and bring to him, that if we do not bring them, we are not safe ourselves. This is what is

worrying us.” The old man laughed, but asked him if he knew the sweetest part of the meat. He said no. He again asked if he did not know the bitterest part. He said no. “Then the sweetest and the bitterest is the tongue. When you go, cut the tongue and sent it to him and say that is the sweetest part of the meat and the bitterest.”

The man rushed home while all the people sat down, undecided about what to do. If something had not happened they might have thrown the whole meat away and run away. When the boy arrived he said, “My friends take the tongue of the cow in.” they cut the tongue for him, and he took it to the chief’s palace.

He went and threw it down and said, “Chief, see the sweetest part of the meat and the bitterest part also.”The chief sat down quietly and finally said, “You did not kill your father. Speak the truth. You have not killed your father.”He said, “It is the truth, I didn’t kill him. When all the other men were killing their own fathers I went and hid mine.”

He said, “You are the son of a wise old man. The sweetest and the bitterest part of a meat is the tongue. As for that all these young men are fools. Why should somebody send his father to be killed? But if you want the sweetest part of the meat, find the tongue, were it not for your tongue, you would not have an enemy: it is also because of your tongue that you will not have a friend.”

1. Classify the above narrative
2. State any two characteristics of oral narratives present in the narrative above
3. Identify and discuss any two characteristics traits of the chief and any one character of the young man (who didn’t kill the father)
4. Explain any moral lesson that can be learned from this narrative
5. Give one economic activity practices by the community from which this narrative was taken
6. Identify any two styles in the oral narrative
7. Why do you think the chief wanted all the old men to be killed?

6. Read The Poem Blew And Answer The Questions Below:

Would you know my name if I saw you in heaven?

Would it be the same if I saw you in heaven?

I must be strong and carry on, cause I know I don’t belong here in heaven.

Would you hold my hand if I saw you in heaven?

Would you help me stand if I saw you in heaven?

I’ll find my way through night and day, cause I know I can’t just stay here in heaven

Time can bring you down, time can bend your knees

Time can break the heart; have you ‘begging’ ‘please’ ‘begging’ ‘please’

Beyond the door there’s peace, I’m sure

And I know there will be no more tears in heaven.

Would you know my name if I saw you in heaven?

Would you be the same if I saw you in heaven?
I must be strong and carry on, cause I know I don't belong here in heaven.
'Cause I know I don't belong here in heaven.

- a) What is the subject matter of this poem? Illustrate your answer
- b) Identify and illustrate the feature of style evident in stanza three
- c) Give and illustrate two examples of the persona's statements to illustrate his attitude of admiration
- d) What is the implication of rhetorical questions beings set in conditional tenses?
- e) What is the personas imagination of life in heaven?
- f) In note form, give the main item of the last stanza
- g) *Explain the meaning of the following phrases as used in the poem*
 - i) Hold my hand..... -
 - ii) Break the heart.....
 - iii) No more tears.....

7.

Read the poem below and answer the questions that follow:-

UGU You see that Benz sitting at the rich's end?

Ha! That Motoka is Motoka.
It belongs to the minister for fairness
Who yesterday was loaded with doctorate
At Makerere with whisky and I don't know what
Plus I hear the literate thighs of an undergraduate.

You see those market women gaping their mouths?
The glory of its inside has robbed them of words
I tell you the feathery seats the gold steering
The TV the radio station the gear!
He can converse with all the world presidents
While driving in the back seat with his darly
Between his legs without the driver seeing a thing!
Ha! Ha! Ha!

Look at the driver chasing the children away
They want to see the pistol in the door pocket
Or the button that lets out bullets from the machine
Through the eyes of the car – Sshhhhhhhhh
Lets not talk about it.

But I tell you that Motoka can run
It sails like a lijato, speeds like a swallow
And doesn't know anyone stupid on its way

The other day I heard
But look at its behind, that mother of twins!
A-ah That Motoka is Motoka.

You just wait, I'll tell you more
But let me first sell my tomatoes
(By THEOLUZUKA)

- (a) Who is the persona?
- b) Briefly explain what the poem is all about.
- c) Identify any two stylistic devices used in the poem.
- d) Explain the character of the market women as portrayed in the poem.
- e) Explain the meaning of the following lines as used in the poem.
 - i) Ha! That Motoka is Motoka.
 - ii) The glory of its inside has robbed them of the words.
 - iii) But look at its behind, that mother of twins. *UGU*
- f) *Describe the tone of the poem and comment on the persona's attitude towards the minister for fairness.*
- g) Identify the economic activity of the people portrayed in this poem.

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

AFTER A WAR

The outcome? Conflicting rumours
As to what faction murdered
The one man who, had he survived
Might have ruled us without corruption
Not that it matters now:
We're busy collecting the dead
Counting them, hard though it is
To be sure what side they were on
What's left of their bodies and faces
Tells of no need but for burial
And mutilations was practiced
By right, left and centre alike
As for the children and women
Who knows what they wanted
Apart from the usual things?
Food is scarce now, and men are scarce
Whole villages burnt to the ground

New cities in disrepair
The war is over, somebody must have won
Somebody will have won. When peace is declared

- (a) According to the poem, what are the consequences of war?
- (b) What techniques has the poet employed and what are their effects?
- (c) What is the poet's attitude towards war?
- (d) *Explain the meaning of the following lines:-*
 - (i) Food is scarce now, men are scarce *KSW*
 - (ii) Whole villages burnt to the ground
- (e) From the poem, why would you say that war is a no win situation?
- (f) What's the mood of the poem?

9. ***Read the oral narrative below and answer the questions that follow:***

Why Zebra has stripped skin

Long ago, man tamed only the dog. Before he started taming any other animal, it was said that the donkey could also be tamed. This story came from one hunter.

One day while hunting, this hunter killed a large animal, which was too heavy for him to carry along. So, as he wondered how to carry his kill he saw a donkey pass nearby and an idea came to his mind. "Why not place this carcass on the donkey so that it can help me?" he wondered. He did not know what would happen if he tried this because the donkey was also a wild animal. Nevertheless he decided to try.

So he followed the donkey and luring it with sweet words and grass, the donkey allowed him to place his load on its back without resistance. He then led the way until they arrived home. After unloading the donkey, he gave it more grass and some water. It ate and drunk and appeared happy. From that day, the donkey never left the hunter's homestead; and he gave the donkey food and drink daily. The donkeys multiplied and there were many donkeys in this homestead, all helping the hunter to carry his loads. Soon, the story went round that somebody had tamed a donkey, which he was using as a beast of burden. Villagers came to see for themselves and they were impressed with the way the hunter's donkeys were working. Having satisfied their curiosity, they also went out into the wild to look for donkeys to tame. The donkey became a famous beast of burden in the whole village and beyond, carrying all the heavy loads that men and women could not even lift with assistance.

As all this was happening, the donkeys which were left in the wild did not know what was going on. They would only see their friends go away with men and women never to return. They came to understand that they had been deserted only after most of their friends had been taken away. The few who were left started to hide deep in the woods to avoid any contact with human beings. But their efforts to hide were all in vain! Human beings had realized that donkeys were very useful animals. So they made every possible effort to catch them even from deep in the forest.

This problem disturbed the wild donkeys. Many of their kind had been captured by human beings. The rumours spreading around were that the captured ones were made to work very hard with only little food, since there was no time to graze, while those left in the wild grazed the whole day and even during the night.

Indeed, this was frightening. The rest of the donkeys decided to act quickly, lest they too be captured. They called a meeting at which they discussed what should be done to stop the movement of donkeys into people's homes. When the meeting came to a stalemate, one donkey suggested that they should seek help from Hare since he was known to be cunning and clever. All agreed to seek advice from Hare.

The next morning, the donkey representative went to Hare. Hare was only too willing to help. Therefore Hare asked him to tell all his friends to come to his compound early the next morning. They agreed. When they arrived, they found Hare with whitewash in a large bucket and a brush in his hand. They were all at a loss as to know how this whitewash was going to help them. When they enquired, Hare attempted to explain but they could not understand.

So Hare asked one of them to volunteer for a demonstration but none wanted to. Then Hare approached one old donkey and whispered in its ear saying, "Once you have been painted, you will not be a donkey any more and human beings will not take you away." The old donkey said, "I will volunteer because if the human beings take me and put loads on my back, I will die." So the Hare quickly started painting stripes of whitewash on this donkey. Soon, the entire body of the donkey was filled with white and grey stripes. When the other donkeys looked at the painted donkey, they admired it and some wanted to be painted. But others came to the painted donkey and it whispered something in their ears. So they rushed and crowded around Hare and although he warned them that they had to be careful with the whitewash, they did not heed his warning. They jostled, pushed, fought and even bit each other in the struggle to be the next one to be painted. It was during this struggle to be painted that one donkey toppled the bucket containing the whitewash, pouring the entire contents on the grass from where it could not be recovered. The donkeys that had been painted remained in the forest because human beings did not capture them for they looked different from the domesticated ones. The striped donkeys changed their name from donkey to Zebra. All the ones that remained unpainted after the whitewash were captured by the human beings and taken to their homes to labour for them up to this day. And there ends my story.

(Adapted from Kenya Oral Literature Narratives, A selection edited by Kavetsa Adagala and Wanjiku .M. Kabira. East African Educational Publishers.)

- (a) Classify , with reasons, this story
- (b) Identify and illustrate the following:-
 - (i) One economic activity
 - (ii) One social activity.
- (c) Explain the use of personification in this narrative
- (d) What was the agenda of the meeting held by the donkeys?
- (e) What is the attitude of the donkeys towards the Hare?
- (f) What were the consequences of the donkey's struggle to be painted?
- (g) Apart from personification, what other features of oral narratives have been used in this story

- (h) Explain the character of the donkeys in the 2nd last paragraph
- (i) Explain the meaning of the following words and expressions as used in the story
- (i) Beast of burden.....
 - (ii) Demonstration.....
 - (iii) Toppled.....

10

WHY THE OWL IS NOT KING OF THE BIRDS: INDIANTALE

WHY is it that Crows torment the Owls as they sleep in the daytime? For the same reason that the Owls try to kill the Crows while they sleep at night

Listen to a tale of long ago and then you will see why.

Once upon a time, the people who lived together when the world was young took a certain man for their king. The four-footed animals also took one of their numbers for their king. The fish in the ocean chose a king to rule over them. Then the birds gathered together on a great flat rock, crying:

"Among men there is a king, and among the beasts, and the fish have one, too; but we bird have none. We ought to have a king. Let us choose one now."

And so the birds talked the matter over and at last they all said, "Let us have the Owl for our king." No, not all, for one old Crow rose up and said, "For my part, I don't want the Owl to be our king. Look at him now while you are all crying that you want him for your king. See how sour he looks right now. If that's the cross look he wears when he is happy, how will he look when he is angry? I, for one, want no such sour-looking king!"

Then the Crow flew up into the air crying, "I don't like it! I don't like it!" The Owl rose and followed him. From that time on the Crows and the Owls have been enemies. The birds chose a Turtle Dove to be their king, and then flew to their homes.

- i) You have been asked to narrate the above story to a group of young people. What **four** things would you do to attract their attention? (2marks)
- ii) If you were narrating the above story to young children, how do you ensure you sustain their attention for the entire course of the narration? (2marks)
- iii) How would you say the line "I don't like it! I don't like it!"? (2marks)

GRAMMAR

- 1. a) Fill in the blanks with the correct word from the brackets
 - i) He.....(flung/flang) the mud onto the wall.
 - ii) The murderer was.....(hung/hunged) for his crime.
- iv) The leader.....(dealt/dealed) the cards out to the players briskly.

- iv) The boy.....(leaped/lept/leapt) across the ditch
- v) She.....(bore/borne) the burden patiently

- b) Complete the passage below with the most appropriate word from the list given:
(breath, breathe, cloth, clothe, bathe, bath)

Namboka felt dizzy and she took a walk so as to..... fresh air. It was while walking that she noticed that heras smelling badly. She went to her room, brushed her teeth and decided to..... her sweaty body. She put..... water in a basin, undressed and then wrapped herself with a clean.....before going to clean her body. After five minutes, she emerged clean and put on her best.....

- c) Supply the missing prepositions in the following sentences:-
- Opemi has a great passion..... debtors
 - My mother prohibited me..... talking to strangers
 - Walukanga was born..... humble and God fearing parents
 - The head dress of Acoli is similar..... that of the Luo.

2. (a) (i) I am sure it was an exciting experience for her (*Rewrite the sentence using 'must'*)
(ii) People always want more; it doesn't matter how rich they are
(*Rewrite the sentence using 'however'*)

- (iii) The boy jumped from school to school every year. (*Rewrite to end with school*)
(b) Give the meaning of the underlined idiomatic expressions in the sentence

- There was no love lost between the two friends
 - The President and Prime Minister resolved to bury the hatchet.
- (c) Change the following to direct speech

- Jumping and clapping, the Pastor remarked that Jesus was on his way
 - The Prefect said that the student was absent the previous day.
- (d) Using the verb in brackets, form a phrasal verb to replace the underlined word

- The workers felt that the management despised them (look)
 - It takes a lot of challenge to nurture a child into an adult (bring)
 - The politicians dirty tricks did not succeed (come)
- (e) Fill in the blank spaces with the appropriate form of the word in brackets
- The boy said that he was (true) _____ in love.
 - The _____ (maintain) of the vehicle is quite expensive.
 - She was quite _____ (gratitude) for the honour bestowed on her.
- (f) Fill in the blank spaces with the appropriate preposition

- (i) Tom agreed _____ Lona's idea of punishing the culprit
(ii) The performers feel indebted _____ the school for the use of the hall

3 a) *Identify, underline and correct the four words that have been mis-spelt in the paragraph*

below:-

b) *Rewrite the following sentences as instructed*

i) The UN security council has declared Sudan a failed state (*begin Sudan.....*)

ii) Please sit down (*add a question tag*)

iii) The boy is very foolish. He believes everything I tell him. (*Rewrite as 1 sentence using enough to*)

c.) *Replace the underlined words with a suitable phrasal verb*

i) I was completely deceived by the confident trickster

ii) The first thing my uncle did on leaving prison was to visit us

iii) He tried to disguise himself as a beggar but his soft, clean hands betrayed him

iv) Please submit your scripts at the end of the exam

d) *Use the correct form of the words given in brackets*

i) The husband tried to restrain his.....wife (aggression)

ii) Such a policy can..... (Danger) the poor

iii) The guest of honour was given a..... (Tumult) welcome by the waiting

crowd

iv) (Literate)..... means the state of being unable to read and write.

4. a) *Fill in the blanks with the correct form of the word in brackets*

i) Has the motor boat.....in the lake. (sink)

ii) The company has employed a specialist for the.....of its machine.
(maintain)

iv) Uganda is contending against the.....of Kenyan goods in the markets.
(dominate)

iv) In Kenya.....elections are usually hotly contested. (mayor)

b) *Rewrite the following sentences by replacing the underlined verbs with appropriate phrasal verb*

i) You need to reduce the expenses. - Cut down

ii) He asked Alice to marry him but she rejected him. -Turned him down

iii) It is not good to desert one's family. - Walk out on

c) *Rewrite the following sentences according to the instruction given after each*

i) If he is not ill, he will come (*rewrite using 'provided'*)

ii) Joan has several friends. All of them are ballet dancers. Her mother is the president of our judo club.

(Combine into one sentence using relative pronouns)

iii) The principal asked me to see him the following day. (*Change into direct speech*)

iv) The visitor treads on the carpet with his muddy shoes. (*Write in the past tense*)

d) *Explain the difference in meaning in these pairs of sentences* :

a) Harry, our elder brother, has arrived.
Harry, our elder brother has arrived.

b) My uncle stopped to drink.
My uncle stopped drinking.

5. 1. *Rewrite the following sentences according to the instruction given*
- i) Omondi is a weak student. He can hardly write meaningfully. (*Rewrite as one sentence using, "such....."*)
 - ii) One of my cousins has gone to the USA. (Begin, A cousin.....)
 - iii) Jane has been writing a composition. (Change in to a passive voice)
2. *Replace the underlined word with phrasal verb formed from the verbs given in brackets*
- i) I have left the relationship because my boyfriend is unfaithful. (Walk)
 - ii) My father scolded me because I had not done the assignment (tell)
3. *Supply the correct question tag*
- i) Let us go to school.....
 - ii) Stand up.....
4. *Use the correct form of the word given in brackets*
- i) The maid.....(*hang*) the blouse on the cloths line yesterday.
 - ii) It.....(*cost*)our school a lot of money to sponsor drama up to the nationals level last year.
 - iii) We could not.....(*large*) the portrait any further.
 - iv) You can't..... (*Prison*) a child below fifteen years of age for truancy.
5. *Change the following to direct speech or indirect speech accordingly*
- (i) The stranger asked my mother where my father had gone (direct speech)
 - ii) "We shall meet again next week," said the chairperson(indirect speech)
- 6 i) *The following idiom is wrongly stated, rewrite it correctly*
Ibrahim doesn't struggle at all. He expects to get everything on a silver plate
- ii) *Explain the meaning of the idiom underlined in the sentence below*

Why are you quick to fly off the handle at me? said Dr Stockmann,

6. a) *Fill in the spaces with the correct form of the word in brackets*
- i) All..... (*pay*) are supposed to count their money before they leave the bank
 - ii) His..... (*pronounce*) did not make sense to the

- audience.
- iii) Jane has a (wool) jacket
- c) Rewrite the following sentences according to the instructions after each. Do not change the meaning of the original sentence
- i) He managed to persuade her to go (Begin: He succeeded.....)
- ii) Silence is necessary in the library (Begin: You must.....)
- iii) Rimau has always strongly supported the college football team (use: staunch)
- d) Replace the underlined word in each of the following sentences with an appropriate phrasal verb
- i) The presidential jet will land at 7.30am.
- ii) The young man fabricated the story just to save himself from the angry crowd.
- iii) After a heated argument, the students decided to check the meaning of the word from the oxford dictionary.
- d) Use one word to replace the underlined ones without changing the meaning
- i) The magistrate found him guilty of failure to fulfill his part of the contract.....
- ii) The doctor concluded that the boy died when he was deprived of air
- iii) My brother was among the group of actors performing, “an enemy of the people”
- e) Rewrite the following sentences correcting all the errors
- i) He is looking for an employment in Nairobi
- ii) This exercise comprises of rigorous training in the morning
- iii) Sometimes last year, we agreed to improve our relationship with our neighbours
7. a) Rewrite the following as instructed.
- i) The mother cannot take credit for it and neither can the daughter.
(Rewrite beginning: Neither.....)
- ii) Karende is the of the twins. (Use pretty in its correct form)
- iii) The warrior was mutilated by the lion.....(He is recuperating from the attack)
- b) Use the correct form of the words in brackets to complete the following sentences.
- i) Due to lack of proper diet, Atieno’s child is (nourish).
- ii) Tuju is one man whose(pronounce) is superb.
- iii) Wanja is a very..... (discipline) student, no wonder she is always punished.
- c) Replace the underlined words with the most appropriate phrasal verbs formed from the words in brackets.
- i) The brothers do not agree in principles. (Get)
- ii) He refused to withdraw the injurious words on his opponent. (Take)
- iii) Marion despises her step sister because she is illiterate from the (look).

- d) *Arrange the adjectives in brackets to fill in the gap in each sentence.*
 i) He bought dress as a Christmas gift for his mother. (large, cotton, blue, pretty.)
 ii) The man is the king's only heir. (light skinned, handsome, young, short
 iii) Let us take a seat at the.....(oval beautiful, mahogany) table
- e) *Use the verbs in brackets to form correct idiomatic expressions to complete each of the sentences below:*
 i) Although Peter and John are brothers, they never quite (see).
 ii) The maize scandal case is certainly a.....(crack) because there seems no headway.
 iii) When someone habitually steals he will one day(face).

8. (a) *Re-write the following sentences according to instructions. Do not change the meaning*

- (i) Even if the board does not meet, I will present my complaint.
Begin;

Whether.....

- (ii) She opened the gate. Darkness fell. *Join into one beginning; Barely*
 (iii) Either Mary or John have the keys. *Correct the sentence*
- (b) *The following sentences are in the active voice. Change them into the passive*
 (i) Nobody did the work
 (ii) The police arrested the thief
 (iii) They collect rubbish every Thursday
- (c) *Punctuate the following sentences correctly:-*
 (i) alonje said i will return next month
 (ii) let us listen to him ivan argued he sounds reasonable"
- (d) *Use the correct form of the word given in brackets to fill in the gap in each sentence*
 (i) The dog barked(menace)
 (ii) Most of the students we come across(be) lazy.
 (iii) God' power is(compare)
- (e) *Re-write the following sentences replacing the bold words with gender sensitive words*
 (i) She sneaked because the watchman was a sleep.
 (ii) The master on duty made me kneel the whole day for making noise in class.
- (f) *Use appropriate phrasal verbs to replace the underlined words in the sentences below*
 (i) This child resembles the father.
 (ii) The teachers can no longer tolerate John's behaviour.
 (iii) What a relief that Joan passed all her exams.

9. *Re-write the following sentences according to the instructions given after each*

- (i) Hassan did not complain. He did not report to the police. (*Re-write as one sentence using a conjunction*)
 (ii) It was my sister who made it possible for my schooling. (*Use 'but for'*)
 (iii) Ibadan is a very large town in Africa. (*Use the superlative degree*)

(b) Explain the meaning of the underlined idiomatic expressions:-

- (i) Many people in this country live from hand to mouth.
- (ii) The manager realized that Mbuthia was a hard nut to crack.

(c) Fill in the blank spaces with the appropriate form of the word in the bracket

- (i) We should give _____ to our academic work
(PREFER)
- (ii) His _____ surprised His Excellency (ELOQUENT)
- (iii) People rushed to the street when they heard the _____ of the two lorries.(COLLIDE)

(d) Replace the underline word in each of the following sentences with a phrasal verb:-

- (i) The old man died quietly last night.
 - (ii) We felt completely disappointed by John's performance.
 - (iii) Juma always visits during meals.
- (e) Re-write the following sentences correctly:-
- (i) The student knocked on the door continuously as the others watched
 - (ii) The child inflated the balloon too much that it burst
- (f) Fill in the blanks with the most appropriate preposition :-

- (i) She has lived in Samburu _____ ten years.
- (ii) It is improper to hurl abuses _____ people.

IMAGINATIVE COMPOSITION

1. *Either*
 - a) Write a composition ending with the words: The events of the previous day left me _____
_____ challenged to begin a new life
 - Or*
 - b) Write a composition entitled "Love conquers all"
2. *Either*
 - (a) Write a composition to illustrate the saying "Do not count your chicks before they are hatched"
 - Or*
 - (b) Write a story ending; "Since then my brother and I have been good friends"
3. IMAGINATIVE COMPOSITION (Compulsory)
Either

a) Write a composition beginning “Everybody was very excited, little did we know that at that moment.....

Or

b) Write a composition to illustrate the saying “A bird in hand is worth two in the bush.”

4.

Either

a) Write a story ending with the following sentence: “.....thank you it was only a nightmare.”

Or

b) Write a composition to illustrate the saying: “A journey of one thousand miles begins with one step.”