**101/2**

**ENGLISH**

**Paper 2**

**Time: 21/2 Hours**

**Form 4 Mini-Mock Examination**

**ENGLISH**

**Paper 2**

**(Comprehension, Literary Appreciation and Grammar)**

**21/2 Hours**

## INSTRUCTIONS

***Write your name and class on each foolscap provided.***

***Answer ALL the questions in the question paper.***

***Each question will be collected separately at the end of the exam.***

**This paper consists of 6 printed pages.**

**Candidates should check the question paper to ensure that all the pages are printed as indicated and no questions are missing.**

1. **COMPREHENSION**

**Read the passage below and then answer the questions that follow. (20 MARKS)**

In absolute terms, France is twice as populous as Kenya. Even relatively – in terms of the number of people in a square kilometer – France is twice Kenya’s size.

How, then, can our custodians of governance explain the fact that Kenya’s number of MPs gets exponentially larger than France’s?

Nay, more. Although France is far richer than Kenya, Kenya can afford to pay each MP twice as much as France pays its own. That is the difference in mentality between development and underdevelopment. Only in a situation of abysmal mental backwardness can an elite of consumers demand to be paid the whole Witwatersrand in a country where **hoi polloi** is starving.

It is morally and intellectually agonizing that a penurious country like Kenya fritters away all its hard-earned and extremely meager income into the maws of human grubs, maggots, chrysalises and piranhas – an exceedingly voracious species which, however, has never produced even a single commodity or idea.

But, given these facts, isn’t Kenya that should be giving “development aid” to France? Why is it that, from one Western capital to another, Kenya’s officials hop from first class jet compartments to the most expensive European hotels – in the most abject begging for “aid” to “projects”?

Why is Europe perennially willing to dish out what it cynically calls “development assistance”? Surely, there must be a catch in it. Even the “aid fatigue” rumbling one is beginning to hear from Euro-American treasuries aims only to draw attention away from this cynicism and **assuage** a nagging sub conscience of guilt.

One thing is certain. It is not ‘*Kisuma*’ that takes our ravens to Europe. For no humble mendicant ever travels so astronomically to the very country which supposedly sympathizes with his people’s penury – there, lodging, dining, wining, wrenching and shopping in the most lavish manner.

‘*Kisuma*’ was a Luo tradition in which a truly desperate woman suddenly arrived, an empty ‘*atonga*’ in hand, to plead for a little grain from far-away relatives. No, the embarrassing behaviour in Europe by potbellied modern African officials is not the genuine entreaty of a starving destitute.

The official Westerner knows it very well because he is the one who invented the global scandal called “foreign aid” as a means of bribing the leaders of a world newly emerging from European colonialism so as to maintain that world in the Western orbit against the coevally emerging Soviet challenger.

From human beings, its cynicism and cruelty is mind-boggling. The official West knows that practically none of its “aid” ever goes into development. It is immediately **channelled** into the bank accounts of political Naboths: presidents, premiers, ministers, civil servants, parliamentarians.

The reason it does not rattle the official Westerner is that it performs the very function for which that same Westerner devised the “aid” mechanism – to buy the co-operation of Third World’s leaders in order for the “outgoing” colonial regimes to continue fleecing Africa.

As Walter Rodney points out (in How Europe Underdeveloped Africa), this is the same mechanism that ensures that Africa’s increasingly dwindling incomes from its lopsided trade with the same Westerner goes either directly into consumption or right back to the West to fetch cosmetics, spirits, tobaccos, cars, textiles and other luxuries for consumption by the same elite.

The luxuries go to that class, not because it produces anything, but only because, as members themselves claim, they are “servants of the people”. Thus what is merely a service “industry” – bureaucrats, lawyers, priests, policemen, politicians, soldiers – runs away with 99 per cent of our national income. The real producers – diggers of the soil, hewers of the wood and turners of the lathe – must writhe in **excruciating** hunger and disease because all their products have been gobbled up by MPs and others who seek to reap where they never sowed.

Questions

a) According to the writer, what is the difference between development and underdevelopment? {2 marks}

b) Explain the irony evident in the writer’s argument. {2 marks}

c) In point form, state why Kenya cannot give ‘development aid’ to France. {4 marks}

d) Who are the ‘ravens’ and what takes them to Europe? {3 marks}

e) Do you think the writer’s use of the image of ‘*Kisuma*’ is justified? Explain your answer. {2 marks}

f) Why isn’t the official Westerner rattled? {2 marks}

*g) Although France is far richer than Kenya, Kenya can afford to pay each MP twice as much as France pays its own.* (Rewrite using ‘despite’) {1 mark}

h) What do the following words mean as used in the passage? {4 marks}

i) hoi polloi….………………………………………………………………………………...

ii) assuage…………...…………………………………………………………………………

iii) chanelled ..……………………….…………………………………………………………

iv) excruciating….……………………………………………………………….......................

2. ***Read the following excerpt and answer the questions that*** ***follow***. ***(25 marks)***

MONK: May one ask where this child comes from?

MOTHER-IN-LAW: Is there a child? I don’t see a child. And you don’t see a child either – you understand? Or it may turn out I saw all sorts of things in the tavern! Now come on.

*After GRUSHA has put the CHILD down and told him to be quiet, they move over left, GRUSHA is introduced to the neighbors.*

This is my daughter-in-law. She arrived just in time to find dear Jussup still alive.

ONE WOMAN: He’s been ill now a whole year, hasn’t he? When our Vassili was drafted he was there to say good-bye.

ANOTHER WOMAN: Such things are terrible for a farm. The corn all ripe and the farmer in bed! It’ll really be a blessing if he doesn’t suffer too long, I say.

FIRST WOMAN: *(confidentially)*You know why we thought he’d taken to his bed? Because of the draft! And now his end is come!

MOTHER-IN-LAW: Sit yourselves down, please! And have some cakes!

*She beckons to GRUSHA and both women go into the bedroom, where they pick up the cake pans off the floor. The guests, among them the MONK, sit on the floor and begin conversing in* ***subdued voices.***

ONE PEASANT: *(to whom the MONK has handed the bottle which he has taken from his soutane):* There’s a child, you say! How can that have happened to Jussup?

A WOMAN: She was certainly lucky to get herself married, with him so sick!

MOTHER-IN-LAW: They’re gossiping already. And **wolfing** down the funeral cakes at the same time! If he doesn’t die today, I’ll have to bake some more tomorrow!

GRUSHA: I’ll bake them for you.

MOTHER-IN-LAW: Yesterday some horsemen rode by, and I went out to see who it was. When I came in again he was lying there like a corpse! So I sent for you. It can’t take much longer*. (She listens)*

MONK: Dear wedding and funeral guests! Deeply touched, we stand before a bed of death and marriage. The bride gets a veil; the groom, a shroud: how varied, my children, are the fates of men! Alas! One man dies and has a roof over his head, and the other is married and the flesh turns to dust from which it was made. Amen.

MOTHER-IN-LAW: He’s getting his own back. I shouldn’t have hired such a cheap one. It’s what you’d expect. A more expensive monk would behave himself. In Sura there’s one with a real **air of sanctity** about him, but of course he charges a fortune. A fifty piaster’s worth and no more! When I came to get him in the tavern he’d just made a speech, and he was shouting: “The war is over, beware of peace!” We must go in.

**QUESTIONS**

1. Briefly describe the events preceding this excerpt. (2 marks)
2. Why does the presence of the child raise concern at this level in the excerpt? (2 marks)
3. In not more than thirty words, summarize what happens immediately after this excerpt. (3 marks)
4. “The war is over, beware of peace!” Discuss the feature of style used in this phrase. (3 marks)
5. What major sacrifice does GRUSHA make at this stage of the play? (2 marks)
6. Basing your answer from elsewhere in the play, highlight THREE other major sacrifices that GRUSHA makes in the process of saving baby MICHAEL. (3 marks)
7. Discuss TWO character traits of MOTHER-IN-LAW as seen in this excerpt. (4 marks)
8. Explain the meaning of the following words and phrases as used in the excerpt. (3marks)

i) Subdued voices ii) Wolfing

iii) Air of sanctity

1. Discuss TWO ways in which the MONK fails to uphold the expectations of a religious person in this excerpt. (2 marks)
2. I’ll bake them for you. ***(Add a question tag)*** (1 mark)

3. **Read the following poem then answer the questions that follow.**  (20 marks)

**Expatriates Lament**

How shall I leave this place, and make my way

To boat or plane, heart held, foot-dragging slow,

For grey rain-sudden northlands; greasy snow

Slushed underfoot by folk who do not care,

Close-faced, indifferent as their lonely skies

True, I shall find efficiency out there;

What substitute for laughter filled brown eyes,

Huge glinting smiles, loud markets, drums at night

Scent-breezed night and molten days

Yoruba charm, how shall I ever live,

Longing for warmth and palm-filled evening?

Surface-polite and bland, will they forgive

The failure to adjust heart-absence, tears-

“Well, poor soul, in Nigeria those years!”

**Questions**

a) Who is the speaker in this poem? (2 marks)

b) i) From which country is the speaker speaking? (2 marks)

ii) Where is his place of origin? (2 marks)

c) Show the contrast between the two places and their people mentioned in question (b) above.

(4 marks)

d) Explain the irony in the last two lines. (2 marks)

e) Identify any other style used in the poem apart from irony. (2 marks)

f) Comment on the title of the poem. (2 marks)

g) Explain the meaning of the following expressions as used in the poem. (4 marks)

i) Heart held, foot-dragging slow

ii) Scent-breezed nights and molten day

iii) Closed faced

iv) Surface polite

4(a) Rewrite the following sentences according to the instructions given after each. {3 marks}

i) It was difficult but I managed to raise the money required for the project.

(Begin: Difficult ….)

ii) We shall inform you if we change our plans.

(Begin: Should …….)

iii) I wouldn’t have paid your school fees if I knew you would fail like this in your examinations.

(Begin: Had ….)

b) Write the correct form of the words in brackets to fill in the blank spaces. {3 marks}

i) The guests were given a …………………… (tumult) welcome by their host.

ii) The story was not true, he is a …………………. (pretend) fellow.

iii) (Literate) ……………………. Is a state of being unable to read and write.

c) Replace the italicized words with the appropriate phrasal verbs. {3 marks}

i) I don’t think I can ***tolerate*** her behavior anymore.

ii) Things are going to ***improve*** now that we got a new constitution.

iii) The thieves ***stole*** a hundred thousand shillings from the shop down the street.

d) Rewrite the following sentences correcting any errors. {3 marks}

i) The discarded tank laid in the yard for a weak.

ii) The tutor complemented us for our good pronounciation.

iii) The students pushed there bus when it stuck in the mud.

e) Use the correct form of the verb in brackets to fill in the blank spaces. {2 marks}

i) The boy ………………………… on the mat. (lie)

ii) The hen will ………………….. the egg at noon. (lay)

f) Explain the difference in meaning of each of the following pairs of sentences. {2 marks}

i) Even I attended the ceremony.

ii) I even attended the ceremony.

i) He stopped to smoke.

ii) He stopped smoking.