**MWAKICAN (MJET)**

**END OF TERM 1 EXAM 2016**

**NAME…………………………………….………………………………….... ADM …………………..**

**ENGLISH FORM FOUR**

**PAPER 2**

**101/2**

**TIME: 2 ½ HRS**

**(COMPREHENSION, LITERARY, APPRECIATION AND GRAMMAR)**

**INSTRUCTIONS TO CANDIDATES**

1. Write your name and admission number in the spaces provided above.
2. Answer all questions in this question paper

For examiner use only

|  |  |  |
| --- | --- | --- |
| Question | Maximum score | Candidates score |
| 1. | 20 |  |
| 2. | 25 |  |
| 3. | 20 |  |
| 4. | 15 |  |
| Total score | 80 |  |

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

**LIFE IN THE WARSAW GHETTO**

After four months I moved on to another cafe; the Sztuka, in leszno street. It was the biggest café in the ghetto. Musical performances were held in its concert room and besides the concert room there was a bar. Both the concert room and the bar were nearly always full, so I earned well at this time and could just meet the needs of our family of six, although with some difficulty.

I would really have enjoyed playing in the Sztuka, since I met a great many friends there and could talk to them between performers, if it hadn’t been for the thought of my return home in the evening. It cast a shadow over me all afternoon.

This was the winter of 1941 to 1942, a very hard winter in the ghetto. A sea of jewish misery washed around the small islands of relative prosperity represented by the Jewish intelligentsia and the luxurious life of the speculators. The poor were already severely **debilitated** by hunger and had no protection from the cold, since they could not possibly afford fuel. They were also infested with vermin. The ghetto swarmed with vermin, and nothing could be done about it. The clothing of people you passed in the street was infested by lice, and so were the interiors of trams and shops. Lice crawled over the pavements, up stairways, and dropped from the ceilings of the public offices that had to be visited on so many different kinds of business. Lice found their way into the folds of your newspaper, into your small change; there were even lice on the crust of the loaf you had just bought. And each of these verminous creatures could carry typhus.

An epidemic broke out in the ghetto. The **mortality** figures for death from typhus were five thousand people every month. The chief subject of conversation among both rich and poor

was typhus; the poor simply wondered when they would die of it, while the rich wondered how to get hold of vaccine and protect themselves.

I did not have myself vaccinated. I couldn’t have afforded more than a single dose of the serum – just enough for myself, but not the rest of the family, and I didn’t want that.

In the ghetto, there was no way of burying those who died of typhus fast enough to keep up with the mortality rate. However, the corpses could not simply be left indoors either. Consequently, an **interim solution** was found: the dead were stripped of their clothes – too valuable to the living to be left on them – and were put outside on the pavements wrapped in paper. They often waited there for days until Council vehicles came to collect them and take them away to mass graves in the cemetery. It was the corpses who had died of typhus, and those who died of starvation too, that made my evening journey home from the café so terrible.

I was one of the last to leave, along with the café manager, after the daily accounts had been made up and I had been paid my wages. The streets were dark and almost empty. I would switch on my torch and keep a look-out for corpses so as not to fall over them. The cold January wind blew in my face or drove me on, rustling the paper in which the dead were wrapped, lifting it expose naked, **withered** shins, sunken bellies, faces with teeth bared and eyes staring into nothing.

I was not as familiar with the dead as I would become later. I hurried down the streets in fear and disgust, to get home as quickly as possible. Mother would be waiting for me with a bowl of spirits and a pair of pincers. She cared for the family’s health during this dangerous epidemic as best she could, and she would not let us through the hall and on into the flat until she had **conscientiously** removed the lice from our hats, coats and suits with the pincers and drowned them in spirits.

In the spring, when I had become more friendly with Roman Kramsztyk, I often did not go straight home from the café but to his home, a flat in Elektoralna Street where we would meet and talk until late into the night. Kramsztyk was a very lucky man: he had a tiny room with a sloping ceiling all to himself on the top floor of a block. Here he had assembled all his treasures that had escaped being **plundered** by the Germans. It was good to sit in this small room by the soft yellow light of a lamp, drinking black coffee and talking cheerfully. Before darkness fell we would go out on the balcony to get a breath of air, it was purer up here than in the dusty, stifling streets. Curfew was approaching. People had gone inside and closed the doors; the spring sun, sinking low, cast a pink glow over the zinc rooftops, flocks of white pigeons flew through the blue sky and the scent of lilac made its way over the walls from the nearby Saxon Garden, reaching us here in the quarter of the damned.

**Questions**

1. How did the author earn his living ? (1mk)
2. What blighted Wladyslaw Szpilman’s enjoyment of his time in the cafe Sztuka? (2mks)
3. Identify the different classes of people present in the ghetto. (3mks)
4. (i) Quote the phrase the author uses to describe the ghetto.

(ii) Explain its relevance. (3mks)

1. Suggest a number of possible reasons why the author and his friend were drinking *black* coffee. (3mks)
2. What impression has been achieved by the repetition of the word lice ? (2mks)
3. *A sea of Jewish misery washed around the small islands of relative prosperity represented by the Jewish intelligentsia and the luxurious life of speculators.*

Explain what is being compared in the above sentence. (2mks)

1. Give the meaning of the following words as used in the extract: (4mks).
2. Debilitated
3. Mortality
4. Interim solution
5. Withered.

**Q2. Read the excerpt below and then answer the questions that follow:-**

“When my brother and I took my aunt to make an apil (appeal) to the big white chief whose name was *Diyo*”. Would begin Odongo to some round eyed grandson many years later. “ We found and overcame many dangers on the way for our courage was boundless. Our aunt walked with her head high for she was the daughter of a chief and the spirit of her ancestors rested fully on her. She faced the white chief unflinchingly, and told him her story, the greed and arrogance of her brother-in-law Otieno, chief by default”.

When she got back home, Akoko found that the plunder of her cattle had reached major proportions, the chief having taken advantage of her heaven sent absence. Her first impulse was to storm out and do murder, and be done with it, but reason soon reasserted itself. There was no advantage in knocking one’s head against a tree trunk, at best one may chip off a bark but in return get a large bruise in the head. If you want to cut a tree, take time to sharpen an axe. So she bided her time.

The DO kept his word and within twelve days, his messengers arrived. They came so unobtrusively that even Akoko did not get wind of their presence until two days later and the careless chief four days later for most people did not bother to keep him informed due to his extreme arrogance. By the time the chief heard that there were people nosing around his affairs, they were on their way out. He was furious. He summoned Akoko who declined to go. Having no sense of the dignity of his position, he went in search of her and stood fuming and frothing at the door of her hut.

“Are you behind all this you stupid woman? Are you? Tell me, are you? I will kill you. I will whip you and send you back to your village!”.

“Go away you fool”. Answered she, quite calmly. “Are you the village chief of the village fool? All the same if you want to fight I am willing to oblige. You may be twice my size, but I have three times your courage”.

**QUESTIONS**

1. Briefly explain what happens just before this excerpt.
2. Clearly illustrating your answer from the excerpt, identify one character trait each brought out by: (4mks)
3. Akoko
4. Otieno
5. Identify and illustrate one main thematic concern in the excerpt. (3mks)
6. When she got home, Akoko found that the plunder of her cattle had reached major proportions, the chief having taken advantage of her heaven sent absence’.

(Rewrite the sentence in direct speech). (2mks)

1. Explain the circumstances that lead to Otieno becoming chief considering that he is not Owour Kembo’s son.
2. What finally happened to Otieno following Akoko “apil’? (3mks)
3. “We found and overcame many dangers on the way for our courage was boundless”.

Begin: For ….) (1mk)

1. When Akoko finally leaves her home, what does she do with her property and where does she go to ? (3mks)
2. How is Otieno related to Akoko and why do you think there is bad blood between him and the women? (3mks)

**Q3.** **Read the narrative below and answer the questions that follow.**

Once upon a time, there lived a young woman who eloped to meet her warrior lover out in the wilderness. The warrior directed the young woman to a place in the forest where he would meet her. He said to her; “If you get to a fork along the path take the right path. “Then the warrior went ahead to wait for her arrival in the forest.

As the girl walked on, she came upon an ogre who said to her; “Hey young woman, where are you going? Do you have anything to say, now that I am going to eat you?” The girl answered in song:

Not here my bead

Let us go to the waterhole

Where can you eat me

And have a drink

Oh my dear warrior, where was it ?

And it so happened this was very bushy country. The Ogre led the young woman on, and when they got to another spot, he said to her; “I am going to eat you here,” the lady again broke into a song, urging her not to eat her yet.

They went further on, and the young woman kept hoping that the warrior would hear her voice. As they walked on, the Ogre asked the young lady; “Shall I eat you here? “ the young woman sang again.

Not here my bead

Let us go to the waterhole

Where you can eat me

And have a drink

Oh my dear warrior, where was it?

But the warrior had still not heard her.

When they went to a cave by the river, the Ogre collected branhes and leaves on which to place the young woman’s flesh after he had slaughtered her. When he brought one type of leaf, the girl objected to having her flesh laid on ordinary leaves, preferring the sweet scented leaves of the matasia plant. The Ogre brought another type of leaf, but the girl rejetected them. Eventually, the sweet smelling leaves of the matasia were brought. When the Ogre asked the girl if those were the right type of leaves, she said, “Yes these are the ones.” The Ogre then laid the leaves down on the ground and lit a big fire. All this while, the girl was continually singing the same song.

Just when the Ogre was about to jump on the young woman, the warrior suddenly emerged from the bush. The young woman said to the Ogre; “It is now your skinny flesh that will be laid on those leaves.” The warrior killed the Ogre and placed him on the bed of the leaves and took the lady away. And that was the end.

1. Why do you think the lovers choose to meet in the wilderness ? (2mks)
2. (i) What is the purpose of the song in this narrative ? (2mks)

(ii) Cite two other functions of songs in narratives. (2mks)

1. What aspect of the young woman’s character contributed to her escape? (4mks)
2. Give two character traits of the Ogre and two for the young woman’s lover. (4mks)
3. What is the significance of dialogue in this story ? (2mks)
4. Mention the narrative techniques that would make delivery of this story more interesting.(2mks)
5. “Brain is mightier than brawn.” How would this statement be relevant to the story above ? (2mks)

**Q4. GRAMMAR**

1. Rewrite the following sentences according to the instructions given after each. Do not change the meaning of the sentence. (3mks)
2. He crawled like a snake and moved towards the dimly lit house. (Begin: Crawling …………..)
3. Burnt beyond recognition, the driver of the ill-fated train was pulled out of the wreckage. (Begin: The driver ……)
4. The students were determined to pass. They worked day and night. (Begin: Working ……..)
5. Use the correct order of the adjectives provided in brackets to complete the given sentences. (4mks)
6. I enjoyed carrying my …………………………… box every time we opened and closed school. (metallic, heavy, rectangular)
7. Makokha married an …………………………………………… woman. (American, young, intelligent)
8. Please buy me a ………………………………………….. umbrella. (reasonably, cheap, big)
9. She wore a ……………………………………….. suit. (short, pink, old, woollen )
10. Fill in the blanks with the correct form of the word given in brackets. (3mks)
11. Living in the ……………………………………. (industry) part of the town can be very distressing.
12. …………………………………….. (friend) people are rare these days.
13. I did not sell the ring, I was told it was ……………………………………. (worth)
14. Join the following sentences using the appropriate conjunction. (5mks)
15. My sister is tall. My brother is tall.
16. I am slow. I am sure.
17. Maria doesn’t smoke. Maria doesn’t drink.
18. I read for knowledge. You read for fun.
19. I lost the game. I tried my best.