## GATITU MIXED SECONDARY SCHOOL

## END OF TERM I EXAM NAME:.................................................

## FORM 4 2013 ADM NO:....................

**ENGLISH PP2 DATE.....................................**

Instructions: **Answer all questions in this paper. Time: 2 ½ hrs**

 **COMPREHENSION (20MKS)**

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

 We take drugs for two main reasons: to restore ourselves to the condition we regard as normal-cure infections and take away pain; or to release ourselves from normality- to enable us to feel more relaxed or more lively, to alter our moods or perceptions.

 When we read about drugs, we think of ‘dangerous’ drugs such as the narcotics (opium, morphine or heroine) or marijuana and L.S.D. Their dangers are universally accepted; they are addicting, users very much become so dependent on them that they cannot function without them and they have harmful side effects. They help the user to

 escape from reality by giving him hallucinations making things appear better than they are in the real world, by dulling the sensitivities and reducing pain (and for this last reason, doctors occasionally prescribe them) or by temporarily freeing him from inhibitions. Consequently, drug takers often exhibit socially unacceptable behaviour and at times become violent. The health of the addict is also badly impaired. Few people question the law that restricts the use of these drugs.

 The second category of drugs, which can be broadly labeled as medicine does not cause society great concern because their sale is on the whole, strictly controlled by doctors prescription and because they are often given for the betterment of the takers health. Some of them, have side effects but their harmful side effects are restricted to the individual and cause no great threat to society.

 The one drug that should cause society great worry but which in fact does not is alcohol. Whereas in terms of its harmful social effects, it is the most dangerous drug of all, it is not only socially and legally accepted all over the world, but its sale is largely unrestricted.

 There are reasons for this tolerance towards alcohol. It is used by far more people all over the world than all the other drugs put together. Historically, it has a high social status having always been drunk as a pleasurable accompaniment to meals in some countries or, in others as a culturally acceptable intoxicant particularly during ceremonies or celebrations. In the past, attempts to **prohibit** the intake of alcohol were based on moral objections – disruptive effects to drunkenness or personal morality and public behaviour. Modernisation has made alcoholism a major social problem for several reasons.

 The ease of travelling has made it possible to add imported brands of alcohol to traditional ones, more efficient ways of distilling and brewing have been introduced and the breakdown of strong social controls have brought in new drinking clients, namely women and younger males. The stress of modern life, pressures at work or frustrations of poverty have also increased individual consumption of alcohol. The increase in drinking is not just in the quantities consumed but also in the alcoholic content of the drinks taken. In many parts of the world alcohol-related problems cannot be ignored any longer.

 The problems brought about by alcohol can be both short-term and long-term. When a person drinks the alcohol slows down the functioning of his brain, making him slower in his judgement and reflexes which often lead to accidents. In individualised countries, nearly half of all the fatal accidents involve drivers who have been drinking.

 Alcohol releases the taker from his usual inhibitions making him less shy or nervous and in cases of heavy drinking, leading to socially unacceptable behaviour and violence.

 Once a drinker becomes addicted to alcohol, there is no end to the problems he creates for himself and for all those around him. His health is badly impaired. This is partly because alcoholics eat very little and over a period of time they start suffering from malnutrition – related diseases and partly because many diseases, the most notable being those of liver are very closely associated with the drinking of alcohol. The work output of alcoholics is very low and may lose their jobs due to inefficiency. This places financial stress on the family which when coupled with the **negligence** and the violence of alcoholics, often leads to a break-up of the family. Children of alcoholics parents often become alcoholics themselves and the rate of delinquent crime is higher in homes where one or both parents are alcoholics.

 Unless the drinking of alcohol is controlled these problems can become so compounded that they could undermine the fabric of society.

***NB***. President Kenneth Kaunda of Zambia threatened to resign unless his people stopped drinking!

1. Identify the **two** main reasons why people take drugs. (2mks)
2. Point out the **two** groups that drugs can be classified into. (2mks)
3. According to the passage, there are several reasons why the drinking of alcohol should be controlled. Summarize the reasons in about 80 words. (8mks)

 Rough copy

1. Note down the factors that may have hindered the prohibition of alcohol intake as discussed in the passage. (4mks)
2. Drugs have some advantages according to the passage. Name **two** of them. (2mks)
3. Explain the meaning of the following words according to the passage. (2mks)
4. prohibit
5. negligence

**2. Read the extract and then answer the questions that follow. (20MKS)**

 She was waiting him at the next valley. Her heart beat as she saw him approach. She did not know what she would tell him. For she felt guilty at her failure to go to Marishoni on the day she had promised to see him. She had wanted to go but it would have been a big risk. Her father had been at home at the time. Waiyaki had never been out of her mind since that day they met in the moonlight. She was always excited, at the thought of him. And her eyes shone so that sometimes Mariamu asked her what she was dreaming about. She did not know what was happening to her but she knew that since that accidental meeting she had not been the same again. And now she felt a strange longing for something that not even the river could give her.

 For the last two weeks she had wanted to meet him, if only to greet him and pass. She had not been able to see him and she feared going to his school. Today she had not gone to church and was strolling aimlessly when she saw him walking towards the valley. But when she saw him stand with Kamau she passed at a safe distance.

And Waiyaki was pleased to see her. He had not set eyes on her since that night. And there she now stood, quiet and rather reserved. She did not appear as she had in the moonlight. But he could see that she was beautiful. He approached her hesitantly, his heart beating. She smiled. He thought it a beautiful smile.

 “Are you well?”

 “I am well. And you?”

 “I am well too.”

 There was silence between them. They did not look directly at one another

 “I waited for you.”

 “I am sorry I could not come.” She hesitated a little. “I had much work at home and I -I

 could not get time.”

Waiyaki understood, or rather, he thought he did. He did not press the point further.

“It is all right. You can come another day.”

Well – I don’t know – maybe. If I get a chance.”

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

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 (b) Why did Nyambura fail to go to Marishoni? How does she feel about it? (3mks)

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 (c) In about fifty words, summarize how we can fell that Nyambura loves Waiyaki (4mks)

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 (d) Why did Nyambura pass at a distance from Kamau and Waiyaki? (2mks)

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 (e) Change the following statement into an interrogative. (2mks)

 Waiyaki was pleased to see her.

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 (f) Give **two** character traits of **each** for both Waiyaki and Nyambura as seen in this excerpt (4mks)

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 (g) Rewrite the following sentence according to the instructions given (1mk)

 But he could see that she was beautiful.

 Begin: Beautiful …………………………………………………

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## 3. ORAL LITERATURE (20mks)

***Read the following narrative and then answer the questions that follow:***

**THE MAN WHO WAS PREGNANT IN THE KNEE**

(Place of Origin: Kikuyu – Collected by: K.P. Ndendero)

 Along time ago, there was a man who was pregnant in the knee. People of his neighbourhood often told him that his knee was growing big. As time went on, the knee grew bigger and bigger . A time came when it was discovered that he would give birth. He went into a house and gave birth to three children. This man then took his three children somewhere into a cave. He gave them names, calling one girl Wanjiru.

 After locking the cave from the outside , the man went to look for food so that he could feed the children. On coming back to the cave with the food , he usually sang a song so that the children could open the door for him to enter the cave. He had ordered them to close the entrance from inside, and not to open to anybody else other than himself.

He sang: *Karu gaka, gaka gakwa ni kega muno*

 *Kanjiariire twana twiri, tungi tutatu*

 *Kamwe ngitua Nyamathiriti, karia kangi Nyamatuathongo*

 *Wanjiru-ini, hingurira*

 Knee, Knee, Knee that has made me rich,

 Gave birth for me two, three children

 Who I named Nyamathiriti, Nyamatuathongo

 Wanjiru, open for me.

 Upon hearing that song , the children opened the door for him since they had recognised his voice. He entered the cave and gave them food to eat.

 This routine was repeated every time the man went to look for food to feed his children. After quite some time had passed, the father of the children went to look for food as usual. He first locked the children from outside and they locked from the inside. Coming back to the cave with the food the man sang his usual song.

 But ‘*Irimu’* had been eavesdropping, and heard the song the man sang. He therefore decided to eat those children in the cave when their father was absent. So when the father of the children, after some days, went again to look for food, ‘*Irimu’* approached the door to the cave and sang with a hoarse voice.

 *Karu gaka, gaka gakwa ni kega muno*

 *Kanjiariire twana twiri, tungi tutatu*

 *Kamwe ngitua Nyamathiriti, karia kangi Nyamatuathongo*

 *Wanjiru-ini, hingurira*

 Knee, Knee, Knee that has made me rich,

 Gave birth for me two, three children

 Who I named Nyamathiriti, Nyamatuathongo

 Wanjiru, open for me.

 After listening to that voice, the children knew that the voice was not their father`s. Wanjiru then told the ogre, “Go away you fool; you are not my father”. The ogre went away realising that the children would not open the door, since they had recognised that his voice was not that of their father.

 After the ogre had gone away the father of the children came back with food for the children to eat. He then sang his usual song and the children recognised his voice and opened for him.

 *Irimu* then went to a witchdoctor and said “There are some children I want to eat, how will I know how to get them?” The witch doctor answered, “Go to the path of ants; lay your tongue there and let them bite you. Get bitten, bitten and bitten. When the tongue oozes blood it will then be able to sing like the father of those children”.

 *Irimu* then went to do as directed. He laid his tongue on the path of ants. But when he was bitten by some ants, he rose up quickly and exclaimed , “*Phew*, *phew* it hurts”. He went back to the witchdoctor and lied that he had really been bitten by the ants.

 He then proceeded to the cave where the children were and sang with a voice that was still hoarse.

 After listening to that voice the children realised that it was not their father’s, Wanjiru told him, “Go away you fool, you are not our father”.

 *Irimu* had not softened his voice properly as he had been directed by the witchdoctor because he was afraid of pain. He went back to consult the witchdoctor again. The witchdoctor firmly directed him and said , “Go and be bitten properly by the ants”. So he went to the path of the ants and laid his tongue there. He was bitten, bitten and bitten till his tongue oozed blood and softened.

 Now the father of the children sensing danger might befall his children, had advised and warned them that “When you’ll be taken from here while I’m absent , take with you this castor oil seeds. They are kept in a pot . So when you will be removed from here, you drop the castor oil seeds, as you go, and I will follow you up to where you have been taken and I will rescue you. Have you heard that Wanjiru?” “Yes”, replied Wanjiru.

 After some days had gone by, the father of the children went again to look for something to eat. The ogre having been bitten properly by the ants; came back to the cave. He softened his mouth and then sang that song.

 Wanjiru after listening to that voice and thinking it’s her father’s opened the door. Irimu pushed the door open and entered the cave. He rudely ordered the children. “Out we go”; But Wanjiru at that moment remembered the castor oil seeds’ pot. She grabbed it before she was forcibly pushed outside. Wanjiru then started dropping the seeds from the door steps. she went on dropping and dropping ,until the house to which they were taken. The father of those children came back to the cave with food for children to eat. But when he sang his usual song , the door was not opened . But at that moment he saw the seeds at the doorstep of the cave. He got alarmed and immediately knew that his children had been taken away. He followed the castor oil seeds until he reached a house where the seeds ended. Pretending to be a messenger sent on a mission, he was welcomed into the house. He found that his children had been brought there by *Irimu*. But after staying there for some days, he organised a successful plan and stole his children back. They ran away and went back home to their cave. My story comes to an end.

**QUESTIONS**

(a) Place the above oral narrative in its correct sub – genre. ***(2mks)***

1. Identify and illustrate one socio – economic activity of the society depicted in this oral narrative ***(2mks)***

1. How has the oral artist portrayed the character of the father?  ***(4mks)***
2. The witchdoctor’s advice to Irimu can be summed up in a general proverb.
3. Write down one such proverb from your community. ***(1mk)***
4. Explain its relevance to the witchdoctor’s advice. ***(2mks)***

(e) What features in this story shows that it is a traditional oral narrative. ***(4mks)***

(f) Imagine you are telling this story to a group of young children. How would you make the story more interesting? ***(4mks)***

(g) Which method do you think would be most suitable when collecting this narrative from the field? ***(1mk)***

**QUESTION 4: GRAMMAR *(*20MKS*)***

**(a) Fill in the blank spaces in the following sentences using appropriate prepositions.(5mks)**

 i) There’s scarcity of food so we just live \_\_\_\_\_\_\_\_\_\_ bread and tea.

 ii) Mary concurred \_\_\_\_\_\_\_\_ Paul over that decision.

 iii) Since he no longer runs the business, he has been reduced \_\_\_\_\_\_\_\_ begging.

1. Did you hear the news this morning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ radio?
2. Is there proof \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your accusations?

 **(b) Rewrite the following sentences according to instructions after each. Do not**

 **change the meaning. (6mks)**

1. Ojienda was unable to persuade his mother to leave her home. His uncle couldn’t persuade her either. ***(Rewrite as one sentence beginning with “Neither”)***
2. Mohamed says he likes the relaxed style of Lamu life better than the hectic Nairobi streets. ***( Rewrite using “…….prefers………”)***
3. You will rarely find me in this house.

 ***(Begin: Rarely ……………..)***

1. The President asked them whether they would vote for such a man.

 ***(Re-write in direct speech)***

1. Her handwriting was very hard to be seen, therefore she lost many marks.

***(use one word in place of the underlined)***

1. Entering that dark cave without a torch would have been extremely foolish.

***(Rewrite beginning: It………)***

**(c) Add correct question tags to the following**  (**3mks**)

 (i) You wouldn’t refuse my offer, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

 (ii) Let us teach her a lesson, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?

1. The girls were late, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

 **(d) Change the word in brackets to fit suitably in the blank spaces: (3mks)**

(i) It is not good to keep \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*straight*) your tie when giving a speech.

(ii) There is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(*scarce*) of water in arid areas.

1. Our car is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*rely*) for this journey, we shall use public means.
2. **Use appropriate auxiliary verbs to fill the blank spaces. (2mk)**
3. Why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I not talk to him?

(ii) Hurry up! I’m afraid they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ report us to the police.

1. **What is the meaning of the following idiom? (1mk)**

To make a killing

**MARKING SCHEME**

**Question 1**

a) We take drugs for two main reasons:

(i) to restore ourselves to the condition we regard as normal-cure infections and take away pain; (ii) or to release ourselves from normality- to enable us to feel more relaxed or more lively, to alter our moods or perceptions.

b) -dangerous drugs.

 -medicine

c) **Instructions**

 (i) Answer must be in prose form (in fair copy)

 (ii) Deduct ¼ mark for faulty expression i.e wrong spelling, tense, punctuation

 capitalization etc penalise only once in a sentence.

 (iii) Deduct 50% from every point not in continuous prose.

 Affix capital **N** to the penalised point.

 Each of the points below – 1 mark each.

1. Alcohol interferes with the functioning of the brain thus raising the chances of accidents.
2. Alcoholics tend to have socially unacceptable behaviour (and violence)
3. Alcohol impairs people’s health.
4. Alcoholics’ work output is low/ inefficient and they may lose their jobs due to this.
5. They place financial stress on the family.
6. May lead to family break-ups.
7. The children may become juvenile delinquents.
8. Their children become alcoholics.

**d) Must be in note form.**

1. It is used by far too many people in the world, more than any other drug.
2. Has a high social status (historically) as a pleasurable accompaniment to meals.
3. Culturally it is an acceptable intoxicant
4. Modernization has made it easy for imported brands of beer to be transported.
5. Easier ways of distilling have also been invented.
6. Break-down of strong social holds has brought in a new client (namely women and young men).
7. The stresses of modern life pressures at work
8. or frustrations of poverty also increase individual consumption of alcohol.

**e)The answer must be written in note form. Any one or the points below – 1 mark**

 **each. Deduct 50% from every point not in note form.**

(i) Reduce pain

(ii) Help the user to escape the harsh realities of life.

(iii) Temporarily frees the user from inhibitions.

(iv) Cure infections

(v) Enable users to feel more relaxed or lively.

**f) (i) prohibit –**forbid, ban, bar, make illegal, rule out

 **(ii) negligence –**abandonment, carelessness, inattention

Q2. **THE RIVER BETWEEN**

2. (a) Before

* Waiyaki has just left Joshua’s church
* He meets Kamau who asks where he has come from
* Just then Nyambura passes at a distance and Kamau comments about her beauty
* Waiyaki pretends not to notice her
* Waiyaki realizes that Nyambura had come to meet him (2mks)

After

* He struggles with his emotions to hold her and whisper to her
* Nyambura lies that she still has stomachache (2mks)

 (Two marks for before, two marks for after)

(b) - It would have been a risk

 - Her father was at home then

 - She feels guilty.

 (3mks)

(c) Waiyaki has never been out of Nyambura’s mind since they met in the moonlight sky. She was always excited at the thought of him and her eyes sometimes shone until Mirriam noticed

 it. She feels a strange longing for something and she has not been the same again.

 (4mks)

 (Notice should be a summary, if not mark by ½ mark)

 (d) – She wanted to meet Waiyaki alone.

 - She passed at a distance to avoid kamau

 (2mks)

 (e) Was Waiyaki pleased to see her? (2mks)

(f) Nyambura

1. Loving – her heart beat as she saw him approach
2. Obedient/loyal – she did not want to disobey her father by going to Marishoni.
3. Apologetic – “an sorry, I could not come”

 (1 mark identification, 1 mark illustration) (2mks)

 Waiyaki

 (i) Keen/observant – he notices that Nyambura is beautiful and reserved

 (ii) Shy – they did not look directly at one another (2mks)

 (Any other)

 (1mark identification, 1mark illustration)

 (Note: No mark for illustration without identification)

 (g) Beautiful, he could see that she was

 (Don’t award if comma is omitted) (1mk)

Q3**. ORAL LITERATURE**

(a) Monster / Ogre narrative (1mk)

 *Reason : The main character is an ogre / a fabulous creature . (1mk)*

 **Total marks (2mk)**

(b) They were gatherers (1mk)

 Illust: Their father went to work for food daily. (1mk)

 - They were farmers (farming as an economic activity) Total marks

 *Illust:* The presence of castor oil seeds.

 ***(Accept any one activity) Total (2mks)***

(c) The father is responsible / caring / concerned (1mk)

 *Illust*. : He strives to make sure they have food and are safe (1mk)

* He is cautious (1mk)

 *Illust*: Uses a song to ensure that the children don’t open the door for the strangers

advises Wanjiru to use castor oil seed if ever they will leave home. (1mk)

* He is courageous / brave (1mk)

 *Illust*: On realising that he was at Ogre`s home, he did not run away but planned for

 escape.

* He is sly / cunning (1mk)

 *Illust*: He pretended that he was a messenger sent on a mission and finally planned for escape  (1mk)

 ***(Accept any two traits )***

 *1 mk for ident 1mk for illust.*

 *No mark for illust. without indent.*

(d) Proverb

(i) -There is no sweet cure

 -There is nothing good that comes easily.

 *(Accept any two traits)*

 ***1 mk for indent. 1mk for illust.***

 ***No mk for illust. without ident.***

 Total mks (4mks)

(ii) Explanation.

* The ogre could not withstand the pain of an ant bite and hence his voice remained hoarse / did not get the children (1mk)
* After he was bitten and bitten . his voice was soft and was able to sing like the children’s father / got them (1mk)

 ***(1mk mark for indent )***

 ***(No mk for explanation without a proverb ) Total mks (3mks)***

(e) Features of oral narrative

* Opening formula - A long time ago
* Closing formula – My story comes to an end
* Song - The father’s song .
* Moral lesson – The story has a teaching

 Accept any TWO features

 ***1 mk for indent. , 1mk for illlust, Total (4mks)***

1. Dramatising e.g how the ogre was bitten by the ants / how Wanjiru dropped the castor oil seeds .

Voice variation: Use a horse voice for the ogre / soft voice for the father when singing .

Singing / dancing - The father’s story

Vary facial expression - To show the ogre’s disappointment on failing to get into the cave .

***(Accept any two)***

***1mk for identification 1 for illust. Total mk (4mks)***

(g) Using a video tape . (1mk)

**GRAMMAR**

1. (i) of

(ii)on

(iii)with

(iv)to

(v)over

1. (i). Neither Ojienda nor his uncle could persuade Ojienda’s mother to leave her home

(ii) It would have been extremely foolish to enter that dark cave without a torch

(vii) Mohamed says that he prefers the relaxed style of Lamu life to the hectic Nairobi streets