

ENGLISH
PAPER 2
3 Hours

INSTRUCTIONS TO CANDIDATES

- Section A has **FOUR** questions. Answer **THREE** questions in section A. **Question 1** is compulsory. In each of the Questions **TWO** and **THREE**, select **ONE** option.
- Answer **ALL** the questions in section **B**.
- All answers should be written in the spaces provided in the question paper.
- **Do not remove** any pages from this paper.

SECTION	QUESTION	MAX. SCORE	CANDIDATE'S SCORE
A	1	15	
	2	15	
	3	15	
B	4	15	
	5	14	
	6	11	
	7	09	
	8	06	
TOTAL SCORE			

SECTION A: Answer THREE questions in this section.

1. POETRY: Compulsory

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

Song – by Jonathan Kariara

Greet for me the son of Karanja
Tell him for me I greet him
When the goats are gathered
And dusk trembles
Waiting, waiting
Greet for me Wanyoike
Son of Karanja

Oooi ...oooiAaaaiya

Tell him I'll come

I'll meet him
Carrying with me
Two twin sticks
Straight as an arrow
And as fast
Will bring with me
Two sapling youths
To kill me the Maitha
Pungent as snuff
Swift
Oooi ...oooiAaaaiya.

Greet for me the son of Karanja
Tell him to hurry
Or the cows will yield no milk
And his lady refuses to be bled
Greet him tell him to hurry
Or the cobwebs will seal his door
A place for broken pots
Where a fire should have been

Oooi ...oooiAaaaiya.

- (a) Who is the persona in the above poem? (2 marks)
- (b) What is the subject matter of this poem? (3 marks)
- (c) Identify and illustrate **TWO** stylistic devices used in the poem. (4 marks)
- (d) What is the **tone** of the poem? (1 mark)
- (e) Identify the mood in the poem. (3 marks)
- (f) Identify **ONE** character trait of the persona. (2 marks)

2. THE PLAY: He's Far Too Much by S. A. Mohamed

EITHER

- (a) Discuss the theme of Dream Motif as depicted by the playwright in *He's Far Too Much*.
(15 marks)

OR

- (b) Read the excerpt below and answer the questions that follow:

Tumach is sitting on an imaginary sofa. Heezfar walks in, dressed in women's clothes. He has transformed into Mariam (Mari).... Mari walks in, posing and strutting.

Mari (Heezfar): Knock – knock ...?

Tumach: (*Startled.*) I hear Mari's voice...

Mari: Knock-knock ...?

Tumach: (*He gets very excited.*) Mari. Mari... It really is Mari! (*Mari has now entered the cave.*) Wwwwaaaaawww! Ah, welcome... welcome...come in, my love, come in.... (*He kneels down and clasps his hands to his heart*) I didn't recognize you.... Ah, Mari, look at

you ... so fair, all Light and Lovely, you fair *mzungu* girl - and your hair so silky smooth.
(*Mari is wearing a wig.*)

Mari: May I come in?

Tumach: **Come in. Feel at home. Have a seat. Here, sit on the sofa.** (*The sofa is invisible.*)

Heezfar's voice: Ha, ha, ha ... (*The voice comes from offstage.*)

- (i) What had happened after the excerpt? (2 marks)
- (ii) With illustrations from the excerpt, identify any THREE stylistic devices used by the playwright. (6 marks)
- (iii) Explain ONE theme depicted in this excerpt. (3 marks)
- (iv) Identify and illustrate the character traits of:

Mari (2marks)

Tumach

(2marks)

EITHER

3. a) THE NOVEL- ARROW OF GOD BY CHINUA ACHEBE

Read the excerpt below and answer the questions that follow:

'Umuaro kwenu!' Nwaka roared.

'Hem!' replied the men of Umuaro.

'Kwenu!'

'Hem!'

'Kwezuenu!'

'Hem!'

He began to speak almost softly in the silence he had created with his salutation.

'Wisdom is like a goatskin bag; every man carries his own. Knowledge of the land is also like that. Ezeulu has told us what his father told him about the olden days. We know that a father does not speak falsely to his son. But we also know that the lore of the land is beyond the knowledge of many fathers. If Ezeulu had spoken about the great deity of Umuaro which he carries and which his fathers carried before him I would have paid attention to his voice. But he speaks of events which are Umuaro itself. I shall not be afraid to say that neither Ezeulu nor any other in this village can tell us about these events.' There were murmurs of approval and of disapproval but more of approval from the assembly of elders and men of title. Nwaka walked forward and back as he spoke; the eagle feather in his red cap and bronze band on his ankle marked him out as one of the lords of the land – a man favoured by Era, the god of riches.

- (a) Place this excerpt in its immediate context. (4 marks)
- (b) Who is Nwaka? (2 marks)
- (c) Identify and illustrate TWO stylistic devices used in this excerpt. (4 marks)
- (d) With illustrations from this excerpt, discuss ONE theme implied within the excerpt. (2 marks)
- (e) Identify and justify TWO character traits of Nwaka from this excerpt. (4 marks)

OR

b) **THE SHORT STORY: The Warm Heart of Africa and Other Stories – Lily Mabura and John Mugubi (eds)**

Read the excerpt below from *The Warm Heart of Africa* by Shemu Joyah and answer questions that follow:

‘My name is Biti Saidi,’ the girl said in surprisingly clear though heavily accented English. ‘I was working for Madam Richardson. I am looking for a job. I can cook and wash and iron clothes. I can do everything.’

Biti was probably twenty-five years old. Sitting there on the steps, dressed in a brown coloured cotton dress and a silk *douk* on her head, she did not look as appetizing as Professor Richardson had made it sound, Harris thought. She had big brown eyes that now looked watery like she was about to cry. Her lips were full and well pronounced by a thin line of protrusion along the edges. The upper lip rose up a bit at the centre so that even with her mouth seemingly closed, there was a small gap at the centre which slightly showed her two central teeth, which gave her a rather permanent smiling countenance. She had a pointed chin which made her face look somewhat long. Her skin was dark. Very dark, but with an evenly smooth and tender texture.

- a) What events precede this excerpt? (3 marks)
- b) Identify and illustrate **TWO** character traits of Biti. (4 marks)
- c) Identify and illustrate **TWO** character traits of Professor Harris. (4 marks)
- d) Discuss **TWO** stylistic devices used in this excerpt. (4 marks)

SECTION B: METHODOLOGY (55 MARKS)

4. (a) State any **TWO** uses of language in human communication,

(2 marks)

- (b) Briefly explain the language policy in primary schools in Kenya.

(4 marks)

- (c) Give any **THREE** differences between mother tongue acquisition and the teaching and learning of a second language, such as English.

(6 marks)

- (d) List any **THREE** documents required during the preparation of an English scheme of work. (3 marks)

5. (a) List any **TWO** techniques of conveying the meaning of a new language item during an oral lesson

(2 marks)

- (b) Outline the sequence of steps in a lesson involving the teaching of a sentence pattern.

(5 marks)

- (c) State any **FOUR** learning resources that the teacher could use in an oral lesson.

(4 marks)

(d) What **THREE** factors are considered when selecting the vocabulary items to be taught at different class levels? **(3 marks)**

6. (a) Define the term ‘**reading readiness**’. **(2 marks)**

(b) List any **THREE** pre-reading skills in English. **(3 marks)**

(c) Motivation for reading is the second step in an intensive reading lesson. Explain any **TWO** activities through which this can be done. **(2marks)**

(d) Mention any **TWO** skills that should be developed in a library lesson. **(2 marks)**

(e) Differentiate intensive reading from extensive reading. **(2 marks)**

7. (a) Identify any **TWO** handwriting difficulties a teacher of English is likely to encounter among his pupils in the course of teaching a Grade One class. **(2 marks)**

(b) What are some of the items that should be emphasized during a composition lesson? Give any **THREE**. **3 marks)**

(c) Give any **FOUR** reasons why a lesson plan is important for a teacher of English. **(4 marks)**

8 (a) Identify the pronunciation problem in each of the following cases

(i) ball pronounced as mball **(1 mark)**

(ii) pay pronounced as bay **(1mark)**

(b) Give any **TWO** examples of emerging issues that may be integrated into an English lesson. **(2 marks)**

(c) Briefly explain any **TWO** ways in which the issues in (b) above may be incorporated into an English lesson. **(2 marks)**