

112/2

ENGLISH LANGUAGE

Paper 2

June 2015

2 hours

MWALIMU EXAMINATIONS BUREAU

UCE PRE-MOCK RESOURCE EXAMINATIONS 2015

S.4 ENGLISH LANGUAGE

Paper 2

2 Hours

Instructions

Attempt all questions.

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

In the chimney of the autumn wind sings the song of the elements, and the old firs before my study windows wave excitedly with their arms and sing so loudly in chorus that I can hear their singing melody through the double panes. Suddenly, from above, a dozen black, streamlined projectiles shoot across the piece of clouded sky for which my window forms a frame. Heavily as stones they fall, fall to the tops of the firs where they suddenly sprout wings, become birds and then light feather rags that the storm seizes and whirls out of my line of vision, more rapidly than they were borne into it.

I walked to the windows to watch this extraordinary game that the jackdaws are playing with the wind. A game? Yes, indeed, it is a game, in the most literal sense of the word; practiced movements, indulged in and enjoyed for their own sake and not for the achievement of a special object. And rest assured, these are not merely inborn, purely instinctive actions, but movements that have been carefully learned. All these feats that the birds are performing, their wonderful exploitation of the wind, their amazingly exact assessment of distances and, above all, their understanding of local wind conditions, their knowledge of all the up-current, air-pockets and eddies – all this proficiency is no inheritance, but, for each bird, an individually acquired accomplishment.

And look what they do with the wind! At first sight you, poor human being, think that the storm is playing with the birds, like a cat with a mouse, but soon you see, with astonishment, that it is the fury of the elements that here plays the role of the mouse and that the jackdaws are treating the storm exactly as the act its unfortunate victim. Nearly, but only nearly, do they give the storm its head, let it throw them high, high into the heavens, till they seem to fall upwards, then, with a casual flap of a wing, they turn themselves over, open their pinions for a fraction of a second from below against the wind, and dive – with an acceleration far greater than that of a falling stone -into the depths below. Another tiny jerk of the wing and they return to their normal position and, on close-reefed sails, shoot away with breathless speed into the teeth of the gale, hundreds of yards to the west: this all playfully and without effort, just to spite the stupid wind that tries to drive them towards the east. The sightless monster itself must perform the work of propelling the birds through the air at a rate of well over 80 miles an hour; the jackdaws do nothing to help beyond a few lazy adjustments of their black wings. Sovereign control over the power of the elements, intoxicating triumph of the living organism over the pitiless strength of the inorganic.

Question:

a) In not more than 120 words, explain how the jack-daws play a game with the wind, and the kind of movements birds carefully learn.

ROUGH COPY

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FAIR COPY

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2. A) Read the passage below and answer the questions that follow.

The peace of the district was shattered abruptly one morning, a little before noon.

All along the ridges women were weeding in the shambas and men, for the most part, lounging in the shade or intent on the game giuthi, which was played with counters of beans in two rows of shallow holes dug in the ground. Suddenly the sleepy silence was pierced by a distant high-pitched shout. It had an instantaneous effect. Women dropped their knives and straightened their backs with consternation on their faces. Men jumped to their feet and stood listening, their heads cocked to one side. The shouting came again quite plainly, a sort of wail, long and high, from a distant ridge.

In a moment people were scurrying in all directions like winged termites rising out of the earth after a shower of rain. Worriers dived into their huts to extract their head-dresses, their raffles and their weapons of war. In the compound their women folk helped them to strap on swords and quivers and handed them spear, club and shield. Boys herding in the bush drove the goats with all speed towards the forest. The air was full of shouting Nduini brought out the war-horn, the horn of a kudu, and ran to the top of a hill to send its warning on the Western ridges, towards Wangombe's and the distant – cattle. Two ridges over the signal was taken up by the next horn, and soon its clear note was floating down from the hills to salt – lick and plain.

There the herders heard it. And sprang into action. First, runners spread out on the flanks of the herds to bring them together and drive them towards the Amboni, away from danger. All the rest of the warriors, Muthengi among them, assembled by the salt-lick ready to change into the battle whenever they might be needed, and if possible to cut off the enemy's retreat. Black bull ostrich feathers were lifted off the tips of spears and swords loosened in the sheaths. Presently a low throbbing chant began, deep in the chest of the warriors, and soon the war song was raising up to the ridges above, while feet stamped in unison and flashing spears quivered under the sun.

Matu was herding goats near his grandfather's homestead, when the shouting started. With terror itching in his legs he drove them helter-skelter to Mahenia's where his grand mothers were dressing Ngarariga for the fight. Mahenia was nowhere to be seen.

"Fly quickly to the forest," Ngarariga ordered. "Go first to Waseru's, and he will tell you what to do. You should be safe enough there; the enemy never gets as far as that."

Two Njamas ran by, calling Ngarariga to join them.

"Masai have seized our cattle at the salt-lick of Gethwini," one shouted. "They are driving them now towards the plain behind the hill Mawe; our worriers were taken unawares. I carry Nduini's orders! Run to the ford below Mawe, where the path crosses the river. Here the Masai must pass on their retreat, here Nduiri will fall upon them to recapture the cattle, Run on, like the whirlwind that races over the plain!"

Njamas hurried on, pausing at each compound to summon all able-bodied men of the warrior classes. Columns of smoke standing up above the ridge behind them showed that the victorious Masai, not content with carrying off cattle, were firing the huts. The hill side glittered like quarts as the spear heads of converging warriors hurrying to the ford caught the sun. An Njama blew steadily on the war-horn and the air was full of shouts.

In Mahenia's homestead his two wives quickly collected a few calabashes of cooked food and some water-guards, gathered up the terrified small children and set off up the path that led to the forest and to Waseru's shamba. Soon they joined a stream of women, children and old men hurrying in the same direction. The elders were shaking their heads dolefully and many of the women were in tears. The refugees moved for the most part in dispirited silence, save for the bleating of agitated goats and the whimpering of babies. The silence of the forest was broken only by the harsh screech of monkeys and the fluting of woodpigeons; distant shouts of triumph or defeat were muffled by a wall of trees. They halted at the swampy glade below Waseru's shamba and sat in an uneasy silence, listening with the intensity of hunted animals. Waseru searched among the crowd for his father, and but without success. Several distracted mothers failed to account for all their children and most of the elders missed some of their goats.

2.1 What does the reaction of the people suggest about the attack?

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2.2 From the passage what can you tell about the whereabouts of the people when the alarm was sounded?

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2.3 Why did the Njamas order the warriors to the fords?

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2.4 Why were the men's heads cocked to one side?

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2.5 explain the meaning of the following words/expressions as they are used in the passage.

i) instantaneous

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ii) stamped in unison

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iii) terror itching in his legs

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iv) dispirited silence

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2. B) Read the following passage carefully and then in each of the questions 1 to 5 which follow select the best of the four choices given.

I don't mind admitting I felt queer when old Taakeuta said a death – curse had been laid on me. You would have felt the same yourself at that hour of the morning. He crept out of his village between 3 and 4 o'clock and got my servant Kirewa to wake me up. As soon as I stirred,

they both began begging me not to light a lamp, in case other eyes should see us. So I had to lie there under the mosquito net, listening to their talk of curses in the dark. They were just voices whispering doom at me out of the unseen, and it gave me the creeps.

White men were supposed to be immune from Gilbertese sorcery, but Taakeuta feared I might not be as safe as others because I had recently been made a member of the sun clan. That gave me magical powers, but it also opened me to magical attack, he thought: the curse would surely work unless I would agree to do as he asked me. My one safety now lay in the prayers of the clan ancestors for warding off death spells. They were infallible if used aright – but would I use them? He had come hurrying through the night to teach me how to do so before the next sun rose. His tremendous old voice trailed off into entreaties.

I knew the dark obscenity of the death- curse. Not that I really believed that a hotchpotch of words and gestures, however vile, could harm me. But I was alone on an island impregnated with old age superstitions, and I was young, and the living reality of these two friends' dread was heavy upon me. Then, too, there was the deep sincerity of Taakeuta's purpose. I couldn't just turn the shaky old fellow back into the right uncomforted. May be I was a little curious as well. Anyhow, what with one thing and another, I spent the last hour before sunrise over on the eastern beach, learning those protective prayers from him. All of them ended with the lovely benediction, "Blessings and Peace are mine, blessings and Peace." I am not prepared to deny that it did a lot to calm my twittering nerves.

(From A Pattern of Islands by Arthur Grimble).

1. The write felt queer;
 - A) because he had been woken up by his servant from his deep sleep.
 - B) because Taakeuta and Kirewa begged him not to light a lamp.
 - C) because he could not understand why he had to be informed of the death curse at that hour of the morning.
 - D) because he was made to listen to their talk of curse in the dark, thus giving him the creeps.
2. Old Taakeuta had come hurrying through the night to the writer's cottage;
 - A) to inform him of the death curse laid on him
 - B) to inform him of the death curse and prepare him for its effects on him
 - C) to inform him that some evil forces were working against him

D) to inform him of the death curse and teach him how he could avoid it.

3. The author's immunity from Gilbertese sorcery was deemed doubtful;

- A) because of his super-human behaviour
- B) because he was a white man
- C) because of his enlistment in the sun clan
- D) because the sun clan hated the white man for believing in the Gilbertese sorcery.

4. The author was aware of the dark obscenity of the death-curse;
A) because he had taken an keen interest in conducting the harmonious affairs of the Gilbertese sorcery during his stay at the island.

- B) because of the islander's infallible superstitious beliefs
- C) because of his staunch belief in the hotch-potch words and gestures
- D) because of the rife superstitions and deep sincerity shown by his terrified well- wishers.

5. The purpose of the writer, in this passage, is to show;

- A) that the people of Gilbert Island were simple and ignorant
- B) that their whole life was regulated by their unshakable belief in superstitions and sorcery.
- C) that the Island was inhabited b innumerable evil forces
- D) that their nerves were always twittering through some unknown fears.

3. a) Rewrite items 3.1 – 3.10 as instructed after each. Do not alter the original meaning.

3.1 Given what I know about the people in this village, you might not find anyone with the kind of qualification you want for that job.

(Rewrite beginning: No one)

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3.2 The village had been attacked. It was looted beyond imagination. The village was brought down to its knees.

(Join beginning with the continues tense form of the underlined word)

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3.3 To our surprise, we discovered that our father's bank account had been frozen. (Rewrite using: Surprised)

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3.4 "We live in a house next to St. Francis Hospital." Cathbert's mother told her old friend. (Rewrite with quotation marks)

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3.5 Despite our endeavour to always write to them, they have never answered any of our letters. (Use: reply)

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3.6 The speeches started a little late. The presenters were not adequately prepared. Most of the key issues were omitted. (Join using: not only)

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3.7 Our class teacher was not kind enough to allow Arnold to go and ease himself. (Begin: Because refused)

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3.8 I did not plant maize this season. Nobody else planted maize in this village this season. (Join into one using: neither nor)

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3.9 Because John was **anxious**, he made up his mind to attend the function. (Rewrite ending with the noun of the underlined word).

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3.10 considering what happened a few hours ago, I must say you are to blame. (Rewrite using: view)

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3. B) Complete the sentences 3.11 to 3.20 with the most suitable answer among the given alternatives. Put a ring around your best choice.

3.11 She is so lazy that she cannot do work.

A) any B) so much C) no D) no any

3.12 Of the three boys, I like John

A) better B) so much C) much better D) the least

3.13 Knowing that it was not urgent, the committee **shelved** the proposal. The underlined word means

A) stored B) changed C) postponed D) crossed out

3.14 Sometimes when we lose our own, we need to turn to God if we are to

A) cope B) cope with C) cope on D) cope to it

3.15 The last time our team played theirs, we

A) won them B) beat them
C) wined them D) had to beat them

3.16 They were very discreet about their marriage ... it took everybody by surprise to see them with a baby.

A) that B) so C) and D) so as

3.17 When they become of age, children tend to choose their pursuits ... disregard their parents' wishes.

A) in, to B) with, of C) with, to D) in, of

3.18 Let us go to the concert,?

A) will you B) will we C) shall we D) shall you

3.19 Had I any choice, I would have boycotted the trip. The sentence is the same as saying:

A) if I had any choice, I would have boycotted the trip
B) if I had had any choice, I would have boycotted the trip
C) if I had has any choice, I would boycott the trip.

D) if I had any choice, I would boycott the trip

3.20 Since when talking to elders like that?

A) were you beginning

B) where you to begin

C) did you begin

D) had you begun

****END ****