

ALLIANCE GIRLS HIGH SCHOOL MOCK 2017

ENGLISH PAPER 2

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

To be widely respected in Kenya today, you need to have just one thing. Just one thing. All of the things that normally generate respect-virtue, compassion, wisdom, knowledge – have been thrown in the gutter. In the society we have crafted, only one thing matters, and you know what that one thing is: Money.

In 2003, I wrote on this column: “Why are we **fixated** on money? It appears to be the measure of everything we do. It is the reason we get up every morning and start working. It seems to make our world go round.”

Things have only become worse since I penned those words. Kenyans might be thronging churches, mosques and temples, but I honestly don’t know why they go. The words uttered there are like froth in the ether. For all the aspiring Kenyan cares about now is wealth – just the basic material kind. Mammon is what is being worshipped.

If you have money, you have it all in Kenya. Not only will you have material comfort, you will also experience the admiration of your peers and the adoration of the masses. People will open doors for you, flock to be close to you, hang on your every word, and sing your praises. Why? Not because they respect you, but because they hope to get their grubby hands on some of your lucre.

Bizarrely, it matters not a jot how you acquired your wealth; all that matters is that you have it, in the form of big cars, big houses and big egos. So you could have been incriminated in grand scams that impoverished your nation for decades. You could be a spoilt brat who inherited papa’s ill-gotten gains; you could be a high-level hoodlum who has never done an honest day’s work; it’s all cool, as long as you are rich.

People who dish out hand-outs, no matter how crooked, are the nation’s most popular folk. They will attract mammoth crowds in political rallies; be asked to preside over functions; be invited to utter words of folly and stupidity at gatherings of the learned.

Money has become our only measure. It is the only result worth noting. It validates the worth of the person like nothing else does. We are all monomaniacs now, and our mania is monotonously about money.

This is a tragic state of affairs. Many of those we **extol** in this way have made money in ways that destroy the lives of thousands. Some have stolen money intended for the education of young children. Others have snatched medicines out of the mouths of the sick. Yet others have fuelled **sleazy** and life-destroying addictions.

So as buildings keep collapsing and road carnage continues without respite, please have the wisdom to realize that these things happen when your society worships money above everything else. That is the evil that is at the root of all this culture of shortcuts and free-for-all.

If money remains our only measure, here is what we will fail to see. We will not appreciate that it is kind people who make society worth belonging to. We will miss the fact that honest people keep the rubric of a nation together. We will fail to understand that people with deep knowledge are the ones who allow civilization to progress.

Imagine a society with all these people – the kind, the honest, the wise – missing. That society will have nothing, and be nothing. It will stand for nothing, and it will fall into nothing.

That is not the Kenya we want, but it is becoming the Kenya we will have, unless many more of us begin to see money mania as a disease, not a natural state. In 2003, I predicted that this madness would create many more Goldenbergs. The rest is on the record.

a) From the first paragraph, what shows that Kenya is a peculiar society? (2mks)

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b) According to the passage, what has brought about the craze for money? (3mks)

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c) Explain the irony in Kenyans thronging churches, mosques and temples. (2mks)

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d) What are the benefits of having money in Kenya? (3mks)

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e) Make notes on disreputable ways of acquiring wealth that are mentioned in the passage. (3mks)

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f) Describe the writer's tone in the sixth paragraph of the passage. (3mks)

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g) Others have snatched medicines out of the mouths of the sick. (Rewrite in the passive voice) (1mk)

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h) Explain the meaning of the following words as used in the passage. (3mks)

- a) fixated
- b) extol
- c) sleazy.....

2. Read the excerpt below and then answer the questions that follow.

GRUSHA:...Michael, we must be clever. If we make ourselves as small as cockroaches, the sister-in-law will forget we're in the house, and then we can stay till the snow melts.
(Enter LAVRENTI. He sits down beside his sister.)

LAVRENTI: Why are you sitting there **muffled up** like coachmen, you two? Is it too cold in the room?

GRUSHA (hastily removing one shawl): It's not too cold, Lavrenti.

LAVRENTI: If it's too cold, you shouldn't be sitting here with the child. Aniko would never forgive herself! (pause.) I hope our priest didn't question you about the child?

GRUSHA: He did, but I didn't tell him anything.

LAVRENTI: That's good. I wanted to speak to you about Aniko. She has a good heart but she's very, very sensitive. People need only mention our farm and she's worried. She takes everything hard, you see. One time our milkmaid went to church with a hole in her stocking. Ever since, Aniko has worn two pairs of stockings in church. It's the old family in her. (He listens.) Are you sure there are no rats around? If there are rats, you couldn't line here. *There are sounds as of dripping from the roof.* What's that, dripping?

GRUSHA: It must be a barrel leaking.

LAVRENTI: Yes, it must be a barrel. You've been here six months, haven't you? Was I talking about Aniko? (They listen again to the snow melting.) You can't imagine how worried she gets about your soldier-husband. "Suppose he comes back and can't find her!" she says and lies awake. "He can't come before the spring." I tell her. The dear woman! (The drops begin to fall faster.) When d'you think he'll come? What do you think? (GRUSHA is silent.) You don't believe he'll come at all? (Grusha is silent.) But when the spring comes and the snow melts here and on the passes, you can't stay on. They may come and look for you. There's already talk of an **illegitimate** child. (The "glockenspiel" of the falling drops has grown faster and steadier.) Grusha, the snow is melting on the roof. Spring is here,

GRUSHA: Yes.

LAVRENTI (eagerly): I'll tell you what we'll do, You need a place to go, and, because of the child (he sighs), you have to have a husband, so people won't talk. Now I've made cautious inquiries to see if we can find you a husband. Grusha, I *have* one. I talked to a peasant woman who has a son. Just the other side of the mountain. A small farm. And she's willing.

GRUSHA: But I *can't* marry! I must wait for Simon Shashava.

LAVRENTI: Of course. That's all been taken care of. You don't need a man in bed – you need a man on paper. And I've found you one. The son of this peasant woman is going to die. Isn't that wonderful? He's at his last gasp. And all in line with our story – a husband from the other side of the mountain! And when you met him he was at the last gasp. So you're a widow. What do you say?

GRUSHA: It's true I could use a document with stamps on it for Michael.

(Adapted from *The Caucasian Chalk Circle* by Bertolt Brecht, Spotlight Publishers (EA) limited)

a) Briefly explain what happens before the events in this excerpt. (3mks)

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b) Why does Grusha tell Michael that they should make themselves “as small as cockroaches”? (2mks)

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c) Describe the character of Aniko as revealed in this excerpt? (4mks)

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d) Where was Grusha’s soldier-husband during the events in this excerpt? (2mks)

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e) What does Lavrenti mean by “you don’t need a man in bed – you need a man on paper”? (2mks)

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f) With evidence from the passage, describe Grusha's attitude towards Michael. (2mks)

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g) What is the meaning of the following? "It's true I could use a document with stamps on it for Michael" (2mks)

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h) Identify two other incidents in the play where Grusha takes serious risks to help Michael. (4mks)

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i) Identify and explain the use of irony in the excerpt. (2mks)

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j) Explain the meaning of the following words and phrases as used in the passage. (2mks)

a) muffled up.....

b) illegitimate.....

3. Read the following poem and answer the questions that follow.

THE CHOICE

He'd have given me rolling lands,
Houses of marble, and billowing farms,
Pearls to trickle between my hands,
Smoldering rubies, to circle my arms.
You – you'd only a lilting song.
Only a melody, happy and high,
You were sudden and swift and strong,
Never a thought for another had I.

He'd have given me laces rare,
Dresses that glimmered with frosty sheen,
Shining ribbons to wrap my hair,
Horses to draw me fine as a queen.
You- you'd only to whistle low,
Gaily I followed wherever you led.
I took you, and let him go,
Somebody ought to examine my head!
Dorothy Parker (USA)

a) What is the subject matter of the above poem? (3mks)

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b) Who is the persona? (2mks)

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c) Describe the speaker's attitude towards 'you' in the poem. (3mks)

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d) Identify and illustrate any **three** stylistic devices used by the poet. (6mks)

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e) Explain why the speaker concludes that somebody ought to examine her head. (4mks)

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f) Explain the meaning of the following lines in the poem. (2mks)

(i) Smoldering rubies, to circle my arms.

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(ii) Horses to draw me fine as a queen.

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4. a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (4mks)

(i) We would gladly have helped them were it not for the shortage of funds at the time.
(Begin: But...)

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(ii) We will go only if he asks us to. (Rewrite using the word **unless**)

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(iii) I wouldn't have come all this way in vain if you had mentioned this to me yesterday.
(Begin: Had...)

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(iv) When the speaker saw the enthusiasm of the student audience, she promised to come again. (Begin: Seeing...)

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b) Fill in the blanks in the sentences below with a suitable preposition from those given in brackets. (3mks)

i) Wainaina is tiredrunning up and down. (with/of)

ii) The children were pleasedthe news. (about/at)

iii) Lyn came homea bus. (with/in/on)

c) Rewrite the sentences below using the correct form of the words in brackets. (3mks)

i) Janet wore a (beauty) made dress.

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ii) All the students were (true) sorry.

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iii) Mark's (decide) to or not to vote affected everybody.

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d) Rewrite the following sentences replacing the underlined words with a suitable phrasal verb that has the same meaning. (3mks)

(i) After breaking into the shop the burglars stole the loot.
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(ii) Students who bully others never escape punishment.
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(iii) Life in prison is so miserable that it is difficult to understand how jail birds endure it.
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e) Complete the gaps in the following sentences correctly by using *one* word. (2mks)

(i) The newest of booksdelivered yesterday.

(ii) Neither the teacher nor the studentto blame.