

### Question 1. Comprehension.

- 1.This is because a roommate doesn't have to be a friend.
2. Just like a nest, a home is where one begins life/ is natured/protected (with love and care until they grow).

At some point, however, one needs to venture out and begin life independently, just like a bird does after leaving he nest.

Marking instructions: tick 1 for home and nest, and 2 marks for leaving home and leaving nest.

Point 1. Comparison between home and the nest

Point 2. Comparison between people leaving home and birds leaving nest.

Emphasize on comparison between home and nest. A candidate should bring out what is common in both, and emphasize on leaving

3. Makes notes on reasons for people living alone.
  - a) For purposes of attending school or college.
  - b) Failing to find a compatible roommate.
  - c) Opting to leave home (after securing a job).
  - d) Because parents have nudged them to leave home (after securing a job)
  - e) Separation brought about by divorce/death/demands of a job.

Short code:

- a) College/school
- b) Roommate
- c) Necessity to leave
- d) Nudged
- e) Separation (3 options)



Marking instructions.

Must be in point form, if not, deduct 1/2 from the total score and affix N to the deducted mark.

No penalty for faulty expressions.

### 4.Advantages on living alone:

One advantage is one gets to realize they are not helpless/ can survive on their own.

One gets the opportunity to make new friends

For students, they can concentrate better on their studies

Some realize they can do far better than the people they previously relied on.

Are able to take care of practical matters

Marking instructions:

Any 2 points, 1 mk each.

Short code:

Not helpless  
Friends  
Concentration  
Far better  
Practical matters

5. One can feel lonely even in the midst of friends if one is engrossed in one's own business/thoughts/whatever one is doing.

If friends are all preoccupied with their own things, then they will not provide the company or comfort.

Point 1. Self-isolation

Point 2. Friends

Marking instructions:

Any 1 point, 2 mks

6. A lot of happiness can be caused/brought about by depression./

A lot of unhappiness can result/stem/originate/ emanate from depression.

A lot of unhappiness can be as a result of depression. Any 1 point, 1 mk.

Marking instructions:

1 point, 1 mk

Observe all rules of grammar.

A lot of- must be three separate words.

7. The author's main argument is that everyone should learn to live alone (because, inevitably, circumstances will put us in that situation at one point or another) /people should be conscious of what living alone calls for/people should learn to be self-reliant/ independent. V3.

Any 1 point, 3 mks.

8. Meaning of words.

i) A fish out of water: a person who feels lost/disoriented/confused/uncomfortable/awkward/out of place.

ii) Compatible: suitable/like-minded/fitting/befitting/fit

iii) nudged: encouraged/persuaded/pushed/forced/prompted/prodded/spurred/goaded/cajoled/coaxed/egged-on/cued/advised/convinced/urged.

Question 2. Paul B. Vitt; Fathers of Nations.

1. Where does this conversation take place and what happens before:

The conversation takes place on a flight/ in a plane/ aeroplane (from Washington to Nigeria). Mr Longway moves from his (first class) seat and sits next to Dr. Afolabi. (in the economy class after exchanging seats with Pamela, Dr. Afolabi's wife). The two men introduce themselves and Mr. Longway observes that Dr. Afolabi had given an excellent Keynote address v1 (At the Foundation for Democratic Rule).

Short code:

1. Flight
2. Exchange of seats
3. Introduction
4. Appreciation

Marking instructions:

Where: 1 mk

Any other 2 points for what happens.

2. Corruption entails giving bribes while impunity protects those who commit crimes from punishment. V1. They slow down progress / development in Africa.

Accept social effects such as poverty, crime, poor roads etc.

Marking instructions: the connection between impunity and corruption must come out.

Emphasize on paraphrasing/there should be a clear attempt to paraphrase.

3. Theme of change:

Africa is presented as being in a state of corruption and impunity which calls for change.

Mr. Longway says that the man who engaged Dr. Afolabi at the conference "was unhappy with the present state".

Mr. Longway asks Dr. Afolabi if he is interested to join a cause/ AGDA/ that intends to bring change in Africa.

For change to be there, there must be will to change/ unless there is will to change, there will be no change.

Africa has two new arrivals: corruption and impunity.

Africa is presented as being in a state of corruption. V2.

Marking instructions: any 2 points, 2 mks each.

4. Character traits of Longway:

1. He is informed/ knowledgeable v1. He knows much about Dr. Afolabi/ what is happening in Africa.

2. He is tactful/calculating/scheming/shrewd: depicted in the way he introduces the agenda of AGDA.

3. Determined: he is willing to do everything to bring about change in Africa.

4. Concerned: he minds about the state of Africa.

5. Appreciative:... anyway, you were superb, Dr. Afolabi.

6. Honest/frank/forthright/candid:... if you don't mind my adding this...

7. Critical: if you don't mind my adding this....

8. Philosophical: unless there is will to change there will be no change/ let's ask the Law of will

9. Observant: he describes the guy from Grassroots International as short fellow, round of body and outspoken of manner.

10: perceptive/discerning: he notices the two new arrivals as corruption and impunity

11. Discreet/ unobtrusive: I did not want to be obtrusive

12: persuasive: Dr. Afolabi, I was wondering....

13. Pragmatic/realistic/practical: there will be no change unless there is will to change.../ idea is to mobilize discontent into will to change.

14. Keen/zealous/passionate: Longway is enthusiastic about changing Africa. 15. Inquisitive/ curious: (any question in the passage)

16. Visionary: its underlying idea is

6. Mr. Longway wants Dr. Afolabi to use his invitation to the Heads of state conference in Banjul, Gambia to guide four observers from AGDA.

To provide an entry point for Path Alpha at the summit.

Short code:

Guide

Entry point.

Marking instructions: any 1 point, 2 mks

7. Styles used in the excerpt.

1. Dialogue: much of the story in the excerpt is presented as a conversation between Mr. Longway and Dr. Afolabi. There is dialogue between Mr. Longway and Dr. Afolabi. -The *dialogue develops the plot, themes, characters*

***(Themes and characters must be qualified with specific illustrations) for example from the excerpt:***

...I am glad you liked it. ... Yes but... obtrusive: *develops the character of Dr. Afolabi as appreciative and Tad as discreet.*

You were there, the, Mr. Longway? - *Character of Tad as inquisitive*

Anyway, you were superb, (*Tad as appreciative*) If you don't mind my adding this (*Tad as critical/honest/candid*)

"So what were those points: *Afolabi as inquisitive/curious*

Remember the guy from Grassroots International: short fellow, round of body and outspoken of manner. (*Tad as observant/style of vivid description*) ... its on the tip of my tongue. (*Idiom as style*)

*You must mean the fire-eater who... attitude of Afolabi as contemptuous*

...He too was unhappy with the present *state (theme of change)*

"Wait, the present state of what?" "Africa." (*Afolabi as inquisitive/curious*)

... No problem. I'll spell it out for you. You see, Dr. Afolabi, Africa in its present state... (*Style: direct address. Them of change/impunity*)...has two new arrivals (*Personification*)

...Now can it change (*Character of Tad as knowledgeable*)

Tell me, can it? (*Afolabi as pessimistic/synical*)

"Well, let's ask the Law of Will." (*Personification, Tad as philosophical*)

Unless there is will to change, there will be no change." (*Theme of change/Tad as philosophical*) I was wondering...being sponsored by AGDA. Oh, I am Sorry: ... (*Direct address as style/Tad as Polite*) Mobilise our discontent... into will to change it. (*Tad as determined/tactful, theme of change.*)

2. Metaphor: V1. Dr. Afolabi refers to the man at the conference as a fire-eater. V1. It develops the character of the man as outspoken, aggressive, critical, militant, combative in his speech/brings out the attitude of Dr. Afolabi towards the man as contemptuous V1.

**3.Vivid description:** short fellow, round of body and outspoken of manner. V1. It creates a mental image so that the reader can visualize the appearance of the character V1./ it helps develop the plot (Qualified) as Dr.Afolabi remembering the character.

**4.Personification:** let's ask the Law of Will. V1.to develop the character of Tad as knowledgeable/philosophical/develop the theme of change. V1. African now has two new arrivals: corruption and impunity-develop the character of Tad as observant/develops theme of change/ corruption./Africa in its present state.Now can it change?-develops the character of Tad as inquisitive/ curious/develops theme of change

**5.Direct speech:** V1.I am glad you liked it (one sided) develops the character of Dr. Afolabi as appreciative

**6.Direct address:** Dr. Afolabi, I was wondering....Sponsored by AGDA/you see, Dr. Afolabi... effect: develops theme of change/character of Tad as persuasive.

**7.Idiom:** on the tip of my tongue: effect- it lends credence to what Tad said to Afolabi/ it shows that what the man said was more valuable than his name.

**8. Irony:** it is ironical that corruption is rewarded (by impunity) instead of being punished/ it is ironical that with time Africa is regressing rather than progressing

**9.Satire:** the present state of Africa (corruption and impunity) is laughable./Can it change?-develops themes like corruption/impunity/change/develops character of Tad as analytical/ observant/ critical.

8.He asked Mr. Longway what those points had been.

9.Meaning of words.

i) Obtrusive: noticeable in an unpleasant way/interruptive/disruptive/intrusive

ii) Turn into reproach: become a disapproval/change into criticism/rebuke/admonishment/blame/reproof.

iii) mobilise our discontent: organize/ marshal/rally/assemble those of us who are dissatisfied (into action)

Question three.Poetry

1.Thematic approach:

The poem is about death and its absolute power over people's lives. V2/ inevitability of death/irresistibility of death. V2.When mother death calls you cannot resist/ you must not resist/she whispers... you stand up and follow.v1.

2 mks for identification of theme, 1 mk for illustration.

Inevitability/irresistibility must come out to score.

Death alone does not score.

Plot approach.

The poem is about suddenness of death. Eg death is sudden, unannounced/irresistibility/inevitability of death eg you cannot resist.

The poem is about the alluring nature of death-and who can resist that?

Any three points, 1 mk each.

2.Why people are helpless when death comes calling:

i. People are helpless because death does not consult/bargain.V1.

ii. One cannot resist/ it is unavoidable/ it is irresistible V1.

iii.It can strike when one is least prepared/ comes suddenly/ unannounced/does not give notice. V1.

- iv. It can summon one at the most awkward moments. V1.
- v. Death is alluring/persuasive/enticing/seductive v1.

Marking instructions:

Any three points, 1 mk each.

### 3. Incidences of irony and its effect:

It is ironical that death is referred to as a mother. Typically, a mother is caring and empathetic, always motivated by the best interest of her offspring, however/yet death in this poem is uncompromising/yet she brooks no opposition/ snubs out life whenever it suits her fancy. V2.

Effect: it brings out the alluring nature of death. V2.

It is ironical that you may be the fastest runner but... when death comes to fetch you you cannot resist. V2.

Effect: it brings out the inevitable nature of death. V2.

When mother death calls, her little ones jump gladly. V2. Effect: brings out the alluring/enticing/seductive nature of death. V2.

When death calls people stand up and follow without question: V2. Effect: brings out the irresistible nature of death. V2.

When death comes we expect changes, but life goes on uninterrupted. V2. Effect. Brings out the fact that death is a normal occurrence/ nature's indifference to death.

It is ironical that death whispers. V2. Brings out the alluring nature of death. V2.

Marking instructions:

Expect 1 point for identification of irony any 1 effect of the irony identified.

Identification 2, effect 2.

### 4. Styles used in the poem.

1. Personification: V1. She whispers/ calls her children V1.
2. Simile: V1. She comes suddenly like the vomit of dogs. V1. (Must be a complete simile, not just ... like vomit of dogs)
3. Repetition: V1. When death comes/ you do not resist/you must not resist/ you cannot resist. V1.
4. Rhetorical question: V1. And who can resist that? (Without a question mark, no mark)
5. Rhyme: V1. Blowing-singing
6. Direct address: my only child, come
7. Alliteration: hang their heads.
8. Assonance: when death comes to fetch / like the vomit\_of dogs
9. Consonance: you must not resist

10. Anaphora: she comes unannounced, she comes suddenly. You do not resist, you must not resist, you cannot resist.
11. Epiphora/ epistrophe. You do not resist, you cannot resist, you must not resist.
12. Enjambment: my only child, come / they jump gladly for she calls / and you stand up and follow. (they are broken lines when they should be one line)
13. Onomatopoeia: she whispers.
14. Metaphor: mother death/little ones (refers to humanity, not children)
15. Symbolism: wind blowing, birds singing, flowers not hanging their heads: (symbolizes continuity of life)
16. Parallelism: you do not resist, you cannot resist, you must not resist./She comes unannounced, she comes suddenly.

5. The last stanza gives us a picture of a very desirable/ pleasant/ better place for those who die/the promise of a luxurious life: V1. And eat white ant's paste mixed with Shea butter/there are delicacies. V1. Marking instructions:

Id. 1mk, ill 1 mk.

6. Life goes on uninterrupted despite death/ nature remains constant despite death. V2.

Marking instructions: expect 1 point. 2 mks.

Question 4. Grammar.

a) Rewrite as instructed:

- i) Under no circumstances should you feed wild animals at the game park. / Under no circumstances should wild animals at the game park be fed (by you)
- ii) If my school fees had not been paid (by them), I would have gone home yesterday.
- iii) The doctor said (that) they could not wait any longer because/ since/for the patient needed immediate treatment.
- iv) After the topic on nouns comes/ follows the one on verbs. (No comma)/ After the topic on nouns, the one on verbs follows.

b) fill in with the correct word.

- i) at first
- ii) Meanwhile
- iii) Finally (F CAPS)
- iii) immediately

marking instructions:

blank spaces must be filled in.

consider capitalization

ignore commas after answers.

c)

- i) was
- ii) better

Marking instructions:

Blank spaces must be filled in. Check CAPs.

d)

i) bespectacled/spectacled

ii) activate/reactivate

iii) hostility

e)

i) Only one problem was yet to be resolved: transport to the stadium.

ii) His brother, John, was finally going to graduate that week.

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