

## ENGLISH P2

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

Some fifteen thousand years ago an artist drew on the walls of a cave in Spain a picture of his Stone-Age neighbour robbing a bees' nest of its golden store. In the centuries that have since gone by, no one has ever discovered or invented a purer and sweeter food than honey.

Because of its **chief** ingredient, Levulose, or "fruit sugar", honey is almost twice as sweet as cane sugar. Table sugar, like salt, has but one taste. Every honey has its own. It would take an epicure's lifetime to discover, sample and enjoy all the possible vintages that bees distil from the thousands of species of nectar-bearing plants.

Honey is the purest of all foods. When properly ripened, its concentration of sugar is so high that bacteria cannot live in it for more than an hour or two. It is said that in one of the royal Egyptian tombs was found honey that was thirty-three hundred years old – darkened and thickened by time, but pure honey still. No **knavery** can corrupt honey without detection. If diluted with water, it ferments. Nor can the wax of the honeycomb, product of the bees' own glands, be successfully imitated.

This ancient and mysterious food is one of the wonders of the world, the product of an intricate relation between bees; the high peak of insect evolution, and flowers, the loveliest part of the green world. Nature has adapted the forms of flowers to entice bees, and the bodies of bees to fit and pollinate the flowers and to use their pollen and nectar. Some ten thousand species of flowers would be extinct but for the bees, and bees could not live without the flowers.

The honey bee is the most faithful and provident of the flowers' lovers. While a butterfly or a bird would move from flower to flower, a honey-bee is loyal to one sort of flower at a time. So she brings to each bloom none but its specific pollen, and she makes but one kind of honey at a time.

At the height of the nectar flow in late spring and early summer, bees literally kill themselves with work. It is the destiny of every good worker to die flying, struggling to bring back one last load to the hive. It takes about three hundred pounds of honey just to keep one colony alive; thus to gather a surplus, so that you and I may have some, the hive's workers must fly many million miles more.

Each drop of nectar is an ocean holding minerals, enzymes and foods. It contains traces of iron, copper, manganese, potassium, sodium, phosphorous, proteins and vitamins. This explains why many diabetics can tolerate honey but not table sugar, and why it helps babies to retain calcium and so grow stronger limbs and better teeth.

Only certain plants with truly exquisite nectars produce a honey you would want to eat. Many others yield nectar from which are made dark-coloured, strong flavoured honeys that bakers and confectioners use in immense quantities. Tobacco companies buy millions of pounds of low-grade honey a year for preserving, flavouring, moistening and mellowing tobacco.

Such honeys also go into lotions and cough medicines. For thousands of years connoisseurs have been

buying their honey with discrimination. The ancient Athenians got their most delicate honey from Mt. Hymettis. It was famous because it came from a little wild flower called thyme.

Perfect as it is as a food, honey is more; it is a slow-formed, perfect drop upon a growing tip of evolution. To take that drop upon the tongue is to partake of a sacrament with nature.

(Adapted from *New Horizons in English. A course for secondary schools*, Book 4  
by Alice Kiai et al, E.A.E. Publishers.)

- (a) What amazing fact about honey do we learn from the first paragraph? (2 marks)

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- (b) Why is the bees' nest described as "golden store"? (2 marks)

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- (c) Using information in the third paragraph, summarize the unique qualities of honey in **not more** than fifty words. (4 marks)

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(d) In what ways are bees and flowers interdependent? (3 marks)

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(e) This ancient and mysterious food is one of the wonders of the world.  
(Re-write adding a **question tag**) (1 mark)

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(f) What is the writer's attitude towards the bee?  
Give reasons from the passage to support your answer. (3 marks)

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(g) Identify and explain the **metaphor** in the seventh paragraph. (3 marks)

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

chief ..... (1 mark)

knavery ..... (1 mark)

A few people applauded. And then there was silence. (Kabonyi too had stirred something in their hearts). Soon they began to talk. Some saw a lot of truth in what Kabonyi had said. They knew they were not cowards. And surely it was easier to drive away the white man and return to the old ways! But others, especially the young people, were on Waiyaki's side. Waiyaki himself was hurt. Kabonyi had touched on a sore spot, the question of youth. When Waiyaki stood up again the old defiance came back. The courage that had made him famous among the boys of his *riika* was now with him. At first he just looked at the people and held them with his eyes. Then he opened his mouth and began to speak. And his voice was like the voice of his father. No – it was like the voice of the great Gikuyus of old. Here again was the saviour, the one whose words touched the souls of the people. People listened and their hearts moved with the vibration of his voice. And he, like a shepherd speaking to his flock, avoided any words that might be insulting. In any case, how could he repudiate Kabonyi's argument? Waiyaki told them that he was their son. They all were his parents. He did not want to lead. The elders were there to guide and lead the youth. And youth had to listen. He, Waiyaki, would listen. All he wanted was to serve the ridges, to serve the hills. They could not stand aloof. They could never now remain isolated. Unless the people heeded his words and plans, the ridges would lose their former dignity and would be left a distance behind by the country beyond ...

So he spoke on, pointing out the importance of learning, of acquiring all the wisdom that one could get. People wanted him to go on, on, on telling them the sweet words of wisdom. When he sat down the people stood and, as if of one voice, shouted. "The Teacher! The Teacher! We want the Teacher!". And some shouted: "Our children must learn. Show us the way. We will follow."

What more could Waiyaki want? He felt elated with gratitude and happiness.

Thereafter every elder and teacher who spoke added nothing but praise for the Teacher. An inter-ridge committee was elected to look after the education of all and see to the building of new schools in the country. Kabonyi was not on it.

(a) Explain what happens just before this extract. (3 marks)

(b) "The courage that had made him famous among the boys of his *riika* **was now with him**." Give an incident earlier in the novel where Waiyaki demonstrates this **courage**. (2 marks)

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(c) "And his voice ... was like the voice of the great Gikuyus of old." What was it in Waiyaki's background that explains Kabonyi's antagonism? (5 marks)

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(d) Identify and illustrate **three** character traits of Waiyaki brought out in this extract. (6 marks)

- (e) Briefly state **two** serious accusations that Kabonyi raised against Waiyaki in a similar setting later in the novel. (4 marks)

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- (f) **Identify and explain** any **two** figures of speech used in this extract. (4 marks)

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- (g) Rewrite the **following** sentence in *direct speech*:

Waiyaki told **them**, **unless** the people heeded his words and plans, the ridges would lose their former **dignity and** would be left a distance behind by the country beyond ... (1 mark)

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

He is a jolly good boss  
Sits behind a shiny mahogany desk,  
Dreamy and contented like an over-fed python  
That has just swallowed a bearded goat.

He is a good-natured fellow  
Always patting the rumps of secretaries in tight skirts  
Which say: marry me if you dare  
Laughs absent-mindedly and sinks back into dear oblivion

He is an industrious head  
Gets dog-tired early in the morning from signing a few papers  
Whose contents he is mildly aware of  
And leaves for lunch and for the day at 11.30 a.m.

He is a humorous chap  
Jokes about how he is underpaid and over-worked to his juniors.  
Who laugh subserviently to conceal their indignation  
And grudging envy.

He is a mighty generous comrade  
Braggs about his christ-heart.  
Being a proud donor of a few bastards  
To guileless girls under him,  
And believes his is a God-sanctioned mission  
That dates back to Abraham.

He is a jolly good boss,  
A perfect paragon of leadership.

*Kitche O. Magak.*

(a) What is the message of this poem?

(4 marks)

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- (b) Give evidence from the poem which indicates that the juniors are suffering quietly. (2 marks)

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- (c) Explain the image in the line  
“Dreamy and contented like an overfed python.” (3 marks)

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- (d) Identify and comment on **two** aspects of irony in the poem. (4 marks)

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- (e) Explain the **meaning** of the following as used in the poem: (3 marks)

- (i) **oblivion** .....
- (ii) **guileless** .....
- (iii) **God-sanctioned mission** .....

(f) Identify **two** instances of alliteration in the poem. (2 marks)

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(g) Why are the last **two** lines in the poem significant? (2 marks)

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**4** (a) Rewrite the following sentences according to the instructions given after each. (3 marks)

(i) Esther said Patricia had stolen her dress.  
(Begin: Esther accused ...)

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(ii) This kind of dance fascinates the youth more than it does adults.  
(Begin: The youth ...)

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(iii) There are very few students in the classroom.  
(Use ... any ...)

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- (b) **Fill** in each blank **space** using the correct form of the word in brackets. (3 marks)
- (i) We ..... (regular) visit our grandparents in the **village**.
  - (ii) The company ~~has~~ been in ..... for twenty years. (**exist**)
  - (iii) The man ~~agreed to~~ accompany her to the market after a lot of .....  
(**persuade**)
- (c) Appropriately ~~punctuate~~ the following sentences to indicate **parenthesis**. (2 marks)
- (i) When ~~we meet~~ next and I am not sure when a lot of things will have ~~changed~~.  
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  - (ii) ~~Any information~~ that you have including minor details should be ~~submitted to~~  
~~the office~~.  
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- (d) **Complete** each of the following sentences using the correct **phrasal verb** formed from the word given in brackets. (3 marks)
- (i) The bomb ..... at around midnight. (go)
  - (ii) You have to ..... to her what to do. (spell)
  - (iii) Mwangi has ..... the lights because he wants to sleep. (turn)
- (e) **Fill** in each of the blank spaces with an appropriate word. (4 marks)
- (i) A short story revolves ..... a main character.
  - (ii) The teacher was grateful ..... the students' input.
  - (iii) He has been ..... leave since last week.
  - (iv) Her life was riddled ..... contradictions.