

DEPARTMENT OF ENGLISH LANGUAGE

S.2 ENGLISH PAPER 1

TIME: 1 HOUR 45 MINUTES

INSTRUCTIONS

- Attempt all questions

1. Read the following passage carefully and answer the question that follow;

FINGER OILING

Jojo smiled to himself. He was only a few metres away from his destination and a prosperous future. In fact, he was standing right opposite the building where his future hopes lay.

After looking left and right, he crossed the road and meandered his way across the busy dual carriageway of Cairo Road, dodging hooting vehicles until he reached the building.

He was now five minutes away from his job. He regained his composure and walked confidently through the building entrance.

“Eh! What?” Jojo asked himself when he looked at the number of people waiting to attend the interview.

“Now,” he wondered, “will I get it this time?” “You will!” he told himself, “Remember the game you are playing, mate. It has no losers.”

“Right! Ladies and gentlemen, those who have come for the position of human resources officer come with me,” said a smartly dressed lady carrying a box file. Jojo, along with eight others, followed her.

Derrick Bowa, a bald-headed, cigar – smoking, shout man sat in his chair waiting anxiously for the interviewees to start trickling in. In front of him, on his well – positioned, oval-shaped, oak desk was a list of candidates for the job.

One by one the interviewees arrived and he ticked them off his list. At last Jojo entered the office. His clothes were wet, but he had wiped his face dry. Dereck rose to greet him.

“Dereck looked straight into Jojo’s eyes.

“So,” he blurted out, “have you brought the ‘oil’? You know, the name of the game.”

“Ye...Yes, sir,” he stammered as he fidgeted with his pockets to fish out the ‘oil’. His heart missed a beat. The pockets were empty.

In a flash he remembered that he had forgotten the money on the dressing table.

“Sir, I ... have forgotten the ... the ‘oil’,” said Jojo. Visibly shaken.

:So, what next? Luka told you the arrangement, didn’t he?”

“Yes he did, but I do have my degree with me.”

“And so does everyone out there. Mr. Jojo Dake just fulfills the promise or else ...”
Jojo thought of the distance back home and the bad weather, and then the job at hand.
“Please sir, help me I have suffered enough,” he said.
Dereck Bowa was now smiling and chewing the end of his cigar.
“There is nothing for nothing my friend. Everyone out there wants the same job. You see, this is the name of the game today. Finger oiling, scratching each other’s backs, tipping, Nchekelako and so on. Everyone is playing it.” He grinned
Holding the Bachelor of Arts degree, Jojo’s hands began to tremble. Again a job was slowly slipping through his fingers because of corruption.
Beads of sweat formed on his forehead as his heart beat! What a false notion, he thought. Did society need people like Dereck Bowa? People who thrived through nepotism, bribery, ethnicity... and all sorts of terms for corruption coined throughout the continent of Africa.
No! a voice boomed within him. No! No! No!...

Questions

1.1 What post had Jojo applied for?

.....
.....

1.2 How many other people had applied for the same post?

.....
.....

1.3 According to the passage, how can you describe Dereck Bowa?

.....
.....

1.4 Why were Jojo’s clothes wet by the time he entered Dereck Bowa’s office?

.....
.....

1.5 According to the passage, do you think the interview was genuine?

.....
.....

1.6 It seems that in ‘this game’ there must be a ‘mediator’ between the job applicant and the interviewer. Who was the ‘mediator’ between Jojo and Dereck Bowa?(2mks)

.....
.....

1.7 Identify the words used in this passage to refer to bribing. (2mks)

.....
.....

1.8 Explain the meaning of the following words and phrases as used in the passage. (1mk)

Composure.....

.....

Trickling in.....

.....

Visibly shaken.....

.....

Slip through his fingers.....

.....

1.9 Do you sympathize with Jojo? Explain your answer. (2mks)

.....
.....

2. Reading the following passage carefully and answer the questions that follow.

EDUCATION - FOR WHAT

There are three kinds of education in Africa. There is the old, traditional education; there are the remains of the colonial schooling, which varied according to how the European power saw African requirements; and there is the post – Independence attempt to find an education suitable for the needs of modern Africa.

The old education grew naturally out of the village and tribal ways of life, and there was much to commend it. A child had to learn how to deal with the dangers of his surroundings, and how to treat his fellows. He knew about weather lore and the skills of a spear, axe and hoes from old men. His mother taught him correct speech, behavior and respect for his elders. Throughout his childhood, it was impressed on him that he could not live alone – he must “conform”, and accept the ways of the tribe. He lived in a world of kinship: his kin gave him security in sickness and old age. Law and ownership of land, too, were based on kinship. So the child learned the rites which kinship would demand throughout his life from birth to maturity, marriage and death.

Much of this education was informal. The home was the child’s school, where he learned traditional legends and proverbs. (For example, the reader might like to work out the meaning of these two Baluyia proverbs from Kenya: “A person running

alone thinks he is the faster runner” and “A small bird cannot advise a bigger one”.) This social education had a great emphasis on correct conduct and confidence. A traveler in East Africa in the 1930s wrote: “ I have seen three children between four years and six quite competently preparing a meal with no supervision”. But severe tests of endurance were a more formal part of this education. Chagga boys in the old days had to sleep in holes in the ground at night for nine months, often in the cold mountain air. Boy was required to go on a lonely expedition into the forest to kill a leopard with a bow and arrow. Bena girls, aged nine to thirteen, were ducked repeatedly in streams, or terrified by women pretending to fall dead at their feet, and by the appearance of monsters.

This traditional form of education had the advantage of preparing a child for life in the community; it did not in general encourage him to be ambitious or independence, or teach him to meet the needs of the modern world. So in the colonial year’s missions and “European” schools taught the kind of things children in Europe were taught. This produced small westernized elite in some colonies, but it was severely criticized for having little to do with African needs. Reading – books had European birds and snow scenes in them; arithmetic problems dealt with taps, and wall-paper rolls. Few of these things had anything to do with many African children’s environment.

Colonial education too has been criticized because it was, to quote president Nyerere of Tanzania, “motivated by a desire to inculcate the values of the colonial society and to train individuals for the service of the colonial state”. The State interest in education was based on the need for local clerks and junior officials, and there was thus a heavy emphasis on subservient attitudes and white-collar skills.

In the post-independence era, African needs are being rethought.

Questions are being asked such as, how many universities should a country have, whilst half of an age group gets no schooling at all? Some highly trained electrical engineers are needed for the power stations; but Africa also needs men skilled in the relatively simple skills of wooden bridge construction, laying laterite roads, and building single –storey houses. Civil servants especially need a good secondary education if they are to deal with matters ranging from money for a new agricultural scheme to collecting information for government approval of a harbor extension. For this, says one writer, “a developing continent must clearly learn to be practical.”

In Africa parents have become convinced that education is the key to a good job and family prestige too. But it has its drawbacks. In many countries secondary and college education means that children have to leave the rural areas for the towns, and, later, as men they are not returning to work on the farms and produce the food. The opportunities and leisure attraction of the towns are too tempting.

Questions

Choose the best answer

- 2.1 We can tell from this passage that traditional education taught young people
 - A. How to act independently
 - B. how to use a hoe, spear and axe
 - C. how to live in the community
 - D. hot to speak properly and respect their elders.
- 2.2 The traveler in East Africa was surprised because
 - A. such young people could prepare a meal themselves
 - B. he thought only European children could prepare meals
 - C. the children were not competently
 - D. it required so many children to prepare a meal
- 2.3 The first colonial schools
 - A. taught the African students to meet the needs of the modern world
 - B. had the advantage the they prepared a child for life in his own community
 - C. served the needs of the colonial power rather than those of african society.
 - D. were motivated by a desire to inculcate values
- 2.4 According to the writer, education in Africa today
 - A. needs to be very practical
 - B. should be open to all, not just an elite
 - C. needs to be re-taught
 - D. does not require universities
- 2.5 From the last paragraph we can deduce that in many African counties, education
 - A. is preparing young people for urban life
 - B. is preparing young people for rural life
 - C. is attracting young people to urban areas which they are reluctant to leave.
 - D. is trying to prepare young people for rural life, but the urban areas are too attractive.

3. Rewrite the following sentences as instructed in brackets without changing the meaning

3.1 They should not ask for more time.....(R-write and ad a suitable question tag)

.....

3.2 Tom was the only child. His mother loved him very much (Begin: Being.....)

.....

.....

3.3 He knew it. (Change into passive voice)

.....

3.4 There were very few spectators at the pitch. (Use ...hardly....)

.....
.....

3.5 As it was a Sunday, we decided to go to church. (Begin: Being.....)

.....
.....

3.6 Although Jane is rich, she is not happy. (Begin: Despite.....)

.....
.....

3.7 "I will help you tomorrow," Peter said. (Change into indirect speech)

.....

3.8 I have not visited my uncle for two months (Re-write endingago.)

.....
.....

3.9 I was offended. (Re-write endingme.)

.....

3.10 The woman shouted when I entered the room.(Begin: Hardly.....)

.....
.....

4. For question 4.1 to 4.10, circle the most correct alternative.

4.1 Juma: You didn't see the film, did you?

John:.....

- A. Yes, I didn't
- B. Yes, I did
- C. No, I did
- D. No I didn't

4.2 John andwalked to town

- A. me
- B. I
- C. myself
- D. also me

4.3 When I was young, Ibefore sunrise

- A. was used to getting up
- B. was used to get up
- C. used to getting up
- D. use to get up

- 4.4 As Sarah.....ten years, she will know what to do
 A. is working here since
 B. is working hers for
 C. has been working here since
 D. has been working here for
- 4.5 Maria accused John.....stealing her bag
 A. for B. to C. on D of
- 4.6 The biology teacher tried to dissuade John.....offering biology at “A” level
 A. at B. from C. in D. for
- 4.7 Jane always takes an extra pen with her.....she runs out of ink
 A. Incase if
 B. Incase
 C. If incase
 D. Incase not
- 4.8 We never go there at all.....
 A. Neither she does
 B. She neither does
 C. Neither does she
 D. She can't either
- 4.9 I was not sure.....
 A. whose party was her supporting
 B. of whose party was her supporting
 C. whose party he was supporting
 D. the party of which he
- 4.10 Peter showed no objectionus to the disco hall
 A. of a companying
 B. to accompanying
 C. to accompany
 D. for accompanying.

END
GOOD LUCK!

