

KAMONYI DISTRICT

HOLYDAYS WORK OF LITERATURE IN ENGLISH S5

MARKS:/100

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INSTRUCTIONS:

This paper consists of **THREE** Sections **A, B, &C**

Section A: Prose and poetry (50 marks)

Section B: Plays (30 marks)

Section C: Novels (20 marks)

Note: Question six (6) and eight (8) must be answered in essay form.
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SECTION A: PROSE AND POETRY.

1. Give the difference between the following key terms related to prose (5 marks)

- a) Character and characterization
- b) Plot and setting
- c) Exposition and climax
- d) Foreshadowing and flashback
- e) African literary tradition and European literary tradition

2. Provide literary terms related to poetry for the given descriptions (10 marks)

- a) A long narrative poem in a dignified style about the deeds of a traditional or historical hero or heroes.
- b) The repetition of similar vowels sounds within words close to one another with different consonant sounds.
- c) The matching of sounds in words at the end of lines of a poem.
- d) The pattern of beats made up of stressed and unstressed syllables resulting in the rising and falling of the voice.
- e) A type of foot in poetry consisting of one unstressed syllables followed by a stressed syllable.

3. Identify (and write) the poetic device used in each verse here below (5marks)

- a) Rachel is as bright as the sun.
- b) I am so hungry that I could eat a ten plates.

c) happiness paid me a visit.

d) My husband is a lion.

e) Oh! Liberty what crimes are committed in thy name!

4. Read the passage below and answer the questions that follow (25 marks)

Teenagers don't have the life experience or perspective to discern trouble the size of an iceberg from an ice cube. No wonder so many parents enjoyed the Hollywood version of Titanic- they can identify with it! The good news is that humankind can learn to avoid making mistakes from historical disasters. It is the same with dealing with teens. There is nothing better than educating and learning through experience. So here are my top five parenting lessons from the movie Titanic.

On 10 April 1912, the Titanic left England for New York on its maiden voyage. It was to be the safety ship ever built. Yet five days later, it lay in two at the bottom of the Atlantic Ocean with over 1500 people dead. In the movie, the disaster was the fault of lookouts who did not see the iceberg in time. But during the course of my research, another reason was traced to the officer-in charge who actually had enough time to kill the engine and stop the disaster. However, he thought he could save time by steering around the tip of the iceberg with the engines still running.

Many of the modern dangers our teenagers face are like icebergs. Teens think they know the risks of drinking, taking drugs, sex and violence. They believe they can steer round the risks and survive the challenges unharmed. However, they often fail to see dangers behind the negative pastimes and may land themselves in real trouble. Part of our job, as a parent, is to teach them the real risks and slow down their engines.

In "Active Parenting of Teens", a parent education video, parents are taught how to be an effective provider of information. This means parents need to know what the real risks are and then communicate with them in a way that will be accepted. This means letting teens know you are concerned and not because you are judging them. Teens will not listen to your advice so until they know how much you care. Instead, let your words and attitude say: "I love you so much that it would break my heart if something bad happened to you." By doing so, you stand a good chance of being a positive influence on the decisions they make.

Just as it's important for you to teach your teens the risks of dabbling in negative pastimes, it is also crucial to discuss rescue plans for worst case scenarios. For instance, what should your daughter do if her date has been drinking and wants her to drive out with him for a burger? Take time to talk to your teens about various situations and effective ways of handling them. Again, avoid sounding too judgmental if she disagrees with you. She may only see your wisdom in retrospect rather than during the discussion, which isn't a bad thing. The main goal is to start your teen thinking.

Teens need to be aware that what they see and hear in music, movies and television is not an accurate reflection of reality. Advertisements are designed to sell things. Beer ads may feature happy and attractive men and women but we never see them binge

drinking, dying from alcohol poisoning, or becoming alcoholics. Parents can help their teens see through the hype and make informed decisions.

The captain of the Titanic chose to steer his course at a disastrous price. Changing direction and cutting the engine was certainly a better option. But that is no to say that change is a sure way of preventing disasters. The teenage years are a time of experimenting and the need for adventure is high. We can help our teens find safe ways to explore new positive ventures through sports, outdoors activities and special interests. You have other truths to teach your teens, truth that offer ballast on a stormy sea. You may need to change directions now and then or cut your engines when an iceberg appears. After all, we don't want to repeat the mistakes of the Titanic.

Questions:

- a) What misconception do teenagers have regarding drinking, taking drugs and sex? (3 marks)
- b) What possible danger may this misconception lead to? /3 marks
- c) Describe how parents can 'stand a good chance' of making their teenaged children listen to them. /5marks
- d) In the sentence "it is crucial to discuss rescue plans for worst case scenarios....",
 - (i) Explain what is meant by 'rescue plans'? /3 marks
 - (ii) Give one example of 'worst case scenarios' (3 marks)
- e) I) Explain what is meant by 'Advertisements are designed to see things' (2 marks)
 - ii) How can parents help their teens to be aware of what they see or hear in advertisements? (2marks)
- f) We learn that parents need to help their teenaged children 'change directions':
 - i) When do they have to do so? /2 marks
 - ii) How can they help them make the change? /2 marks

5. Read the poem below and answer the questions that follow. /10 marks

THE COOL FOUNTAIN

Cool fountain of love
Where all the sweet birds come
For comforting-but one,
A widow turtledove,
Sadly, sorrowing.
At once the nightingale,
That wicked bird, came by,
And spoke this honied words:

'my lady if you will,
I shall be your slave."
"you are my enemy:
Be gone, you are not true!
Green boughs no longer rest me.
Nor any budding grove.
Clear springs, where they are such,
Turn muddy at my touch.
I want no spouse to love
Nor any children either.
I forego that pressure
And their comfort too.
No, leave me; you are false
And wicked-vile, untrue!
I will never be your mistress!
I will never marry you!"

Questions: / 2 marks each question.

- a) What is the main idea of the poem?
- b) Find out the sweet words sung by the nightingale.
- c) What was the reply from the turtledove?
- d) Describe the mood in this poem.
- e) How is the title appropriate to the content of the poem?

SECTION B: PLAYS /30 AMRKS

6. Choose ONE play and answer the question on it. (30 marks)

Either:

Bertolt Brecht: The Caucasian Chalk Circle.

Discuss any **five themes** portrayed in the play *The Caucasian Chalk Circle*

Or:

Henrik Ibsen: An Enemy of the People

Describe the character traits of Dr. Stockmann, and Morten Kiil as depicted in the play *An Enemy of the People*.

SECTION C: NOVELS:

7. Choose ONE of the two passages below; read it carefully and then answer the questions that follow as concisely as possible. /10 marks

Either: (A) JOHN STEINBECK: The Pearl /10 marks

"Yes?" the doctor asked.

"It is a little Indian with a baby. He says a scorpion stung it."

The doctor put his cup down gently before he let his anger rise.

"Have I nothing better to do than cure insect bites for 'little Indians'? I am a doctor, not a veterinary." "Yes, patron," said the servant.

"Has he any money?" the doctor demanded. "No, they never have any money. I, alone in the world, am supposed to work for nothing and I am tired of it. See if he has any money!"

At the gate the servant opened the door a trifle and looked out at the waiting people. And this time he spoke in the old language.

"Have you money to pay for the treatment?"

Now Kino reached into a secret place somewhere under his blanket. He brought out a paper folded many times. Crease by crease he unfolded it, until at last there came to view eight small misshapen seed pearls, as ugly and gray as little ulcers, flattened and almost valueless. The servant took the paper and closed the gate again but this time he was not gone long. He opened the gate just wide enough to pass the paper back.

"The doctor has gone out," he said. "He was called to a serious case." And he shut the gate quickly out of shame.

And now aware of shame went over the whole procession. They melted away. The beggars went back to the church steps, the stragglers moved off, and the neighbors departed so that the public shaming of Kino would not be in their eyes.

For a long time, Kino stood in front of the gate with Juana beside him. Slowly he put his suppliant hat on his head. Then, without warning, he struck the gate a crushing blow with his fist. He looked down in wonder at his split knuckles and at the blood that flowed down between his fingers.

Questions:

- a) What has led to this scene? / 2 marks
- b) Describe the character of the doctor as revealed in the passage. /2 marks
- c) What are the feelings of Kino in this passage? / 2marks

- d) Describe the behavior of the doctor when he meets Kino later. / 2 marks
- e) Describe the character traits of the main characters in the above excerpt. / 2 marks

Or: (B) George Orwell: Animal Farm. /10marks

Sometimes the work was hard; the implements had been designed for human beings and not for animals, and it was a great drawback that no animal was able to use any tool that involved standing on his hind legs. But the pigs were so clever that they could think of a way round every difficulty. As for the horses, they knew every inch of the field, and in fact understood the business of mowing and raking far better than Jones and his men had ever done. The pigs did not actually work, but directed and supervised the others. With their superior knowledge it was natural that they should assume the leadership.

Boxer and Clover would harness themselves to the cutter or the horse-rake and tramp steadily round and round the field with a pig walking behind and calling out "Gee up, comrade!" or "Whoa back, comrade!" as the case might be. And every animal down to the humblest worked at turning the hay and gathering it. Even the ducks and hens toiled to and fro all day in the sun, carrying tinny wisps of hay in their beaks. In the end, they finished the harvest in two days less time than it had usually taken Jones and his men. Moreover, it was the biggest harvest that the farm had ever seen. There was no wastage whatever; the hens and ducks with their sharp eyes had gathered up the very last stalk. And not an animal on the farm had stolen so much as a mouthful.

All through that summer the work of the farm went like clockwork. The animals were happy as they had never conceived it possible to be. Every mouthful of food was an acute positive pleasure, now that it was truly their own food, produced by themselves and for themselves, not doled out to them by a grudging master. With the worthless parasitical human being gone, there was more for everyone to eat. There was more leisure too, inexperienced though the animals were. They met with many difficulties. For instance, later in the year, when they harvested the corn, they had to tread it out in the ancient style and blow away the chaff with their breath, since the farm possessed no threshing machine but the pigs with their cleverness and Boxer with his tremendous muscles always pulled them through.

Boxer was the admiration of everybody. He had been a hard worker even in Jones's time, but now he seemed more like three horses than one; there were days when the entire work of the farm seemed to rest on his mighty shoulders. From morning to night he was pushing and pulling, always at the spot where the work was hardest. He had made an arrangement with one of the cockerels to call him in the mornings half an hour earlier than anyone else, and would put in some volunteer labor at whatever seemed to be most needed, before the regular day's work began. His answer to every problem, every setback, was "I will work harder!" which he had adopted as his personal motto.

Questions: /Each question has 2 marks.

- a) Identify four characters in the passage.
- b) What make all of the animals happy at this time?
- c) Assess the work done by Boxer in comparison to other animals.

- d) Discuss different literary techniques used in the passage.
- e) What moral lessons do you draw from this passage?

8. Choose ONE novel only and answer the question on it?

Either: (A) JOHN STEINBECK: *The Pearl*. /10marks

Explain **three** moral lessons you draw from John Steinbeck's novel *The Pearl*.

OR: (B) George Orwell: *Animal Farm* /10 marks

Give and explain at least **3 themes** highlighted in the Orwell's novel *Animal Farm*.

BEST WISHES!!!!!!!!!!