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**101/2**

**ENGLISHPAPER 2**

(Comprehension, Literary

Appreciation and Grammar)

**July 2017**

**2 ½ Hours**

**SUKEMO JOINT EXAM**

**Kenya National Examination Council**

**ENGLISH PAPER 2**

**INSTRUCTIONS TO CANDIDATES**

a) *Write your name and index number in the spaces provided above.*

*b) Sign and write the date of examination in the spaces provided above.*

*c) Answer ALL questions in this question paper.*

*d) All your answers must be written in the spaces provided in this question paper.*

*e) Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.*

For Examiner’s use **ONLY**

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| **QUESTION** | **MAXIMUM SCORE** | **CANDIDATE’S SCORE** |
| 1 | 20 |  |
| 2 | 25 |  |
| 3 | 20 |  |
| 4 | 15 |  |
| **TOTAL** |  |  |

**1. COMPREHENSION (20MKS)**

**Read the passage bellow and answer the questions that follow.**

With mobile phone networks spread throughout the country, services such as Safaricom's mobile money transfer (M-Pesa), mobile banking (M-Kesho) and information on agricultural produce markets (411 Get It) have increased job opportunities for rural youths as the demand for local agents increases. In his late twenties, Elijah Kimenjo, from Pwani in Nakuru district, is an example: he approached Equity Bank in 2007 for a loan to set up an M-Pesa kiosk. As well as enabling farmers and traders to deposit or withdraw money using their mobile phones, Kimenjo was able to pay back his start-up loan in just six instalments.

By simplifying money access, members of the community have more money at their disposal and therefore are more likely to spend it locally. The service has also enabled farmers and traders to purchase inputs and make orders with their suppliers without having to travel into town. The savings made on transport costs enable them to acquire more stock, which means that the entire community benefits from more goods being available locally.

Kimenjo's business has also benefitted from transactions made by the farm owners residing in Nakuru, who do not have to commute to the village to pay their casual labourers. These farm owners are also able to pay their faming supervisors for land preparation and purchase of fertilisers and seeds.  
  
In 2008, the entire region of Nakuru experienced a severe drought, which led to widespread crop failure, and Kimenjo noticed an increased flow of money through his business due to remittances from relatives in urban areas. "This service has strengthened friendships and social interactions in the community," Kimenjo says. "Moreover, this has greatly contributed to the success of my business. This means that the entire community benefits from the goods available."Using the revenue generated by his M-Pesa business, Kimenjo has diversified into farming, now leasing 20 acres of land. He also receives information about agronomic practices from the Organic Farmer e-bulletin, published by the International Centre for Insects, Pests and Ecology (ICIPE), through his data-enabled mobile phone, helping him to grow maize, beans and potatoes.

The SMS-based '411 Get It' service, a joint venture between Safaricom and the Kenya Agricultural Commodity Exchange (KACE), also provides Kimenjo with information on agricultural produce and market prices, enabling him to identify favourable markets and cut out middle men. With the profits from his farm, Kimenjo opened an M-Kesho business, allowing community members to make deposits from their M-Pesa accounts into an Equity Bank account where they earn interest. "This is an incentive for rural youths to engage in farming," Kimenjo adds.

During the planting and weeding season, Kimenjo's operating capital is reduced as his customers increase their M-Pesa withdrawals. To counter this problem, Kimenjo took out another loan from Equity Bank to purchase a motorcycle so that he could travel to Nakuru town quickly to top up his M-Pesa account. As a result, he has a steady flow of cash in order to facilitate local business transactions.

Despite an increasing range of information services available through the internet, literacy remains a major obstacle for many people because these services are only supplied in official languages. The technologies therefore need to be adapted in such a way as to be accessible in a variety of local dialects to help farmers have easy access to modern farming information and technologies, especially to tackle the current climatic uncertainties that are being experienced. Access to ICT services would also help to foster local skill building and knowledge sharing

between rural communities.

Yet guided by locally driven business oriented solutions, Kimenjo's experiences and business knowledge clearly show the important linkages and synergies that exist between the development of ICTs and information sharing that can support the livelihoods of a large cross-section of youth and other members of communities for agricultural and rural development.

**Questions**

a) According to the first paragraph what is the impact of the spread of mobile phone network on the youth? (1mk)

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b) Explain the irony in the fourth paragraph. (2mks)

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c) In not more than 50 words, summarize the benefits of mobile telephony to farmers as brought out in the passage. (5mks)

**Rough copy**

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d) “This service has strengthened friendships and social interactions in the community,” Kimenjo says. (Rewrite in **reported** speech) (1mk)

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e) Which other piece of technology did Kimenjo obtain to support his business? How did it help him? (2mks)

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f) What is the relevance of Kimenjo in the passage? (2mks)

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g) What is the **tone** of the passage? (2mks)

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h) What is the biggest problem facing mobile telephony and what is the solution according to the passage? (2mks)

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i) Supply a suitable title to this passage. (1mk)

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j) Give the meaning of the following as used in the passage. (2mks)

* 1. Start-up

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* 1. Incentive

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**2. EXCERPT (25MKS)**

*SINGER*

*Hear the story of the judge*

*How he turned judge, how he passed judgment, and what kind*

*Of judge he was.*

*On that Easter Sunday of the great revolt, when the Grand*

*Duke was overthrown*

*And his Governor Abashwili, father of our child, lost his head*

*The village Scrivener Azdak found a fugitive in the woods*

*And hid him in his hut*

Azdak, *in rags and slightly drunk, is helping the old beggar into his cottage.*

AZDAK: stop snorting, you’re not a horse. And it won’t do you any good with the police to run like a snotty nose in April. Stand still, I say. (*He catches the OLD MAN, who has marched into the cottage as if he’d like to go through the walls.*)Sit down. Feed. Here’s a hunk of cheese. (*From under some rags, in a chest, he fishes out some cheese, and the OLD MAN greedily begins to eat.*) Haven’t eaten in a long time, huh? (*The OLD MAN growls*)why are you running like that? The cop wouldn’t even have seen you

OLD MAN: Had to! Had to!

AZDAK: Blue funk? (*The OLD MAN stares uncomprehending*)Cold feet? Panic? Don’t lick your chops like a Grand Duke. Or an old sow I can’t stand it. We have to accept respectable stinkers as God made them, but not you! I once heard of a senior judge who farted at a public dinner to show an independent spirit! Watching you eat like that gives me the most awful ideas. Why don’t you say something? (*Sharply*) Show me your hand. Can’t you hear? (*The OLD MAN slowly puts out his hand.*) White! So you’re not a beggar at all! A fraud, a walking swindle! And I’m hiding you from the cops like you were an honest man! Why are you running like that if you are a landowner? For that’s what you are. Don’t deny it! I see it in your guilty face! (*He gets up*) Get out! (*The OLD MAN looks at him uncertainly.*) What are you waiting for, peasant-flogger?

OLD MAN: pursued. Need undivided attention. Make a proposition…

AZDAK: Make what? A proposition? Well, if that isn’t the height of insolence. He’s making me a proposition! The bitten man scratches his fingers bloody, and the leech that’s biting him makes him a proposition! Get out, I tell you!

OLD MAN: Understand point of view! Persuasion! Pay hundred thousand piasters one night! Yes?

AZDAK: What? You think you can buy me? For a hundred thousand piasters? Let’s say a hundred and fifty thousand. Where are they?

OLD MAN: Have not them here. Of course. Will be sent. Hope do not doubt.

AZDAK: Doubt very much. Get out!

**Questions**

a) What happens immediately after this excerpt? (2mks)

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b) Identify any two stylistic devices evident in the excerpt. (4mks)

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c) What is the exact identity of the Old man? Why is he being referred to as a fugitive?

(2mks)

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d ) What does the Old man imply when he tells Azdak to make a proposition? (2mks)

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e ) Identify and illustrate the major theme evident in the excerpt. (2mks)

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f) From elsewhere in the text, make notes on how Azdak turned a judge. (5mks)

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g) What in the excerpt shows that the Old man is in a desperate situation? (2mks)

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h) Describe the character of the characters below as portrayed in the excerpt. (4mks)

1. Azdak

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Old man

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

i) Explain the meaning of the words and phrases below as used in the excerpt. (2mks)

1. Height of insolence

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Pursued

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. POETRY (20 MARKS)**

Read the following poem and answer the questions that follow.

PURGING

You were given to me,

As a steward I cared for you,

You morphed from baby to boy,

Changed from youth to manhood,

But death dealt a blow.

Before you gave us a daughter-in-law,

And grandchildren to love and spoil,

We mourned and moiled but back,

We couldn’t bring the departed you.

Life and death is a real dream of life,

With no morning to wake up to.

I wonder; do I really exist?

I’m in a lifelong dream,

Only to wake upon a death daybed?

Questions

(a) Who is the persona in this poem? (2mks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(b) How is the title ‘purging’ relevant to the subject matter of the poem? (2mks)

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(C) What is the poem about? (4mks)

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(d) Explain the meaning of the following expressions as used in the poem. (2mks)

i) But death dealt us a blow

Before you gave us a daughter-in-law

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii) I’m a lifelong dream

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(e) Comment on any one aspect of style used in this poem. (3mks)

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(f) Describe the persona’s attitude towards the subject matter at the beginning and at the end of the poem. (4mks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(g) What is the prevailing mood in this poem? (2mks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(h) You were given to me. (Change the statement into active form. (1mk)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. GRAMMAR (15MKS)**

(a)Fill in the blank spaces in the following sentences with the correct form of the word in brackets (3mks)

i) The politician tried to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the rowdy crowd but failed. ( peace)

ii) Juma found an old radio and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it trusting it would work. (wind)

iii) Any person taking a public office ought to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_( corrupt).

(b) Replace the underlined words in each of the following sentences with an appropriate phrasal verb. (3mks)

1. Please remove that jacket.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii. We were forced to spend the night by the road side after the lights and breaks of our vehicle failed to work

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

iii. As soon as they got to know each other, Wandia and Aoro became close friends

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(c) Explain the difference in meaning between the following sentences. ( 2mks)

i) Peter likes the car more than I.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii) Peter likes the car more than me.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(d) Rewrite the following sentences according to the given instructions. ( 3mks)

i) We will ring you tonight if we abandon the plan. (Rewrite beginning: Should…..)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ii) They became hungrier and hungrier.

So the robbers became weaker and weaker.

(Join the sentences into one avoiding repetition. Begin: The hungrier…)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

iii) iii. John Kibito is hoping to recapture his gubernatorial seat. He is campaigning seriously.

(join into one sentence using present participle)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(e) Insert the correct preposition to complete the sentences below. ( 4mks)

i) It is amazing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ any standards that a student at this level should write such an essay.

ii) The new manager was not acquainted\_\_\_\_\_\_\_\_\_\_\_\_\_ the problems of the company.

iii) Were they acquitted of all the charges preferred \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them?

iv) The children were pleased \_\_\_\_\_\_\_\_\_\_\_\_ the news.