

ENGLISH PAPER 2

EXPECTED QUESTIONS IN KCSE

**Comprises 6 KCSE prediction set exams
(Class of KCSE March 2022).**

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PREDICTION 1

101/2

ENGLISH

CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

Paper 2

Time: 2 ½ Hours

Kenya Certificate of Secondary Education

INSTRUCTIONS TO THE CANDIDATES: -

- Answer **three** questions only
- Questions **one** and **two** are compulsory
- In question **three** choose only **one** of the optional texts you have prepared on
-

FOR EXAMINER'S USE ONLY:

Question	Maximum Score	Candidate's Score
1	20	
2	25	
3	20	
4	15	
Total Score	80	

This paper consists of 11 printed pages. Candidates should check to ascertain that all pages are printed as indicated and that no questions are missing.

1.READ THE PASSAGE BELOW AND ANSWER THE QUESTIONS THAT FOLLOW

We live in a world that is finite in many ways. The size of the world, and natural resources like water and minerals are also finite. We, therefore, face the challenge of ensuring that we manage the natural resources in a sustainable way. This will not only ensure humanity continues to inhabit the planet, but that other living things, like animals, insects and plants will also not become extinct.

One critical natural resources that we should manage efficiently and effectively is water. Researchers have revealed that although there is enough land, water and human capacity to produce sufficient food for a growing population for the next 50 years, there is already a global water crisis. But one could wonder how on the one hand, there is enough water and, on the other hand there is a crisis.

The global crisis exists in the context of the numerous local crises. Whereas in some parts of the world the amount of water available is much more than the demand, there are many parts of the world the amount of water is a crisis. However, the crisis is not due to shortage but mismanagement of the water resources. We need to develop and implement urgent strategies to reverse this trend. A major area to address in water resources management is water scarcity.

Experts define water scarcity from the perspective of individual water users rather than the amount of water available in an area. Individuals are water insecure when they lack secure access to safe and affordable water to consistently satisfy their needs for drinking, washing, food production and livelihoods. An area is considered to be water insecure when a large number of people are water insecure. In many cases this leads to food insecurity, diseases and conflict.

The United Nations have designated 22nd March as the World Water day. On this day, we are all advised to take time to focus our attention on the critical water issues of our time and the future. This day has been observed since 1993. However, access to safe and adequate clean water for all has remained a major challenge. The Government of Kenya had set a target of ensuring that all citizens have access to safe and clean drinking water by the year 2000, but this unfortunately was not realized. Many people continue to experience physical and economic water scarcity.

According to experts, physical water scarcity occurs when water resources are insufficient to meet demands, including minimum environmental flow requirement. Arid and semi-arid areas of the country, like parts of Eastern and Northern Kenya are most often associated with physical water scarcity. However, another trend is emerging of an artificially created physical water scarcity, even where water is apparently abundant. This is due to the over allocation and overdevelopment of water resources.

The effects of physical water scarcity include severe environmental degradation, such as river desiccation and pollution; declining ground water demand; water allocation disputes; and failure to meet needs of some groups. The solution to physical water scarcity lies in good management of water resources and the related factors.

Economic water scarcity is the other type of scarcity that affects many Kenyans. This occurs when investments needed to keep up with growing water demands are constrained by financial, human or institutional capacity.

The International Water Management Institute has identified the following as causes of economic water scarcity- favouring one group over another, and not listening to the voices of women and disadvantaged groups.

The Institute, further, gives the symptoms of economic water scarcity to include inadequate infrastructural development, so that people have trouble getting enough water for agriculture and domestic purposes; high vulnerability to seasonal water fluctuations, including floods and long-and short –term drought; and inequitable distribution of water though infrastructure exists.

The late Professor Wangari Maathai not only raised the awareness of the whole world on the importance of taking care of our water resources, but resources, but also started the Green Belt Movement, which spearheaded planting of millions of trees in Kenya and practicing sustainable agriculture. Her efforts were recognized by many international organizations and she received many awards, including the Nobel Peace Prize. We have a responsibility, as Kenyans, to emulate the example of Professor Wangari Maathai in order to reverse the global water crisis

Questions

1. From the paragraph, identify two forms of global water crisis. (2mks)
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2. What is the main intervention required to help reduce the global water crisis? (2mks)
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3. Identify irony in the second paragraph. (2ks)
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4. What are the two forms of water scarcity discussed in the passage? (2mks)
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5. What is the importance of the World Water Day? (3mks)
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6. In about 35 words summarize Professor Wangari Mathai's contribution to issues of water management. (4mks)
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7. The global crisis exists in the context of the numerous local crises
(Add a question tag) (1mk)
8. Explain the meaning of the following words as used in the passage. (3mks)

- I. Desiccation.....
- II. Emulate.....
- III. Constrained.....

2. Read the excerpt below and answer the questions that follow.

Nora: No; yesterday it was very noticeable. I must tell you that he suffers from a very dangerous Disease.

He has consumption of the spine, poor creature. His father was a horrible man who committed all sorts of excesses; and that is why his son was sickly from childhood, do you understand?

Mrs. Linde: (*dropping her sewing*) But, my dearest Nora, how do you know anything about such things?

Nora: (*walking about*) Pooh! When you have three children, you get visits now and then from - from married women, who know something of medical matters, and they talk about one thing and another.

Mrs. Linde: (*goes on sewing a short silence*) Does Doctor Rank come here every day?

Nora: Everyday regularly. He is Torvalds's most intimate friend, and a great friend of mine too. He is just like one of the family.

Mrs. Linde: But tell me this – is he perfectly sincere? I mean, isn't he the kind of man that is very anxious to make himself agreeable?

Nora: Not in the least. What makes you think that?

Mrs. Linde: When you introduced him to me yesterday, he declared he had often heard my name mentioned in this house; but afterwards I noticed that your husband hadn't the slightest idea who I was. So how could Doctor Rank -?

Nora: That is quite right, Christine. Torvald is so absurdly fond of me that he wants me absolutely to himself, as he says. At first he used to seem almost jealous if I mentioned any of the dear folk at home; so naturally I gave up doing so. But I often talk about such things with Doctor Rank, because he likes hearing about them.

Mrs. Linde: Listen to me, Nora. You are still like a child in many ways and have a little more experience. Let me tell you this – you ought to make an end of it with Doctor Rank.

Nora: What ought I to make an end of?

Mrs. Linde: Of two things, I think. Yesterday you talked some nonsense about a rich admirer
who was to leave you money -

Nora: An admirer who doesn't exist, unfortunately!
But what then?

Mrs. Linde: Is Doctor Rank a man of means

Nora: Yes, he is.

Mrs. Linde: And has no one to provide for?

Nora: No, no one; but -

Mrs. Linde: And comes here every day?

Nora: Yes, I told you so.

Mrs. Linde: And comes here every day?

Nora: Yes, I told you so.

Mrs. Linde: But how can this well-bred man be so tactless?

Nora: I don't understand you at all.

Mrs. Linde: Don't prevaricate, Nora. Do you suppose I don't guess who lent you the two hundred and
fifty pounds?

Questions

1. Explain briefly what happens immediately before this excerpt. (3mks)

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2. Identify the humour in Nora's answer on how she came to know "anything about such things."
(2mks)

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3. Why does Mrs. Linde ask so many questions about Dr. Rank's character? (2mks)

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4. Identify and explain dramatic irony in this excerpt. (3mks)

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5. What does this passage reveal about the character of Dr. Rank? (4mks)

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6. 'I don't understand you all.' (Rewrite in reported speech) (1mk)

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7. Identify and illustrate two theme two themes evident in this excerpt. (4mks)

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8. Explain briefly what happens after this extract. (3mk)

-

9. Explain the meaning of the following words and phrases as used in this excerpt. (3mks)
- Excesses
 - Make an end of it.....
 - A man of means.....

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

Let the enemy come, ah
 They came with guns,
 From the West,
 Look, look, look.
 There they arrive,
 They attacked us in our land
 They attacked us at Kivachenge,
 In our land of Chavambe,
 We fought and we were arrested, ah
 There our war started, ah
 It was Ngutoka son of Watila,
 Kituyi, son of Namuyonga, ah
 With youthful zest and energy,
 They fought them, ah,
 They defended our people,
 They fought
 Like Wabomba son Kalenda,
 The brother of Nasurutia, ah
 Our people's secrets are ours
 Revealing people's secret vexes the heart
 Ah, vexes the heart
 Clansmen,

There was a traitor from Wanga, ah,
 Murunga was his name
 There was a traitor from Wanga, ah.
 Mumia, son Shikundu
 Oh, fame is a curse
 Wangamati son of Wawire,
 Circumcised in 1840's, ah
 He Bukholo.
 We fought, ah
 With their machine guns from the West,
 We fought them
 Ah, we fought them.

Questions

a) What type of song is this?(2mks)

.....

b) What is the singer's attitude towards:

i. The heroes (3mks)

.....

ii. The enemy (3mks)

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c) Identify and illustrate two features common to oral poems in this song(4mks)

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d) State and illustrate two elements of culture of the singer's people (4mks)

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e) Explain one thing that this community abhors. (2mks)

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f) Write synonym for each of the following words (2mks)

- I. Zest
- II. Revealing

4. Grammar

a) Rewrite the following sentences according to the instructions. (5mks)

- I. When the speaker saw the enthusiasm of the student audience, she promised to come again.
(Begin: Seeing.....)

-
.....
II. The boy's height shocked all the other students. (Rewrite beginning: All the other
students.....)

III. The farmers only decided to plant maize after the rains started. (Begin: Not until.....)

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.....

IV. The students have cleaned the classrooms. (Begin: The classrooms)

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.....

V. This is a beautiful work of art. (Begin: What.....)

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.....

b) Use the correct form of the verb in the brackets to fill in the blanks. (3mks)

I. Among those present the government and cabinet secretary for educator. (be)

II. My sister with when I came home late. (quarrel)

III. The anthem is on important state occasions. (sing)

c) Choose the correct word to fill in the blanks in each of the following sentences. (2mks)

i. Take care not to the money for your school fees. (lose loose)

ii. I did not find milk in the jug. (some/any)

d) Complete the following sentences by filling in the blanks with the correct prepositions. (3mks)

i. Our school bus is parked the gate.

ii. Mary kicked the ball the neighbour's compound.

iii. The girl threw a shawl her shoulders.

e) Replace the underlined words with the appropriate phrasal verbs. (2mks)

i. Grace removed her shoes

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ii. The doctor remarked that the little girl resembled her father.

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PREDICTION 2

ENGLISH

PAPER 2

NAME-----ADM-----

QUESTION 1

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

Happiness arises largely from the mental qualities of contentment, confidence, serenity and active good-will. It includes the pain of losing as well as the pleasure of finding. It thrives best in a crowded life. The men and women who are recorded in history and biography as the most happy were with always somewhat to do than they could possibly do. Every waking hour of their lives was occupied with ambitious projects, literature, love, politics, science, friendship, commerce, professions, trades, their religious faith, and a thousand other matters. The secret of happiness may be found by making each of these interests count to its utmost as part of the fabric of life.

We need to avoid the extremes of sluggish placidity and feverish activity. we are not going to be satisfied with felicity which resembles that of a stone, unfeeling and unmoving, but will look back from future ears with sorrow and regret if we run to and fro, giving it what Socrates called 'the itch'.

Happiness obviously includes two sorts of behavior: active and passive. We may say the active consists in searching and sharing, while the passive part is made up security and possession. Neither part is complete in itself, nor does neither yield full satisfaction if it is over-emphasized. Philosophers from the ancient Greeks to present day have been extolling a balanced life as the most happy life, and many unhappy people can, when they face the issue, trace their discontent to imbalance.

The recipe for happiness cannot be given in any single word, because its many virtues have to be combined in their proper quantities, at the proper times for proper purposes.

It is legitimate to seek happiness. We cannot help observing that while followers of some schools of thought are telling us to avoid seeking happiness; they intimate that if we do so we shall be happy.

The search requires a plan. We need to know what sort of happiness we seek, what the ingredients are, what our strongest wants are, and what we have to start with. We should train ourselves to keep the programme simple, and free from complications and side trips, to pay attention to little things to deflate quickly after being praised and to bounce back quickly after disappointment, to seize to create opportunities to put our special abilities to work, to seek excellence in everything we do, to remain modest and to review and revise periodically.

Most of us do not really have to seek far and wide. Happiness grows at our fireside, if we cultivate it.

- a) According to the writer, what is the source of happiness? (2mks)

- b) What two sorts of behavior does happiness include? (2mks)

- c) What does the writer mean when he talks about a balanced life? (2 mks)

- d) In a paragraph of about 30 words, summarize the things we must know as we search for happiness? (4mks)

- e) Explain the writers point in the last paragraph of the passage. (2mks)

- f) The recipe for happiness cannot be given in any single word.(1mk)
(Rewrite the sentence beginning: No single word...)

- g) Identify and comment on the figures of speech used in the following: (2marks)
 - (i) *It (Happiness) thrives best in a crowded life.*

 - (ii) *... as part of the fabric life.*

- h) Describe the tone of this passage. (1mark)

i) Explain the meaning of the following words as used in the passage. (4mrks)

(i) Extolling-

(ii) Intimate-

(iii) Felicity-

(iv) Legitimate-

QUESTION 2

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

Nora: It's a shame to say that. I do really save all I can.

Helmer: (laughing) That's very true, - all you can. But you can't save anything!

Nora: (smiling quietly and happily) You haven't any idea how many expenses we skylarks and squirrels have, Torvald.

Helmer: You are an odd little soul. Very like your father. You always find some new way of wheedling money out of me, and as soon as you have got it, it seems to melt in your hands. You never know where it has gone. Still, one must take you as you are. It is in the blood: for indeed it is true that you can inherit these things, Nora.

Nora: Ah, I wish I had inherited many of papa's qualities.

Helmer: And I would not wish you to be anything but just what you are, my little skylark. But do you know, it strikes me that you are looking-rather—what shall I say- rather uneasy today?

Nora: do I?

HELMER: You do, really. Look straight at me.

Nora :((looks at him) well?

Helmer: (wagging his finger at her) Hasn't Miss Sweet Tooth been breaking rules in town today?

Nora: No; what makes you think that?

Helmer: Hasn't she paid a visit to the confectioner's?

Nora: No, I assure you, Torvald-

Helmer: Not been nibbling sweets?

Nora: No, certainly not.

Helmer: Not even take a bite at a macaroon or two?

Nora: (going to the table on the right) I shouldn't think of going against your wishes.

Helmer: No, I am sure of that: besides, you gave me your word- (Going up to her) Keep your little Christmas secrets to yourself, my darling. They will be revealed tonight when the Christmas tree is lit, no doubt.

Nora: Did you remember to invite Doctor Rank?

Helmer: No. But there is no need; as a matter of course, he will come to dinner with us. However, I will ask him when he comes this morning. I have ordered some good wine. Nora, you can't think how I am looking forward to this evening.

Nora: So am I! And how the children will enjoy themselves, Torvald!

Helmer: It is splendid to feel that one has a perfectly a safe appointment, and a big enough income. It is Delightful to think of, isn't it?

Nora: It's wonderful!

1. Place this extract in its immediate context.(4 marks)
2. Explain the dramatic irony in this extract (3marks)
3. Helmer says here" it is splendid to feel that one has a perfectly safe appointment". What is he referring to?

4. What issues on money and gender emerge in this extract? (4 marks)

5. Identify and illustrate any two ways the playwright has used language to achieve foregrounding in this extract.(4 marks)

6. What do we learn about the character of Nora in this extract.(4 marks)

7. Imagine you are directing this play. Which quality would you look for in an actor to play the role of Torvald(2 marks)

8. Explain the meaning of the following expressions as used in the extract? (3 marks)

9.
 1. Wheedling money out of me

 2. Confectioner's

 3. you gave me your word

QUESTION 3

Read the song below and answer questions that follow.

LISTEN DEAR BRIDE

Oh my sister, listen

From this day, you won't go dancing,

From this day, you won't go to the dance,

From this day, you won't go dancing

You'll dance only on the path to the river.

My sister, will you listen?

From this day, you won't go chatting,

From this day, you won't sit to chat,

From this day, you won't sit chatting,

You'll only chat on the path to the farm.

Daughter of my mother, listen!

From this day, you won't enjoy teasing,

From this day, you won't enjoy to tease,

From this day, you won't enjoy teasing,

You'll only tease the baby on your lap.

Listen, my dear sister!

You'll only dance on the path to the river,

You'll only chat on the path to the farm,

You'll only tease the baby on your lap,

From this day, life will change.

Have you heard daughter of my mother?

You'll not go dancing, dance today.
You'll not go sit chatting, chat today.
You'll not enjoy teasing, tease today.
From this day, life will change.

1. With explanation, classify the above item. (2mks)

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2. Who do you think are the singers in this song? Give reasons (3mks)

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3. Identify two features which qualify this text as a song. (4mks)

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4. Briefly explain what the society expects of a married woman as brought out in the song. (2mks)

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5. Giving illustrations, give two functions of this song. (2mks)

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6. According to the song, how do you think the bride will behave when this song is sung? (3mks)
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7. Explain the relationship between stanza 4 and the first three stanzas. (2mks)
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8. Explain the effect/impact of the phrase “daughter of my mother” instead of “my sister” (1mk)
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9. Add an appropriate question tag to the statement below. (1mk)
- a) Listen, my sister
-
- b) You’ll only dance on the way to the river
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QUESTION 4 GRAMMAR(15MKS)

A) Rewrite the following sentences as instructed. Do not change the meaning of the sentences (3mks)

a) Marilyn Monroe was the most beautiful woman in Hollywood in the sixties(Begin:No.....)

b) I did not know that there was trouble ahead (Begin; Little....)

c) All except Maina went for games. Rewrite using “save for”

B) **Fill in the blank spaces in the following sentences with the most appropriate preposition.**(3mks)

- a) Innoculation gives protection _____infection.
- b) We agreed_____the general procedure.
- c) It has been the same old story ever_____ he was a small boy.

C) **Use the correct form of the word in brackets to fill in the blanks.**(3mks)

- a) There was enough_____ (prove) that examination had leaked.
- b) The student gave a very good _____ (describe) of the party.
- c) The painting_____ (steal) from the museum.

D) **Explain the difference in meaning between these two sentences**

- a) The hawker was selling ten day- old chicks.
The hawker was selling ten- day old chicks. (2mks)

E) **For each of the following sentences, replace the underlined phrasal verb with a word that has the same meaning.**(4mks)

- a) I expect him to pull through within a week.
- b) I have been at the police station. Our house was broken into last night.
- c) Everybody knows how good you are. There is no need to show off.
- d) After a hard day's work, I sat on a cosy chair and dozed off.

PREDICTION 3

NAME:.....INDEX NO:.....

CANDIDATE'S SIGNATURE:

DATE:

101/2
ENGLISH
PAPER 2
(Comprehension, Literary Appreciation
and Grammar)
2 ½ HOURS

KCSE PREDICTION 3

INSTRUCTIONS TO CANDIDATES

- ❖ Write your name and index in the spaces provided above. Sign and write the date of examination in the spaces provided above.
- ❖ Answer ALL the questions in this question paper.
- ❖ ALL your answers must be written in the spaces provided in the question paper.

For Examiner's Use Only

Question	Maximum	Score
1	20	
2	25	
3	20	
4	15	
Total score		

This paper consists of 12 printed pages. Candidates should check the question paper to ensure that all the pages are printed as indicates and no questions are missing.

Question 1

Read the passage below and answer the questions that follow:

A growing number of people are being afflicted with a condition christened “Cyberchondria” – the techies’ term for patients who use the internet for self-diagnosis, and then present “misinformation” to their doctor.

Many of those who resort to internet for solutions to their health problems say they want information on a medically diagnosed disease or illness, or to find alternative treatments.

Others seek support from fellow sufferers. There are those who turn to online diagnosis because of the state of government health services in the country. Our health service is itself not entirely healthy, and it barely survives with shoe-string budgets, low staffing levels and long queues of patients praying for help.

Internet statistics show that sites offering information on issues related to skin disorders, HIV and Aids, diabetes, cancer and sexually transmitted infections register more hits than other health information searches on the internet.

Self-diagnosis using medical websites is tricky, especially because these websites cover specific medical conditions. For example, if you type the symptom ‘stomach pain into the search engine of a general health and medical website, it may offer gastritis, appendicitis, irritable bowel syndrome or gastroenteritis for further information.

It would be a mistake to consider these suggestions as possible diagnoses, because your stomach pain could be caused by a build-up of gas following the baked beans and eggs you had for lunch! The same goes for physical pains, such as pain in the lower back, or neurological symptoms. You can’t rely on a website for self-diagnosis because it is going to spit out the most common reason for your symptoms, which may not be accurate.

It is better to present your aching stomach or back to your physician or health care professional for a more informed diagnosis. Otherwise, you may be wasting time, prayers, money and emotional energy taking care of a disease that you don’t actually have. Whereas internet information can be valuable, the online health consumer should be wary because medical misinformation or ‘cyberquackery’ is rife on the internet. It is important to know how to recognize a reputable site.

You also can’t use the Internet as the gospel truth to determine health problems because not all diseases and disorders are going to be catalogued on websites.

Even a seemingly thorough site like WebMD.com is going to miss something, and you don’t want to rely on incomplete information.

Furthermore, you have no way of guaranteeing that the health information found on the Internet is accurate, I’m a public health technician, with bias in monitoring and evaluation, but I can start a website that says just about anything notwithstanding. I don’t have to have a medical degree to give faulty advice.

Online diagnosis may breed panic and apprehension. Many people look up their symptoms on the internet and discover that they could have any number of terminal or serious illnesses when they really have nothing to worry about at all.

Why put those types of thought in your head? Generally speaking, doctors advise that one should ask a few questions about the information collected from an internet site before deciding whether to trust it.

You need to find out who is responsible for the content, and whether the website is owned or sponsored by reputable organization. Every affiliation should be clearly shown on the website. Look

for credentials and qualifications of the professionals presenting the information. Be especially cautious if they are anonymous. Can you contact the owners of the website via email, telephone and regular mail? Be vigilant, if the owners don't offer any means of communication.

(Adapted from the Daily Nation March 2008)

Questions

1. (a) According to the passage, **what** is cyberchondria? (1mk)
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- (b) Why do patients resort to internet for solution to their health problems?(2mks)
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- (c) **What** picture does the writer paint about government health services? (2mks)
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- (d) **Describe** how one can access a medical solution from the internet. (2mks)
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-
- (e) **What** caution does the writer give in paragraph six? (2mks)
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- (f) **Why** does the writer prefer health care professionals to the website? (2mks)
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-
-

(g) You also can't use the internet as the gospel truth to determine health problems.

(Paraphrase the above statement)

(1mk)

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(h) **What** is the attitude of the writer towards looking for medical solutions from the Internet, illustrate.

(2mks)

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.....

(i) Online diagnosis may breed panic and apprehension

(**Rewrite** the sentence in the passive)

(1mk)

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.....

(j) Make notes on the precautions to be taken if one wishes to get credible diagnosis from the internet.

(3mks)

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(k) **Explain** the meaning of the following expressions as used in the passage:

Shoe string budget

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.....

Hits

.....

.....

2. Read the excerpt below and then answer the questions that follow:

Nora: I didn't find it dull.

Helmer: (*smiling*) But there was precious little result, Nora.

Nora: Oh, you shouldn't **tease** me about that again. How could I help the cat's going in and tearing everything to pieces?

Helmer: Of course you couldn't, poor little girl. You had the best of intentions to please us all, and that's the main thing. But it is a good thing that our hard times are over.

Nora: Yes, it is really wonderful.

Helmer: This time I needn't sit here and be **dull** all alone, and you needn't ruin your dear eyes and your pretty little hands-

Nora: (*clapping her hands*) No, Tovald, I needn't any longer, need I! It's wonderfully lovely to hear you say so! (*Taking his arm*) Now I will tell you how I have been thinking we ought to arrange things, Torvald. As soon as Christmas is over-(*A bell rings in the hall.*) There's the bell. (*She tidies the room a little.*) There's someone at the door. What a **nuisance!**

Helmer: If it is a **caller**, remember I am not at home.

Maid: (*in the doorway*) A lady to see you, ma'am,--a stranger.

Nora: Ask her to come in.

Maid: (*to Helmer*) The doctor came at the same time, sir.

Helmer: Did he go straight into my room?

Maid: Yes, sir.

Questions

1. What does Nora refer to in her opening words in this extract? (2 marks)

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2. What has happened that has made the couple happy? (2 marks)

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3. Discuss two themes evident in this extract. (4 marks)

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4. “There’s someone at the door.” Add a question tag (1 mark)

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5. A lady has come to see Nora as reported by the maid. Who is this lady and how does her coming affect the Helmers from the rest of the play. Write your answer in note form. (6 marks)

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6. Discuss one aspect of style in this extract. (2 marks)

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.....

7. Briefly explain what happens after this extract. (4 marks)

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.....

8 Explain the meaning of the following expressions as used in the excerpt. (4 marks)

- i) Tease.....
- ii) Dull.....
- iii) Nuisance.....
- iv)A caller.....

Q3. Read the oral Narrative below and answer the questions that follow. (20 marks)

THE WARRIOR WHO HAD EIGHT LOVERS

A long time ago there was a warrior whose bravery and handsome looks made the girls of the village fall in love with him. Eight girls, at least, were known to want to marry the young warrior, for they had composed many songs in his praise.

Now, this warrior was one time getting ready to go on alone raid in faraway country. Before he set off for the raid, he called the youngest of his eight lovers and told her to put fresh milk in a small gourd. He also instructed her to keep checking on the colour of the milk every day. "Should the milk turn red," the warrior told the girl, "it would mean that I have been killed or I am seriously wounded."

The young girl was so touched by the departure of her lover that she composed the following song for him.

*My warrior whom I love
For whom I open the sweet curdled
Milk of my father's herd,
And to whom I give fat rams
Of my father to slaughter,
To whom I give my slender
Thighs to lie on,
With whom are you going on a raid next?*

It happened that many days after the departure of the warrior, the girl noticed that the milk was turning red. She wept bitterly, for she knew that her lover was either dead or dying in a faraway country. Without telling anyone, the girl set off to look for her dying lover.

For many days she traveled, and as she walked through plains and forests she sang the song she had composed for her warrior. She travelled on and as she travelled she checked the colour of the milk in the gourd. Each day that she saw the milk turn a little more red, she traveled faster. And each day she hoped that she would find her lover alive.

On the ninth day the girl sang louder and louder as she travelled. Each time she sang she would listen to hear if there was any reply. And as she listened at one time, she heard a faint voice. There was no mistake about it. It was her lover's voice. She ran and ran and after a while she found her lover. He was extremely weak and badly wounded. When the dying warrior saw her, he told her, "When I am finished, you take my attire and weapons home. When you get a son give them to him and with that the warrior seemed to be dying.

But the girl did not listen to him she quickly looked for water and washed his wounds. And after that she began to look for food for him. It did not take long before she saw a deer passing by. With her lover's spear she killed it, and wasted the meat for her lover. For many months the young woman washed the wounds of her lover and fed him until he was well again.

Back at home everybody thought that the young woman and her lover were dead, and they insisted that their death rites be performed. However, the father of the warrior kept postponing the death rites.

But at last the old man agreed to perform the rites because his youngest son was to be circumcised, and could not be circumcised before the rites were performed.

So preparations for the death rites for the lost warrior were made. But on the morning of the day that the rites were to be performed, and as people were gathering, one of the people in the gathering heard a war song coming from the other side of the valley. He asked other people to listen. The father of the warrior could not mistake his son’s voice. He was almost crying as he gazed on the other side of the valley. The singing voice became clearer and before long the warrior and his lover emerged, driving a large herd of cattle. The bells that were tied around the necks of the oxen played to the tune of the war song.

There was great rejoicing as people ran to meet the lost warrior and his young lover. On their arrival back home a big bull was slaughtered and there was a great feast. People ate and drank. And the warrior and his lover were married. The two became man and wife and lived happily. And my story ends.

*From Oral Literature. A Junior Course
By A. Bukenya and M. Gachanja,
Longhorn Kenya.*

Questions

1.

With appropriate illustrations, classify the oral narrative above

(2mks)
2.

Identify two instances of repetition in the passage

(2mks)
3.

Identify and **illustrate** one character traits of:

(i) The warrior (2mks)

(ii) The youngest lover (2mks)

4.

Give two functions of the song.

(2mks)
- Page 8 of 11

.....
.....
.....

5. **Identify** instances of irony in the passage (2mks)

.....
.....
.....

6. Name and explain one economic activity of this community. (2mks)

.....
.....
.....

i. **Which** devices have been used to start and end this story? **What** are their functions? (4mks)

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.....
.....

ii. Using a proverb, **summarize** the moral lesson in the story. (2mks)

.....
.....

4. **GRAMMAR**

(a) **Rewrite the following sentences as instructed.** (5mks)

(i) The young man did not join a public university. He did not pass the exam.

(Rewrite as one sentence beginning: If ...)

.....
.....

(ii) I waited until it was my turn to see the doctor. I was sitting on the couch.(Rewrite as one sentence beginning: Sitting

.....
.....

(iii) I never thought I would ever be a minister. (Begin: Not once.....)

.....

iv) Come with me. (Add a question tag)

.....

v) Most students benefit when they read in the morning. (Rewrite the sentence beginning with a gerund)

.....

.....

b) Replace the underlined words with suitable phrasal verbs. (3mks)

i)The girl had to raise her siblings after the mother passed on.

.....

ii) Telcom Kenya sacked most of its workers.

.....

iii)The government has abolished certain taxes.

.....

c)Use the correct form of the word given in brackets to fill in the gap in each sentence. (4mks)

(i) The police said it was a strange..... (occur)

(ii) The of his speech was appreciated by many.(clear)

(iii) The baby had..... in the cot for hours when the mother returned. (lie)

(iv) Your of words should be clear for people to understand you. (pronounce)

d) Fill the blank spaces with correct prepositions.(3mks)

i) He also came home to congratulate me my graduation.

ii) As a businessman, Ole Kaelo deals..... agricultural products.

iii) The thief was oblivious the trap.

THE END

PREDICTION 4

ENGLISH PAPER 2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

KCSE PREDICTION 4

1. COMPREHENSION

Read the passage below and answer the questions that follow

The process of developing social skills among children at an early age is important. Researchers have cited rejection by peers as the greatest challenge children face in their quest to build meaningful social skills. It has been reported that children who get bullied and snubbed by peers are more likely to have problems in relating with others. In recent times, researchers have found at least three factors in a child's behavior that can lead to social rejection. The factors involve a child's inability to pick up on and respond to nonverbal cues from their pals. In the United states 10 to 13 percent of school-going children experience some form of rejection by their peers. In addition to causing mental health problems, bullying and social isolation can increase the likelihood of a child getting poor grades, dropping out of school, or developing substance abuse problems.

It is reported that the social skills that children gain on the playground or elsewhere could show up later in life, according to Richard Lavoie, an expert in child social behaviour. He says that children experiment with the relationship styles they will have as adults during unstructured playtime-when children interact without the guidance of an **authority figure**. Researchers say that the number-one need of any human is to be liked by other humans. However, researchers have expressed concern that our children are like strangers in their own land. They don't understand the basic rules of social behaviour and their mistakes are usually unintentional.

Children who face rejection may have problems in at least one of three different areas of nonverbal communication, which is the reason they are rejected. These are reading nonverbal cues; understanding their social meaning; and coming up with options for resolving a social conflict. A child, for example, simply may not notice a person's scowl of impatience or understand what a tapped foot means. In another situation, a child may have trouble reconciling the desires of a friend with her own. Anyone trying to help children on their social skills should try to pinpoint the weaknesses a child has and then build those up.

When children have prolonged struggles with socializing, "a vicious cycle begins," children who are **shunned** by others have few opportunities to practice social skills whereas popular children have more than

enough opportunities to perfect theirs. However, having just one or two friends can be enough to give a child the social practice he or she need.

Parents, teachers and other adults in a child’s life can help, too. Instead of reacting with anger or embarrassment to a child who, say, asks Aunt Vera if her new hairdo was a mistake, parents should teach social skills with the same tone they use for teaching numeracy skills or proper hygiene. If presented as a learning opportunity, rather than a punishment, children usually appreciate the lesson. It is important to note that most children are so desperate to have friends that they **just jump on board**.

To teach social skills, Lavoie advises a five-step approach in his book. The process works for children with or without learning disabilities and is best conducted immediately after a wrongdoing has been made. First, ask the child what happened and listen without judgment. Second, ask the child to identify their mistake. Often children only know that someone got upset, but don’t understand their own role in the outcome. Third, help the child identify the cue they missed or mistake they made, by asking something like: “How would you feel if Emma was hogging the tyre swing?” Instead of lecturing with the word “should,” offer options the child “could” have taken in the moment, such as “You could have asked Emma to join you or told her you would give her the swing after your turn. “Fourth, you can create an imaginary but similar scenario where the child can make the right choice. For example, you could say, “If you were playing with a shovel in the sand box and Aiden wanted to use it, what would you do?” Lastly, give the child” social homework” by asking him to practice this new skill, saying: “Now that you know the importance of sharing, I want to hear about something you share tomorrow.”

(Adapted from livescience.com-Tue Feb 2, 2010)

Questions

- a) In one sentence, explain what this passage is talking about? (2mks)
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-
-
-
- b) What is the number one need of any human being? (1mk)
-
-
-
- c) What are cited as the causes for social rejection according to the passage (2mks)
-
-

d) What is social rejection likely to lead to (2mks)

e) What vicious cycle is referred to in this passage (2mks)

f) How can a parent make children appreciate the lesson on social skills? (2mks)

g) “How would you feel if Emma was hogging the tyre swing?” Re-write in reported speech. (1mk)

h) Make notes on the five-step approach to teach children social skills (5mks)

3

i) Explain the meanings of the following words and phrases as used in the passage (3mks)

i. Authority figure

.....
.....

ii. Shunned

.....
.....

iii. Jump on board

.....
.....

2. Read the excerpt below and answer the questions that follow

(25mks)

A Doll's House:

Krogstad: (Controlling himself) Listen to me, Mrs. Helmer. If necessary, I am prepared to fight for my small post in the Bank as if I were fighting for my life.

Nora: So it seems

Krogstad: It is not only for the sake of the money; indeed, that weighs least with me in the matter. There is another reason-well, I may well tell you. My position is this. I daresay you know, like everybody else, that once, many years ago, I was guilty of an indiscretion.

Nora: I think I have heard something of the kind.

Krogstad: The matter never came into court; but every way seemed to be closed to me after that. So I took to the business that you know of. I had to do something; and, honestly, I don't think I've been one of the worst. But now I must cut myself free from all that. My sons are growing up; for their sake I must try and win back as much respect as I can in the town. This post in the Bank was like the first step up for me – and now your husband is going to kick me downstairs again into the mud.

Nora: But you must believe me, Mr. Krogstad; it is not in my power to help you at all.

Krogstad: Then it is because you haven't the will; but I have means to compel you.

Nora: You don't mean that you will tell my husband that I owe you money?

Krogstad: Hm! – suppose I were to tell him?

Nora: I would be perfectly infamous of you. (*Sobbing*) To think of his learning my secret, which has been my joy and pride, in such an ugly, clumsy way – that he should learn it from you! And it would put me in a horribly disagreeable position-

Krogstad: Only disagreeable?

Nora: (*Impetuously*) well, do it, then! – and it will be the worse for you. My husband will see for himself what a blackguard you are, and you certainly won't keep your post then.

Krogstad: I asked you if it was only a disagreeable scene at home that you were afraid of?

Nora: If my husband does get to know of it, of course he will at once pay you what is still owing, and we shall have nothing more to do with you.

Krogstad: (*Coming a step nearer*) Listen to me, MrsHelmwe. Either you have a very bad memory or you know very little of business. I shall be obliged to remind you of a few details.

Questions

- a) What happens just before this excerpt? (2mks)
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-
-
-
- b) Identify and illustrate any two themes evident in the excerpt. (4mks)
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-
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-
- c) Using about fifty words, summarise why Krogstad is prepared to fight for the small post in the bank (5mks)
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-
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-
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-
- d) Identify and illustrate any two character traits of; (4mks)
- i. Krogstad
-
-
-
- ii. Nora

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.....
.....

e) Identify and illustrate any two stylistic devices used in the excerpt. (4mks)

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.....

f) Explain the meaning of the following words as used in the extract (2mks)

i. Compel

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.....

ii. Blackguard

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.....

g) "I shall be obliged to remind you of a few details". Which are those details? (4mks)

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3. Read the following narrative then answer the questions that follow (20mks)

Once upon a time Hare and Hyena were very good friends. They visited each other every day and herded their cows together.

There came a time when the cows started dying one after the other. The two friends wanted to find out why the cows were dying. Hare said, 'Let us go and kill our mothers and take out their livers. We shall then cook and taste these livers. The bitter liver will show whose mother was making the cows die. At once Hyena went and killed his mother. He took out the liver and cooked it. Hare went and hid his mother in the garden in bushy banana plants. He then went and killed an antelope, took out its liver and cooked it.

The two friends met to eat their livers. “My liver is very bitter”, said the Hyena. “Mine is very sweet,” said Hare, “So it was your mother who was making the cows die.” Hyena kept quiet and went home feeling sad. He moved from the old house to a smaller one because now he had no mother. Hare did the same

After a short time, there was great famine in the land. The two friends decided that each of them was to look for food on alternate days sharing, on an equal basis what was available. When it was Hyena’s turn, he went and found only honeycombs without any honey. When Hyena brought these, Hare refused this because he had secretly gone to his mother who had given him some bananas. This went on for many days, and Hyena grew thinner and thinner. Then he started wondering. “How does my friend remain fat and he doesn’t eat anything. I will find out.”

One day he followed Hare. Hare went to his mother as usual. ‘Mother, mother, I have come’ and the mother dropped some bananas which Hare ate quickly. He then looked for some honeycombs and took them to the friend. “This is all I could find my friend.” The Hyena kept quiet. The next day he went to the banana plant and called. His voice however was very deep and no bananas were dropped for him.

There was an old hyena who was staying at the end of the forest and used to give advice to people. So Hare’s friend went to her and told her his problem. “Go and put your tongue on the path of black ants,” He was told, “Let them bite your tongue until it hurts. That’s how your voice will be soft.”

Hyena went and did as he was told. When he went to Hare’s mother his voice was as soft as Hare’s. “Mother, mother I have come.” And Hare’s mother dropped bananas for him. Then he told her to come and greet him. When she came down and saw it was Hyena she screamed but there was nobody near to help. Hyena killed her immediately.

Hyena went and met Hare as usual saying nothing about Hare’s mother. The following day it was Hare’s. “Mother, mother I have come.’ And Hare’s mother dropped bananas for him. Then he told her to come and greet him. When she came down and saw it was Hyena she screamed but there was nobody near to help. Hyena killed her immediately.

Hyena went and met Hare as usual saying nothing about Hare’s mother. The following day it was Hare’s turn. He went to his usual place. “Mother” he called again. He climbed up. There was nobody. Having seen some blood on the ground, Hare knew what had happened to his mother.

When Hare got back to Hyena's house, he said nothing. At night, Hare took all cows including Hyena's and went away to live in another part of the country. That ended the Hare and Hyena's friendship. And that is the end of my story to you.

Questions

- a) With illustrations, classify the above narrative (2mks)
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-
-
-
- b) Identify three features of narratives (3mks)
-
-
-
-
- c) Identify three features in this story that are characteristics of oral narratives (3mks)
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-
-
-
- d) Briefly explain the character traits of the following (4mks)
- i. Hare
-
-
- ii. Hyena
-
-
- e) What moral lesson do you learn from this story? (2mks)
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-
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- f) Identify two socio-economic activities from the community in which the narrative is taken from. (2mks)

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g) You have been selected for a fieldwork research to collect the above item.

i. Briefly explain two ways in which you would collect information on the item. (2mks)

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ii. Identify two challenges you might encounter during the field work and state how you would solve them. (2mks)

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.....

h) Then he started wondering “How does my friend remain fat and he doesn’t eat anything. I will find out”. (Re-write into indirect speech) (1mk)

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.....

i) Describe the irony in the fifth paragraph (2mks)

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.....
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4. GRAMMAR (15MKS)

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

i. He will not be given a driving license. He passes the road test (Rewrite as one using ‘unless’)

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.....

ii. The woman left the child with a neighbor and went to the market. (Begin: leaving....)

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.....

iii. The boys went to play in the field (underline the adverbial)

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.....

b) Supply the correct preposition to complete the sentences given. (3mks)

- i. Property worth millions of shillings went up flames.
- ii. The three boys shared the bread themselves.
- iii. We should strive to live our means.

c) Use the correct form of the word in brackets to fill in the blank spaces in the sentences below.

(3mks)

- i. The audience was offended by the(sense) of the speaker.
- ii. The(acquire) of a university degree is a great milestone to a student.
- iii. Everyone should obey the law of their position in the society.

d) Use the correct alternative to complete the sentences below (4mks)

- i. Teaching(practice/practice) is not an easy job for teacher-trainees.
- ii. The prophet's(prophesy/prophecy) was misleading to his audience.
- iii. He((insured/ensured) his car with Madison.
- iv. Mwita(hanged/hung) the chart on the wall.

e) Write the following sentences in indirect speech (1mk)

“These are juicy mangoes,” Ken said.

.....
.....
.....

f) You do not require to cheat to pass (1mk)

(Supply a suitable question tag).

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PREDICTION 5

101/2

ENGLISH PAPER 2

KCSE PREDICTION 5

1. COMPREHENSION

Read the following passage and answer the questions that follow. (20 marks)

In the end I was duly discharged (from hospital) and sent back relieved but not cured. A very elaborate belt kept death at arm's length. My congregation was deeply sympathetic, but started making representations for my transfer. Shortly afterwards the final blow was delivered. The circumstances in which I was forced to retire from the work for which I had sacrificed my youth and strength and hope were so confused and sad that a bitter taste will forever remain. I had toiled for over half a century only to end like this. Somehow I feel my third courtship had something to do with it, for I drew bitter opposition from some new relations of the lady. The campaign of mudslinging grew to ugly proportions and became an organized campaign to throw me out. Charges were trumped up. I was declared feeble, aged and unable to visit outstations, and probably I was secretly called immoral. These charges were duly handed to the superintendent minister.

Meanwhile at Mankessim angry mobs made the place untenable. I was in the end transferred – nowhere. That was the end. My retirement was skillfully managed by the chairman and superintendent minister, and I went quietly into obscurity with no laurels and no respect, no last-minute farewell or godspeeds; no visible means of support save that which my own sons were hopefully expected to give. For catechists are the scum of the earth and command no respect and expect none. They are entitled to no gratuities or pension and when they are strong enough to outlive their usefulness..... “God will provide” I had worked half a century to bring salvation to other people. It would probably be appropriate to say, “Physician heal thyself.” Sometimes I think we, the workers in the Lord's vineyard, have the greatest need of salvation ‘in the obscurity of retirement I can now have time to look back on my life and into my soul and try to assess where I failed and try to effect my own salvation.’ God indeed never leaves those who believe in Him really desolate. I have my wife with me now. My sons are all securely settled in life and work to support my old age. At the throne of God, I hope the Almighty will not deal too harshly with his servant, but in His infinite mercy will forgive my sins and accept even me.

(From: Joseph W. Abruquah, The Catechist, London – 1965)

Questions

a) What was the narrator's occupation before he was taken ill? (1 mark)

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b) Mention **four** factors responsible for the narrator's dismissal from his duty. (2 marks)

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c) Justify the narrator's bitter attitude in the third paragraph. (3 marks)

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d) Identify and explain the feature of style in the sentence below: They are entitled to no gratuities or pension and why they are strong enough to outlive their usefulness..... "God will provide."
(2 marks)

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e) Basing your argument on one major failing of the narrator, why should you not be sympathetic with his situation (2 marks)

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f) On the whole, what feelings towards the narrator does this passage arouse? Explain your answer.
(3 marks)

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.....

g) The narrator uses the word 'salvation' to elicit two implications. Explain these two implications.
(2 marks)

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.....

h) Quote a statement in the last paragraph that hints at the narrator's sense of remorse.

(1 mark)

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.....
.....
.....
- i) My congregation was deeply sympathetic but started making representations for my transfer.
(Rewrite this sentence beginning: Much as (1 mark)
-
.....

- j) Explain the meaning of the following words and clause in the passage (3 marks)

(i) Mudslinging

.....
.....

(ii) Obscurity

.....
.....

(iii) Physician heal theyself

.....
.....

2. EXCERPT

Read the excerpt below and then answer the questions that follow.

(25 marks)

Krogstad: Are you aware that is a dangerous confession?

Nora: In what way? You shall have your money soon.

Krogstad: Let me ask you a question: Why did you not send the paper to your father?

Nora: It was impossible: papa was so ill. If I had asked him for his signature, I should have had to tell him what the money was to be used for: and when he was so ill himself, I couldn't tell him that my husband's life was in danger – it was impossible.

Krogstad: It would have been better for you if you had given up your trip abroad.

Nora: No, that was impossible. That trip was to save my husband's life. I couldn't give that up.

Krogstad: But did it never occur to you that you were committing a fraud on me?

Nora: I couldn't take that into account: I didn't trouble myself about you at all. I couldn't bear you, because you put so many heartless difficulties in my way, although you knew what a dangerous condition my husband was in.

Krogstad : Mrs. Helmer, you evidently do not realise clearly what it is that you have been guilty of. But I can assure you that my one false step, which lost me all my reputation, was nothing more or nothing worse than what you have done.

Nora: You? Do you ask me to believe that you were brave enough to run a risk to save your wife's life?

Krogstad: Foolish or not, it is the law by which you will be judged, if I produce this paper in court.

Nora: I don't believe it. Is a daughter not to be allowed to spare her dying father anxiety and care? Is a wife not to be allowed to save her husband's life? I don't know much about law: but I am certain that there must be laws permitting such things as that. Have you no knowledge of such laws – you who are a lawyer? You must be very poor Mr Krogstad.

Krogstad: Maybe. But matters of business – such business as you and I have had together – do you think I don't understand that? Very well. Do as you please. But let me tell you this – if I lose my position a second time, you shall lose yours with me. (He bows and goes out through the hall) Nora (appears buried in thought for a short time, then tosses her head) Nonsense! Trying to frighten me like that! – I am not so silly as he thinks. (begins to busy herself putting the children's things in order) And yet? No it's impossible! I did it for love's sake.

Questions:

a) Briefly describe the dangerous confession Nora admits to in the onset of the excerpt.

(3 marks)

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b) Explain why Nora did not send the paper to her father for signing.

(3 marks)

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c) Explain **two** themes evident in the excerpt above.

(4 marks)

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d) Contrast Krogstad's and Nora's views on the law

(2 marks)

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.....
e) How is Krogstad portrayed in the excerpt (2 marks)
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.....
.....

f) The law cares nothing about motives. (Add a question tag) (1 mark)
.....
.....

g) Krogstad informs Nora that “one false step, lost him all reputation.” Briefly explain how. (2 marks)
.....
.....
.....

h) “.....If I lose my position a second time, you shall lose yours with me.” From elsewhere in the play, show the truth of this statement (2 marks)
.....
.....
.....

i) What is the general tone in this excerpt? Explain your answer. (3 marks)
.....
.....
.....
.....
.....

j) Explain the meaning of the following words as used in the excerpt. (2 marks)

(i) defiantly
.....
.....

(ii) false step
.....
.....

3. ORAL POETRY

Read the oral poem below and then answer the questions that follow. (20 marks)

Ha! That mother who takes her food alone
Ha! That mother before she has eaten
Ha! That mother she says, “lull the baby for me”.
Ha! That mother, when she has finished eating,
Ha! That mother, she says, “give the child to me.”

Questions

a) What type of oral poem is this? (2 marks)

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b) Explain briefly what the above oral poem is about (4 marks)

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c) Who is the speaker in the above oral poem? (2 marks)

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d) What is the speaker’s attitude towards the mother? (2 marks)

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e) What evidence is there to show that this is an oral poem? (6 marks)

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f) State **two** functions of the above oral poem. (2 marks)

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g) Mention **one** feature that is characteristic of this sub-genre (2 marks)

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4. **GRAMMAR** (15 marks)

a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning (4 marks)

i) "I get up at six o'clock every morning." Said my friend (Rewrite in indirect)

.....

.....

ii) It is possible to buy bread here. (Rewrite beginning: There is)

.....

.....

iii) My sister is older than me. (Rewrite using 'I')

.....

.....

iv) The guard refused a student admittance. (Rewrite the sentence in the passive form)

.....

.....

b) Complete each of the sentences with an appropriate question tag. (3 marks)

i) It's very cold, ...

ii) You are free, ...

iii) They haven't come yet, ...

c) Use the correct form of the word in brackets to fill in the blank space in each of the sentences below. (3 marks)

i) Peter sang yesterday(melody)

ii) The state will undertake the (maintain) of the road.

iii) Her argument was obviously (error)

d) Choose the correct alternative from the words given in brackets after each sentence. (4 marks)

i) The boys left (their, there) books in the field.

ii) All matatus have hiked the (fair, fare)

e) Rewrite the underlined phrasal verbs with appropriate verbs in each sentence. (2 marks)

i) Juma's performance did not measure upto the expected standards.

.....
.....

ii) Mary walked out on her family

.....
.....

f) Rewrite the following sentence to remove gender bias. (1 mark)

The steward is in the restaurant

.....
.....

PREDICTION 6

101/2

ENGLISH PAPER 2

1. Read the following passage and answer the questions that follow: (20 Marks)

When in early 1970s ultrasound confronted me with the sight of the embryo in a womb, I simply lost my faith in abortion on demand. I did not hold onto my old convictions. The change was in its way a clean and surgical conversion. I am by nature one that works out the conflicting data, weighs the opposing argument with great care, decides and then acts upon it with no lingering backward glances.

By 1984 however, I had begun to ask myself more questions about abortion: What actually goes on in an abortion? I had done many but abortion is a blind procedure. The doctor does not see what he is doing. He puts an instrument into a uterus and he turns on a mortar and a suction machine goes on and something is vacuumed out; it ends up as little pile of meat in a gauze bag. I wanted to know what happened, so in 1984 I said to a friend of mine who was doing fifteen or maybe twenty abortions a day: ‘ Look ,do me a favour,Jay .Next Saturday when you are doing all these abortions put an ultra sound on the mother and tape it on me.’”

He did, and when he looked at the tapes with me in the editing studio, he was so affected that he never did another abortion. Although I had not performed an abortion in five years, I was shaken to the very roots of my soul by what I saw. The tapes were shockingly amazing. Some of the tapes weren’t of very good quality but I selected one that was of better quality than the others and began to show it at pro- life gatherings around the country.(I had my first contact with pro-life movement in 1981 when the then president of the National Right to Life Committee, Carolyn Gerster, had gotten in touch with me).

At the time, I was speaking at a pro-life meetings around the country in weekends, and the response to the tape was so intense and dramatic that finally I was approached by a man named Don Smith, who wanted to make my tape into a film. I agreed that it would be good idea. That is how The Silent Scream, which was to generate so many furore, came to be made. We showed it for the first time in Fort Lauderdale, Florida, on January3, 1985. The reaction was instantaneous. Everybody was up in arms because The Silent Scream represented an enormous threat to the abortion forces, and because it escalated the war (it is not really a debate- we don’t debate with each, we scream at one another). For the first time, we had the technology, and they had nothing.

The Silent Scream depicted a twelve- week- foetus being torn to pieces in the uterus by the combination of suction and crushing instrumentation by the abortionist. It was so powerful that pro choicers trotted out their heaviest hitters to denounce the tape. They very cleverly deflected the impact of the film into an academic cul- de- suc: a dispute regarding whether the foetus feels pain during an abortion. The impetus for the debate came from an on – the- record musing by the then President, Ronald Reagan, as to how much pain the foetus feels during an abortion.

(Source: The hand of God: A journey from death to life by the Abortion doctor who changed his mind- Bernard N. Nathanson, MD)

- a) Based on your understanding of the entire passage, comment on the nature of the writer's 'old convictions'. (2 marks)
- b) Explain why it was easy for doctors such as the writer to carry out abortions prior to introduction of ultrasound technology? (2 marks)
- c) What are the names that are commonly used to refer to the two opposing groups mentioned in the passage(2 marks)
- d) Briefly describe, in your own words, how those who supported abortion tried to undermine the impact of ' The Silent Scream'. (2 marks)
- e) "I was shaken to the very roots of my soul by what I saw". Rewrite this sentence beginning: (What...)(1 mark)
- f) Make notes on the way abortion is carried out according to this passage(4 marks)
- g) Identify and illustrate the use of parenthesis in the passage, give two examples. (2 marks)
- h) Provide one example from the passage to illustrate the need for leaders to weigh their words carefully. (2 marks)
- i) Explain the meaning of the following words as used in the passage.(3 marks)
- i)convictions
- ii)escalate
- iii)impetus

The Play, Henrik Ibsen, A Doll's House.

2. Read the excerpt below and then answer the questions that follow. (25 marks)

Mrs. Linde: Listen to me Nora you are still very like a child in many things, and I am older than you in many ways and have a little more experience. Let me tell you this-you ought to make an end of it with Doctor Rank.

Nora : What ought I to make an end to?

Mrs. Linde: Of two things I think. Yesterday you talked some nonsense about a rich admirer who was to leave you money-

Nora : An admirer who doesn't exist, unfortunately! But what then?

Mrs. Linde: Is Doctor Rank a man of means?

Mrs. Linde: And comes here every day?

Nora : Yes, I told you so.

Mrs. Linde: But how can this well-bred man be so tactless?

Nora : I don't understand you at all.

Mrs. Linde: Don't prevaricate, Nora. do you suppose I don't guess who lent you the two hundred and fifty pounds?

Nora : Are you out of your senses? How can you think of such a thing? A friend of ours, who comes here every day! Do you realize what a horribly painful position that would be?

Mrs. Linde: Then it really isn't he?

Nora : No, certainly not. It would never have entered into my head for a moment.

Besides, he had no money to lend then; he came into his money afterwards. Mrs. Linde: Well I think that was lucky for you, my dear Nora.

Nora : No, it would never have come into my head to ask Doctor Rank. Although I am quite sure if I had asked him-

Mrs. Linde: But of course you won't.

Nora : Of course not. I have no reason to think it could possibly be necessary. But I am quite sure that if I told Doctor Rank-

Mrs. Linde: Behind your husband's back?

Nora : I must make an end of it with the other one, and that will be behind his back too, I must make an end of it with him.

Mrs. Linde: Yes, that is what I told you yesterday, but-

Nora : (walking up and down) a man can put a thing like that straight much easier than a woman.

Mrs. Linde: One's husband , yes.

Nora : Nonsense! (standing still) When you pay off a debt you get your bond back, don't you?

Mrs. Linde: Yes, as a matter of course.

Nora : And can tear it into a hundred thousand pieces and burn it up- the nasty dirty paper.

Mrs. Linde: (looks hard at her, lays down her sewing and gets up slowly.) Nora you are concealing something from me.

Nora : Do I look as if I were?

Mrs. Linde: Something has happened to you since yesterday morning. Nora, what is it?

(a) Briefly explain what happens before the events in this extract. (4marks)

- (b) Explain why Mrs. Linde says "...I am older than you in many ways and have a little more experience? (3 marks)
- (c) From the dialogue, what do we learn about Nora's character? (4 marks)
- (d) What is Mrs. Lindes' view about Doctor Rank and Nora's relationship? (2 marks)
- (e) Identify and explain the use of hyperbole in this excerpt. (2 marks)
- g) What does Mrs. Linde think Nora is concealing from her? Is Mrs. Lindes right? (3 marks)

(f) Explain the meaning of the following words as used in the extract. (3 marks)

i) A man of means

ii) Prevaricate

iii) nasty

(h) Describe what happens immediately after the events presented in this extract (4 marks)

3. Read the narrative below and answer the questions that follow. (20 marks)

Long ago, there was famine in Gikuyu land. This famine had made the cows and goats to die. Only human beings were left and even them, it could be seen that they were not going to live much longer. Now the people asked themselves, "What shall we do?" It was decided that the most beautiful girl, one called Wanjiru should be sacrificed to god so that the rain could fall. She was brought to a place where there was a big river. She started to sing:

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost. I should be lost

My mother said I should be lost. I should be lost

Rain fall and make this ridge green

Make this ridge green

She went down on her knee, she sang:

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost, I should be lost

Rain fall and make this ridge green

Make this ridge green

The water reached the waist, she sang

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost, I should be lost

My mother said I should be lost, I should be lost
Rain fall and make this ridge green
Make this ridge green

The water reached the neck, she sang
Rain fall and make this ridge green
Make this ridge green

My father said I should be lost, I should be lost
My mother said I should be lost, I should be lost
Rain fall and make this ridge green
Make this ridge green

The head went in

Very heavy rains fell on this land. The grass grew, a lot of food and the people began to feel better. Now where Wanjiru went she found her people who had died before her. These people had a lot of cows and goats. Now they asked her what she would like. She said she wanted cows and goats. She was given many goats and cows and then she was told to lie down in a place. When she woke up she found that she had returned back to her people. She woke up at a place where there was a river and she had her cows and goats. Now when the people saw her they rejoiced greatly.

The story ends there.

Adapted from: The Oral Literature of the Gikuyu by Wanjiku Kabira and Karega Mutahi.

- (a) Why do you think this community makes the choice of a beautiful girl such as Wanjiru to sacrifice to god so as to get rain? (1 mark)
- (b) Which functions does this song serve in this narrative? (2mark)
- (c) Describe one character trait of the villagers in this narrative.(2 marks)
- (d) In point form, list how events follow each other in this story. (3 marks)
- (e) Identify and explain two features of oral narration employed in this narrative.
(4 marks)
- (f) Identify two elements of fantasy in this story. (2 marks)
- (g) Describe Wanjiru's tone in the song. (3marks)
- (h) Which social/cultural practices of the Gikuyu are brought out in this narrative?(2 marks)

(i)What does this phrase mean? “My father said I should be lost.” (1 mark)

4(a) Rewrite the following sentences according to the instructions. Do not alter the meaning.(3 marks)

(i) Muli could have passed the examination. Muli was regularly absent from school. (Join into one sentence beginning: Were it not.....)

(iii)The nurses agreed to work after signing an agreement with the government. (Begin: Only...)

(ii) This is the boy. His father is a generous man. (Join into one sentence using a relative pronoun).

(b)Replace the phrasal verbs underlined in the sentences below with one word that means the same.

(3marks)

i)It is wrong to look down on students from other schools.

(ii)Teachers should not give into their students’ unreasonable demands.

(iii)The delegates came up with ten rules to guide our response to globalization.

(c)Complete the following passage with the most appropriate forms of the words in brackets.

(3marks)

The Tsunami(cruel) destroyed lots of lives and property. For days, the survivors (agony) searched for their missing relatives. The whole experience was (horrible) traumatizing.

(d)Fill in the blanks with the appropriate prepositions. (2 marks)

(i) He was charged forging property inheritance document.

(ii) Kamau deals.....groceries

(e)Fill the blank spaces with the correct article(2 marks)

i) The students said they wanted.....union.

ii) What is Ewe?

(f)Explain the meaning of the following sentences

(2marks)

- i. Lydia found the empty room.
- ii. Lydia found the room empty.