**Name: ……………………………………………………………. Index No:…………………**

**Date: …………………………… Signature:…………………**

**101/2**

**ENGLISH**

**Paper 2**

**(Comprehension, literary appreciation and grammar.)**

**2 ½ Hours**

**PAVEMENT FORM 4 TRIAL 2 EXAMINATION 2021/2022**

**Kenya certificate of secondary education (K.C.S.E)**

**ENGLISH**

**Paper 2**

**2 ½ hours**

**Instructions to Students**

1. Write your name and admission no. in the space provided.
2. Sign and write the date of exam in the space provided.
3. Answer all the questions in this paper.
4. All your answers must be written in the space provided.

**FOR OFFICIAL USE**

|  |  |  |
| --- | --- | --- |
| **Question** | **Max** | **Candidate’s Score** |
| 1 | 20 |  |
| 2 | 25 |  |
| 3 | 20 |  |
| 4 | 15 |  |
| **Total** | 80 |  |

*This paper consists of* ***9*** *printed pages candidates should check to ensure that they have all the pages.*

1. **READING COMPREHENSION**

**Read the passage below and answer the questions that follow (20 Marks)**

Now books are for reading, but men must bring to their reading a desire to learn and a power of assimilation. Reading a book without assimilating it is like eating a meal without digesting it. Reading should be active, not passive. I think it was G.K. Chesterton who said there was a great difference between the eager man who wants to read a book, and the bored man who wants a book to read. I also heard a dreadful story of a man who went to a bookshop in England and said, “Can you recommend me a book I can read while listening to the wireless?”

When students first go to a library, they may be **puzzled** as to what to read of all the different subjects. Well, Bacon tells you to look at weak places in your armor, and shows you how to fill the gaps in your knowledge. On the other hand, it is no good just trying to fill your mind with knowledge. Knowledge in itself is often useless. A mind overloaded with knowledge is like a room too full of furniture; a man cannot walk about freely in it, and look out of the windows. It is much better to concentrate on a few subjects which interest you – geography, history, art, science – and to deal lightly with others, than to march sternly and heavily through the whole range of learning, like a silly tourist going through a museum and not missing a single object. If you try to master every subject, you *may* become very wise, but you will be very inhuman and you will probably lose all your friends. So you must learn to pick and choose, and you must also learn to **browse** in a library like a camel browsing in the pasture.

If you watch a camel grazing, you will see that although he is supposed to be one of the most stupid animals in creation, he has at least one of the characteristics of a cultured man: the power to pick and choose. A student looking for mental food in a library should take the camel as his model. The camel wanders about and grazes first here and there; sometimes from a tree that is the top shelves of his library, or a bush, the middle shelves, or the grass, the bottom shelves. He bites off a twig, chews it a bit, and if he likes it he takes another bite. If he finds it tasteless or bitter, he leaves it and wanders to another tree. Sometimes after trying several trees and plants, he comes back to his first one. In the end he will probably sit down and chew it over. Mental chewing over is a very good process for a man, as physical chewing over is for a camel. It helps **digestion**.

*(Adapted from Sir Douglas Newbolt’s Inaugural Lecture to the Cultural Centre, Khartoum)*

**Questions.**

1. According to the first paragraph, what is the purpose of books?  **(1 mark)**

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1. Explain the implication of *assimilation* in reading a book? **(2 marks)**

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1. Why does the narrator mention G.K. Chesterton? **(3 marks)**

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In your own words, how does the narrator regard those who read as they listen to the radio? 2Mks

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Explain the narrator’s analogy of a crowded room in relation to knowledge. **(2 marks)**

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1. What main danger is one likely to face if one masters every subject read**. (2 marks)**

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Why do you think the narrator identifies a cultured man with the power to pick and choose? 2mks

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1. In **note form**, enumerate the importance of a camel to a student seeking knowledge. **(3marks)**

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1. Explain the meaning of the following words as used in the passage: **(3 marks)**
   1. Puzzled…………………………………………………………………………………………………………………………………………………………………………………………………
   2. Browse………………………………………………………………………………………………………………………………………………………………………………………………….
   3. Digestion………………………………………………………………………………………………………………………………………………………………………………………………….
2. **A DOLL’S HOUSE By John Steinbeck (25 marks)**

**Helmer:** Very well. I will think it over; we shall manage to hit upon something.

**Nora:** That is nice of you. (Goes to the Christmas tree; a short pause). How pretty the flowers look. But, tell me, was it really something very bad that this Krogstad was guilty of?

**Helmer:** Yes; or, as in so many cases, by imprudence. I am not so heartless as to condemn a man altogether because of a single false step of that kind.

**Nora:** No, you wouldn’t, would you, Tovarld?

**Helmer:** Many a man has been able to retrieve his character if he has openly confessed his fault and taken his punishment.

**Nora:** Punishment?

**Helmer:** But Krogstad did nothing of the sort; he got himself out of it by a cunning trick, and that is why he has gone under altogether.

**Nora:** But do you think it would?

**Helmer:** Just think how a guilty man like that has to lie and play the hypocrite with everyone; how he has to wear a mask in the presence of those near and dear to him, even before his wife and children. And about the children – that is the most terrible part of it all, Nora.

**Nora:** How?

**Helmer:** Because such an atmosphere of lies infects and poisons the whole life of a home. Each breath the children take in such a house is full of germs of evil.

**Questions**

1. Place this excerpt in its immediate context. **(4marks)**

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1. Identify and illustrate two character traits of Helmer evident in the extract. **(4marks)**

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1. From your knowledge of the play, explain the irony in Helmer’s observation. **(4marks)**

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1. From elsewhere in the play, explain 2 steps Nora takes to ensure that her children do not take any breath full of germs of evil. **(2marks)**

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Explain the meaning of the following phrases as used in the extract: **2marks**

* + 1. …and that’s why he has gone under altogether

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* + 1. Krogstad did nothing of the sort

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1. I am not so heartless as to condemn a man altogether because of a single false step of that kind. (Add a question tag) - **1mark**

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1. Explain Tovarld and Nora’s position on the issue of forgery as evidenced in the excerpt and elsewhere in the play. **(4marks)**

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1. Identify and illustrate any 2 stylistic devices used in the excerpt. **(4marks)**

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**3: ORAL LITERATURE (20 marks)**

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

Long long time ago animals and Birds spoke just like men do. When God had to stop them speaking, He made birds sing, like this chrrip! Chrrip ………. lions to roar like this graagh! Graagh! And hyenas to howl like this huuu! Huuu!

And do you blame God? Listen to what naughty hyena who had gone two days without any meat did. He had been wondering up and down the hills when he suddenly stopped, nose in the air, one foot raised.

Do I smell, eh…. smell food? He slowly raised his head to the skies as if to say, “Please God, let me find some food, even one rotting bone will do.”

Slowly, he followed the smell, sniffing hard, stopping now and again, over grinning wider as the smell became stronger. “Here at last”, He said as he came in sight of a calf that seemed dead, flies buzzing over its excrement.

“God, no time to waste. Who knows the owner may be around. Oh, no, I see it is secured to a tree with a ‘Mukwa” I’ll take my time.

Ha, I am tired too, come to think of it. God gave us pretty strong senses of smell, generous old……. Man. Still I do think some people tend to exaggerate, now who was it saying the other day ‘ati’ God is the giver of everything and that we should be grateful. O.K. Tell me, did God give this calf? Did you God? I found it myself, smelled my way there, all the way. Nice calf too, rather thin but it will do. I’ll take the head home and make soup with herbs. I especially like ‘muthathii’, and I see one over there.

OK. Here we go, where shall I start, this lovely neck? No, I know, I will start with the ‘mukwa’ then I’ll get on to the soft stuff, the tail, the rump, ‘Mahu’……….”

After chewing up half of the ‘mukwa’ the hyena brushed his teeth with the twig of a ‘muthiga’ a tree to stimulate his appetite. He stepped on the calf’s tail, stuffed it in his mouth and ‘snap’ it went. The calf which was only very sick and tired shot up and bolted away in the twinkling of an eye.

The hyena rubbed his eyes, ambled after the disappearing calf and soon fell down in exhaustion. He looked up again to the heaven, tried to speak but no words came. Hyenas have never been able to speak ever since…………

1. Classify this narrative and give a reason for your answer. **(2marks)**

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1. What two features of oral narrative are evident in this story? **(4marks)**

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1. Identify one economic aspect of the community described in this narrative and give evidence of your answer. **(2marks)**

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1. Describe two-character traits of the hyena as portrayed in the narrative. **(4marks)**

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1. What is the moral of this narrative? **(2marks)**

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1. Write a proverb with the same moral lesson as this narrative. **(1mark)**

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1. If you are asked to go and collect this story in the field, state:
2. State three things you would do before the actual field trip. **(3marks)**

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1. State two difficulties you are likely to encounter. **(2marks)**

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**4. Grammar (15 marks)**

Rewrite the following sentences as instructed. Do not change the meaning. (4 marks)

1. The teachers will be marking books by the time we get to school. (Rewrite beginning**:** Books………………………………………………………………………………………………………………………………………………………………………………………………..
2. The driver, and not the passengers, …………………………to blame for the accident. (**Fill the blank with the correct form of the verb “be”**)
3. The principal noticed serious laxity among the students. He warned them against such behavior. **(Combine the sentence using the present participle).**

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1. But for the neighbor’s quick action, the house would have burnt down. (**Rewrite Beginning:**

Were……………………………………………………………………………………………………………………………………………………………………………………………………………………

b) Use the correct form of the word in brackets to fill in the gap in each sentence **(3marks)**

1. That bus is …………………………………… (*rely*) for this journey; let’s use the SGR train.
2. The ………………………………………… (appropriate) of his speech made everyone leave the hall while booing.
3. Don’t make a false ……………………………..… (assume) of his looks: he is a thief!
4. Explain the ambiguity in the sentences below. **(2 marks)**

The mother beat up the daughter because she was drunk.

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1. Rewrite the following sentences correcting the errors in each: **(3 marks)**
2. Stop lying; you cannot be able to swallow four sausages!

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1. She likes football as it is more superior than hockey.

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1. Most doctors will report to work with a view of treating all the cholera patients.

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e) Fill in the blanks with the correct alternative from the choices given **(3marks)**

i) Who…………………………………………a fire outside my house? (light/ lighted/ lit)

ii) Since the introduction of community policing in our estates ……..…………….………. of

theft have reduced. (incidence /incident/incidents)

iii) An elephant looks after………………..……………………………………….. calf (it’s/ its)