

THE ROYAL EXAM SERIES

Kenya Certificate of Secondary Education

101/2 — ENGLISH — Paper 2

COMPREHENSION, LITERARY GRAMMAR & APPRECIATION



FORM 4

TERM 2



DECEMBER 2021- 2¹/₂ HOURS

Name..... Index Number:.....

School.....

Candidate's Signature..... Date.....

Instructions to students

- Write your **name, admission number and class** in the spaces provided.
- Sign and write the date of the examination in the spaces provided.
- Answer **all** questions in the spaces provided
- All your answers must be written in the spaces provided in this question paper.
- This paper consists of **10 printed** pages.
- Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing
- Candidates must answer all questions in English

| Question | Maximum Score | Student's Score | Examiner's Initials |
|--------------|---------------|-----------------|---------------------|
| 1 | 20 | | |
| 2 | 25 | | |
| 3 | 20 | | |
| 4 | 15 | | |
| TOTAL | 80 | | |

1. COMPREHENSION 20 MARKS

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)

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c) What are cited as the causes for social rejection according to the passage (2mks)

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

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

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

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

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

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

i. Authority figure

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ii. Shunned

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iii. Jump on board

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2. Read the following excerpt and answer the questions that follows . (25 marks)

Mrs. Linde: (Smiles sadly and strokes her hair). It sometimes happens, Nora.

Nora: So you are quite alone. How dreadfully sad that must be. I have three lovely children. You can't see them just now, for they are out with their nurse. But now you must tell me all about it.

Mrs. Linde: No, no; I want to hear about you.

Nora: No, you must begin. I mustn't be selfish today; today I must only think of your affairs. But there is one thing I must tell you. Do you know we have just had a great piece of good luck?

Mrs. Linde: No, what is it?

Nora: Just fancy, my husband has been made manager of the Bank!

Mrs. Linde: Your husband? What good luck!

Nora: Yes, tremendous! A barrister's profession is such an uncertain thing, especially if he won't undertake unsavory cases; and naturally Torvald has never been willing to do that, and I quite agree with him. You may imagine how pleased we are! He is to take up his work in the Bank at the New Year, and then he will have a big salary and lots of commissions. For the future we can live quite differently —we can do just as we like. I feel so relieved and so happy, Christine! It will be splendid to have heaps of money and not need to have any anxiety, won't it?

Mrs. Linde: Yes, anyhow I think it would be delightful to have what one needs.

Nora: No, not only what one needs, but heaps and heaps of money.

Mrs. Linde: (smiling) Nora, Nora, haven't you learned sense yet? In our schooldays you were a great spendthrift. (Laughing) Yes, that is what Torvald says now. (Wags

Nora: her finger at her.) But 'Nora, Nora' is not so silly as you think. We have not been in a position for me to waste money. We have both had to work.

Mrs. Linde: You too?

Nora: Yes; odds and ends, needlework, crotchet-work, embroidery, and that kind of thing. (dropping her voice) And other things as well. You know Torvald left his office when we were married. There was not prospect of promotion there' and he had to try and earn more than before. But during the first year he worked early and late; but he couldn't stand it, and fell dreadfully ill, and the doctors said it was necessary for him to go south.

Mrs. Linde: You spent a whole year in Italy, didn't you?

Questions

a) Place the excerpt in its immediate context. 5 marks

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b) **Identify and explain three styles that are used in the excerpt. 6 marks**

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c) **But 'Norah, Nora' is not so silly as you think. What proves that Nora has not been as silly as she was thought to be by many. 4 marks**

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d) **What theme is brought out in the excerpt? 3 marks**

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e) **What character traits of Nora and Mrs Linde are brought out in the excerpt? 4 marks**

Nora

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Mrs. Linde

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f) So, you are quite alone. (Add a question tag).

1 mark

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g) What is the meaning of the following words as used in the excerpt?

2 marks

Barrister

Spendthrift.

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3. Read the story below and then answer the questions that follows. 20mks

There was once a man who had a wife who was barren after giving birth to an only boy. After consulting a witch doctor, he went in search of an ogre’s tail as he had been instructed. After a long and hazardous journey through unknown lands he came into a country of the ogres. That day the ogres were celebrating the installation of a new chief. He joined in their beer party and the ogres welcomed him through they had difficulty in restraining their cannibalistic nature.

When all ogres went to bed, the man with his knife in his hand stealthily crept to the bed chamber of the new chief. Overcome with too much beer, the chief was sleeping too heavily to notice that his tail was being slashed off. When he woke up the following morning, he found the other ogres dancing and singing:

Omwamikenyalile The chief has urinated

Khaneomwamikenyalanga So the chief urinates

He looked about him and saw blood, then he noticed that his tail was missing. The visitor was also missing!

The chief then changed himself into a beautiful woman. After a long journey she came upon herds of boys playing lifundo with a ball made out of banana leaves. The beautiful woman asked each boy in turn what great thing his father had done. One said, “My father killed an elephant.” Another said that his father had killed a company of ten Teso warriors. The third said, “My father cut off the tail of an ogre.” The woman rejoiced and asked the boy to take her to his father’s home. The man, struck by her great beauty, made her his wife the same day.

That night the woman tried to change into an ogre but the man’s two dogs, Kutubi and Mulikho, barked at her fiercely and she gave up the attempt. The following day she told the man that she wanted some firewood from the forest. She told him to tie the dogs in heavy chains. She then led

him deep into the forest, and then asked him to climb one of the trees that were dry. "I will hand the axe to you when you are up," she said.

But as soon as the man was up the tree, she turned into an ogre, "Now I have got you," the ogre said and started cutting down the tree. The man started calling for his dogs:

"Asa, asa, mbwa change KutubinaMulikho." ("Come, come, my dogs Kutubi and Mulikho.")

Each time the tree showed signs of falling, a dove on a nearby tree said, "KurrMurongorokwaseyilisia." ("Kurr, my tree. Regain your former state.") The ogre in a fury chased away the dove, which returned almost immediately.

In the meantime, the dogs after the struggle had cut their chains and came at breakneck speed as their master kept calling. When they arrived, the ogre threw away the axe, turned into the same beautiful woman and begged for mercy. But the dogs did not stop their onslaught until she was completely dead.



QUESTIONS

a) **State two characteristics of ogre stories evident in the above narrative.** (2marks)

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b) **Identify any three social activities mentioned in the passage.** (3marks)

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c) **From the story, do you think the wife was cured of her illness? Explain your answer.** (2marks)

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d) **Identify and illustrate two character traits of the man?** (4marks)

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e) **With an illustration, identify one way in which the narrator has achieved the use of suspense in the above narrative.** (2marks)

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f) **State features of oral narrative evident in the above narrative** (3marks)

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g) **State any two functions of the song used in the narrative.** (2marks)

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h) **What moral lesson do you learn from the above narrative?** (2marks)

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4. GRAMMAR 15mks

a) **Rewrite the following sentences according to the instructions given after each. Do not change the meaning.** (3 marks)

(i) If we do not keep the environment clean, the health officer will close our school.
Begin Unless....

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(ii) He is proud, but he must still obey the order: (Begin: proud.....)

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- (iii) “Quality products are not an act of generosity but your right,” the supervisor informed the student. (Rewrite in reported speech)

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b) Explain the meaning of the underlined idiomatic expressions (3 marks)

- (i) The class whiled the hour away by playing football.

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- (ii) Since you decided to throw caution to the wind, you will bear the consequences.

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- (iii) Bill was on pins and needles during the party.

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c) Fill the blank spaces with appropriate question tags. (3 marks)

- (i) You can't be serious about going home this late

- (ii) Let us go away

- (iii) There is nothing wrong

d) Complete each of the following sentences using correct quantifiers. (3 marks)

- (i) If there is any tea in that flask, I would like to have

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- (ii) Since animal proteins are very expensive.....people eat enough.

- (iii) I don't needmoney because I'm going to bring my lunch to school.

- (i) They took to mothering like a duck to water.

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- (ii) The country was drained of its manpower and wealth by war.

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- (iii) The air hostess made sure the presidential suite was cleaned.

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-THE END-