**NAME: …………………………………………………………………… INDEX NO: ………………....………**

**SCHOOL: ……………………………………………………………….. DATE: ……………….………………**

**CANDIDATE’S SIGN……………………………………………………**

**101/2**

**ENGLISH**

**(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)**

**PAPER 2**

**TIME: 2 ½ HOURS**

**NZAUI SUB COUNTY FORM 4 ENTRANCE EXAM 2015**

***Kenya Certificate of Secondary Education (KCSE)***

**ENGLISH**

**(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)**

**PAPER 2**

**INSTRUCTIONS TO THE CANDIDATES**

* *Write your* ***name*** *and* ***index number*** *in the spaces provided above*
* *Sign and write the* ***date*** *of examination in the spaces provided above.*
* *Answer* ***all*** *questions in this question paper.*
* *Answers to all questions* ***must*** *be written in the spaces provided in this booklet*
* *This paper consists of 9 printed pages.*
* *Candidates should check to ascertain that all pages are printed as indicated and that no questions are missing.*

**FOR EXAMINER’S USE ONLY**

|  |  |  |
| --- | --- | --- |
| **QUESTION** | **MAXIMUM SCORE** | **CANDIDATE’S SCORE** |
| 1 | **20** |  |
| 2 | **25** |  |
| 3 | **20** |  |
| 4 | **15** |  |
| **Total Score** | **80** |  |

1. **COMPREHENSION:**

**Read the passage below and then answer the questions that follow;**

Laurie, a university student, pos­sessed many personal attributes of value. She expressed herself well, was organized, possessed leadership skills, and was able to achieve excellent grades. Her friends and fami­ly considered her to be balanced and mature and often asked her advice. However, Laurie felt insecure about herself. The underlying problem was her low self-esteem. This problem orig­inated many years ago and represented a huge barrier to her goals and projects. But she was unaware of the problem. As she reached maturity, the moment came when she finally realized that the solution was to raise her self-esteem substantially so that she could accom­plish the tasks that she -proposed for herself.

By sharing her thoughts with a class­mate and reading some books and brochures that she was given, Laurie was able to rise above this difficulty learning to like herself more and to feel better about herself. Thus, she was able to achieve more of her goals.

Although significant and lasting improvement in self-esteem often does not occur without the help of a psychologist or professional, in many other cases, self-help processes may be enough. This was the route that Laurie followed. By reading advice, reflecting on her thought processes and behav­iours, and deciding to make the necessary changes, she was able to overcome this low self-esteem that she had.

This passage reviews the methods, techniques and strategies that have been successfully used to improve self-esteem. Some require a clinical envi­ronment and the help of a mental health professional. But many others can be used as self-help methods. The lack of self-esteem is revealed in very different ways in different people. In addition, the roots of this problem vary considerably and each case is different from the others. For this reason, we rec­ommend that the person dedicate interest and perseverance in trying variousmethods finding the ones that help him or her to develop self-esteem.

**QUESTIONS**

1. In note form, summaries the reasons that made it difficult to know that Laurie had a low self esteem

(4marks)

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2. In which ways did Laurie improve her self esteem (2 marks)

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3. Supply a suitable title for this passage (1 mark)

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4. What are the two major strategies of overcoming insecurity (2marks)

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5. i) Laurie, a university student possessed many personal attributes of value. Add a question tag (1mark)

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ii) Rewrite the following sentence beginning with ‘her’

The underlying problem was her low self esteem (1mark)

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6. Why should different people try various methods of improving self esteem (2marks)

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7. What is the attitude of the writer towards people with low self esteem (3marks)

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8. Explain the meanings of the following words as used in the passage (4marks)

1. Attributes

………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. Strategies

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1. Esteem

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1. Recommend

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**2. Read the following excerpt from Margaret Ogola’s the River and the Source and answer the questions that follows.**

The days came, dragged slowly by and eventually went as days are wont to do when misery and apprehension hang low and oppressive in the very air. The children crept by, hardly daring to make a noise, sensing without being told that what had happened was too terrible to be talked about. The mother hardly said a word, and the chief at the best times a man of few words was no better.

The relationship between a chief and his people was usually not authoritarian. His main job was to lead the council of *Jodongo* in their arbitration and their final word was law. He was also a sort of priest, for on public worshipping days he led the whole community in sacrifice and libation. The people held a good chief in high esteem and usually send a son to help in the chief's household especially in herding cattle, but this was voluntary. The women once in a while gathered together to help the chief's wives till the land. This was also voluntary, but people did it gladly. In turn their chief was ready to listen to their problems at any time of the day or night. He also led them (not sent them) to battle, or if he was too old, his eldest son.

Apart from the people's sheer incomprehension at their chief’s stubborn monogamy, Owuor and his wife were held in very high esteem and were much loved by their people. Everybody shared in the chief's grief and fear for his son. Besides they loved Obura in his own right. He was open, bright, cheerful and was never known to take advantage of his position and to lord it over others. He did not shun work. He was also very brave and on the whole everybody had been secure in the knowledge that the next chief would be a good man. To get rid of a bad hereditary chief was possible but not easy and might involve actual bloodshed. For the people of Ramogi, bloodshed even in battle, was a great taboo and required much cleansing, for the angry dead know no barriers, and they might come to confound you long after you had forgotten them. So it was good to know that the future would be in the hands of a good man. His disappearance was a cause of concern for all.

A whole season passed. Another one also marched inexorably and was almost drawingm to a close. In the world outside, which Obura had wanted so much to see, the white man whose avidity led him to even count seasons and what's more to remember them, said that this was the one thousandth, nine hundred and eighteenth season.

"Since what?" someone asked.

"Since their god had a son," replied one in the know. .

"Their god had a son!" exclaimed the ignoramus. "What sort of madness is that?"

''You don't know the half of it, my friend. This son of their god died to save them."

"Save them! From what? I think you are leading me on. Where did you hear this anyway?"

a) What had happened just before this excerpt (3marks)

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b) Identify any two political activities practiced in the community in the excerpt (2marks)

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c) Explain any two thematic issues that are brought out in this excerpt. Support your answer (4marks)

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d) Identify two aspects of style employed in this except (4marks)

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e) Make notes on the attributes of Obura as portrayed in the excerpt (4marks)

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f) Name the two men who lured Obura to leave (2marks)

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g) Explain what eventually happened to Obura (1mark)

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8 i) A whole season passed. Add a question tag (1mark)

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ii) Everybody shared in the chief’s grief and fear for his son. Rewrite in the interrogative (1mark)

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9. Explain the meaning of the following words as used in the excerpt (3 marks)

1. Apprehension

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1. Hereditary

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1. Ignoramus

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**3. Read through the narrative below and answer the questions that follow;**

***The Girl who Lost a Breast, Hand and Arm.***

A girl went to the river to get some water. As she was filling her water container, she saw a young man who came and greeted her. Then the young man asked her to give him water to drink. When he had drunk the water, he asked her to give him one of her breasts. She thought about it, and asked him, "What do you want my breast for?'"

He replied, "I want to suck from it." So she let him suck from her breast; but he removed it, as well as one of her arms and ate them. She used the other hand and continued to fill the water container.

When the water container was full, the young man helped her place it on her back and she went home. He told her not to mention anything about him in connection with the missing breast and arm, or else he would come and kill her. When the girl got home, she put down the water container and went into her bedroom and slept. When those of her family asked her if she was feeling well or not, she replied that she had a fever, and went on sleeping. They gave her gruel to eat and asked her to get out of her bed, but she refuses to get out.

The following morning, they asked her to get up so that she could eat, but again she refused, and so they fed her there. But when people went away, she got up, washed her wounds and dressed them with medicinal herbs. As soon as she heard people coming, she went back to her bed. This went on for several days. One of her brothers decided one day to hide himself nearby, so that he could watch and see exactly what happened when the rest of the family went away to work in the fields. So while she was in the middle of washing and dressing her wound, he appeared and asked her to tell him how and when that had happened. He asked her, "Who cut your breast and arm?" But she was afraid to die and she did not tell him. Her brother insisted on knowing how it had happened. So the girl told him to gather all the other people, relatives and neighbours, before she told him. He did so. They all came together and fenced all around the home, and the men arrayed themselves ready to fight if need be. The girl came out and sat in their midst. They asked when she had fallen ill, and her parents said when. They then asked her how it had happened, and she explained exactly how she had lost her breast and arm.

As soon as she finished relating her story, she heard:

Beautiful girl, beautiful girl,

Why do you expose me?

She answered,

You open, you open

And leave alone all but one,

My handsome brother is he Who caused me to mention you

She realised that the young man was an *iimu,* and he was now coming from the river to eat her. All the men started shooting their narrows at the *iimi,* but the *iimu* came nearer and nearer, and the men shot more and more arrows until the arrows were flying about like locusts. The *iimu* came to the wooden stockade and started removing it so that he could reach the girl, and the people continued to shower their arrows on him. He started eating up some of the men, women, and children whom he found on the way, and finally reached the girl. He seized her and swallowed her, but he then fell down dying, because of the many arrow shots he had received. As he was dying he called out to the few surviving men and said. "Cut off my two little fingers and toes, and shave all my hair. Then burn them and grind them into a powder. Toss up this powder, and you will see all your friends and relatives come to life again.

The *iimu* died, and the people did as they had been told. Suddenly they saw all their dead friends and kinsmen come to life again, and they were all greatly amazed. They were all living people together again. The girl also came back to life with her breast and hand restored to her.

*(Adapted from Akamba stories by J. Mbiti)*

a) Classify the above narrative and give a reason for your classification (2marks)

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b) What do you think the eating of the girls breast represent in the society today? (1mark)

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c) This story is frightening because the ogre has no sympathy for the young girl. Suggest why young men and

women, as well as children were told frightening stories (2marks)

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d) Identify and illustrate any three features in the story that qualify it as a traditional oral narrative

(4marks)

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e) What are the character traits of the girl in the story (4marks)

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f) Explain three functions that the above type of story serves in the society where it is told. (3marks)

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g) What do the following words mean as used in the passage. (2 marks)

1. Disguise

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1. Wrath

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h) What lesson do we learn from this narrative (2marks)

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**4. GRAMMAR (15 marks)**

**a) Supply suitable tenses for the words in brackets to complete the sentences correctly.**

i) Are you sure that Jane (walk) to school every day?

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ii) If I (be) a teacher, I wouldn’t go on strike

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b) **Rewrite the following sentences according to the instructions given after each**

i) Please, help me with a cup of tea

(Rewrite adding a question tag)

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ii) James is too wise to let the workers suffer

Use so instead of to.

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iii) No sooner had I arrived in Mombasa than heavy rain started pouring

Begin; Hardly.

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**c) Use the correct preposition to filling the blanks in the sentences below**

i) The Americans should complement Obama \_\_\_\_\_\_\_\_work well done.

ii) He was suffering \_\_\_\_\_\_\_\_\_\_\_malaria.

1. She won the title because she was good \_\_\_\_\_\_\_\_\_\_\_ language.
2. They burn them and grind them \_\_\_\_\_\_\_\_\_\_\_\_\_\_a powder.

**d. Rewrite the following sentences to remove gender bias**

i) Each minister must present his academic certificates before Monday

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ii) There is a shortage of man power in that firm

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1. The foreman is my cousin

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**e) Give the meaning of the following idioms as used in the sentences below**

i) My niece has a **burn in the oven.**

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ii) The minister pays his constituency a visit **once in a blue moon**.

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iii) After the results were announced, she was **in the ninth heaven**.

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