

ASUMBI GIRLS HIGH SCHOOL

TERM 2 - DECEMBER 2021

FORM 4 – ENGLISH PAPER 2

Kenya Certificate of Secondary Education (K.C.S.E.)

101/2 - ENGLISH - Paper 2

COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR

- 2 ½ HOURS

Name: Index No:

Candidate's Signature Date

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Instructions to candidates

- Write your **name**, **index number** and the **name** of your school 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 twelve printed pages.**
- Candidates should check to ascertain that all pages are printed as indicated and that no questions are missing.**
- Candidates should answer all the questions in English**

For Examiner's Use Only

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	25	

3	20	
4	15	
TOTAL SCORE	80	



1. COMPREHENSION

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

A lot of students think that learning is only in class. If students use two extra steps, most students will not forget what they learned in class. To achieve effective learning, students need to follow two extra steps in the three strategic learning processes.

The key to success is by following these three strategies. Review is essential to student success. Unless content is reviewed by students shortly after it is learned, it will soon be forgotten. To avoid forgetting what you learned, it is recommended to review daily.

It is also recommended to reduce large volumes of notes into point form and to paraphrase what you have learned. Other helpful tips include creating concept maps and diagrams; creating fact, concept or vocabulary cards and using visualization to better connect to what you learned. These are all important tools to helping students better understand and memorize lesson content.

The key to achieving academic success cannot be directly **correlated** to one specific area. Rather it requires students to be overall rounded in many different aspects. This includes attending class regularly to keep pace with the class. Falling behind in studies or homework can be **detrimental** to academic success and can induce stress onto students. Participating in class activities and discussions are also vital parts of learning and applying concepts learned. On the other hand, taking good, concise notes will always help in the long run when reviewing for tests and exams. To sum it all up, strategic learning is the password for many academic achievements. Being exposed to knowledge is the first step in the journey, the fact that young scholars can learn and be a part of history is a phenomenal step in furthering their search to success. Reviewing notes, in the way the young individual wishes, by him/herself, or with a good friend, this will help him/her to understand what has been learned in a way he/she understands. Lastly practice is a great way to memorise what has been learned, when practice achieves its full potential, the individual won't only be entitled for a good mark, but also a way to view, under and think of things. Those three attributes will help scholars become more successful, but it's important to one as it is to the other, and each and every person should find the learning strategies **effectual** for him/herself, and in extremely **exceptional** occasions even invent or innovate new strategies.

Questions

(a) What does the writer faults in the students thinking according to the first paragraph? (2 marks)

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(b) Explain the **three** strategies that are key to success. (6marks)

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(c) Unless content is reviewed by students shortly after it is learned, it will soon be forgotten.. (1 mark)

Begin: if.....

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(d) The key to achieving academic success cannot be directly **correlated** to one specific area.. (1mark)

Add a question tag.

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(e) Discuss the tone of the passage. (3 marks)

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(f) How, according to the passage, does practice help memorise what has been learned? (3marks)

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(g) Explain the meaning of the following words and phrases are used in the passage. (4marks)

Detrimental.....
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Correlated.....
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Effectual.....
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Exceptional.....

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2. Read the following passage and answer the questions that follow.

Krogstad: No matter about that.

Nora: What do you want of me?

Krogstad: An explanation of something.

Nora: Make haste them. What is it?

Krogstad: You know, I suppose, that I have got my dismissal.

Nora: I couldn't prevent it, Mr. Krogstad. I fought as hard as I could on your side, but it was no good.

Krogstad: Does your husband love you so little, then? He knows what I can expose you to, and yet ventures-

Nora: How can you suppose that he has any knowledge of the sort?

Krogstad: I didn't suppose so at all. It would not be the least like our dear Torvald Helmer to show so much courage-

Nora: Mr. Krogstad, a little respect for my husband, please.

Krogstad: Certainly — all the respect he deserves, but since you have kept the matter so carefully to yourself. I make bold to suppose that you have a little clearer idea, than you had yesterday, of what it actually is that you have done?

Nora: More than you could ever teach me.

Krogstad: Yes, such a bad lawyer as I am.

Nora: What is it you want of me?

Krogstad: only to see how you were, Mrs Helmer, I have been thinking about you all day long. A mere cashier, a quill driver, a man like me - even he has a little of what is called feeling, you know.

Nora: Show it, then; think of my little children.

Krogstad: Have you and your husband thought of mine? But never mind about that. I only wanted to tell you that you need not take this matter too seriously. In the first place there will be no accusation made on my part.

Nora: No, of course not; I was sure of that.

Krogstad: The whole thing can be arranged amicably; there is no reason why anyone should know anything about it. It will remain a secret between us three.

Nora: My husband must never get to know anything about it.

Krogstad: How will you be able to prevent it? Am I to understand that you can pay the balance that is owing?

Nora: No, not just at present.

Krogstad: Or perhaps that you have some expedient for raising the money soon?

Nora: No expedient that I mean to make use of.

Krogstad: Well, in any case, it would have been of no use to you. Now if you stood there with ever so much money in your hand, I would never part with your bond.

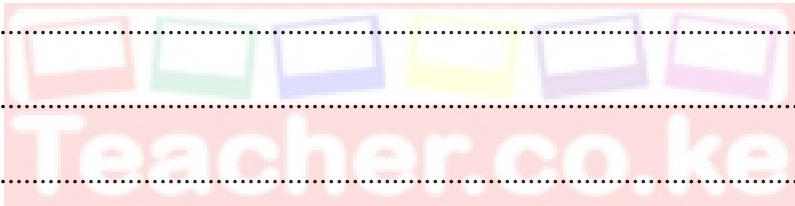
Questions

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

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b) What is Krogstad's attitude towards Helmer? Explain. (3marks)

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c) "You have some expedient for raising the money soon". Does Nora have an idea on how to raise the money? Explain (4marks)

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d) "Yes, such a bad lawyer as I am". What is the tone of this statement? (2mks)

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e) "Does your husband love you so little then?" How does Helmer's behavior later in the play bear out Krogstad' statement? (4marks)

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f) Describe Krogstad’s character as revealed in this excerpt (4marks)

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g) Identify and explain the use of irony in this excerpt. (2mks)

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h) A mere cashier, a quill driver a man like me even he has a little of what is called feelings you know. (Rewrite beginning: Even) (2 marks)

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3. Read the following narrative and answer the questions that follow.

An Old Woman and her Deformed Son

There was an old woman whose children died in infancy and only a deformed boy survived to grow into adulthood. The boy was a hunchback.

Although the old woman loved this hunchback son of hers, she was secretly ashamed of his physical appearance. She was so ashamed that each day she was on the look – out for visitors who might come around just to make fun of him. To keep him away from the public eye, she used to confine him in a drum most of the time. So, right from his childhood the boy grew up in a drum. He was taken out only a few times during the day when the old woman was sure that there were likely to be no intruders around. When the boy attained circumcision age, he was duly circumcised. After circumcision he said to the old woman, “Mother, I now want a wife, can you please find me a girl to marry!” “Yes, my son”, said the old woman. “I will try. I am indeed very pleased to learn that you are already thinking of a wife.”

By and by, the old woman went to look for a suitable girl to marry her son. She approached a pretty girl and asked her whether she would be interested in marrying her son and the girl, promised to think about it. Without disclosing her son’s physical defects to the girl, the old woman set about wooing her intensively. She brought all sorts of gifts to her mother, helped the girl to collect firewood and even helped her with the work in the shamba. Reluctantly the girl gave in and there upon requested the old woman to make the necessary arrangements so that she would meet the future husband. The old woman cunningly suggested that the girl should accompany her to her house where she would be able to meet the boy.

The old woman lived a long way from the girl’s village. On the day when the girl decided to visit her prospective bridegroom, she walked and walked until sunset. It was a very long journey indeed. When she eventually arrived, the old woman pretended that the young man was around and would appear shortly. The girl waited and waited but the boy did not appear at all. At bed time the girl was told that the boy was already in bed sleeping. She was shown a separate place to sleep, and thus no opportunity to either see or talk to the boy as would have been expected of people who were planning to live together. Very early in the morning the girl asked the old man, “ Please, where is the boy you want me to marry?” and the woman replied, “ My son woke up early in the morning and went to work in a different village yonder so that he can earn something for your bride price”

Although the girl was visibly disappointed, she tried to conceal her sentiments and appear to be at home with everything around the house. The old woman and the girl went to cultivate in a banana grove. While they were away the boy jumped out of the drum and busied himself about the house with the little chores singing:

Khanenuya munju, mwange, Khanenuye munju mwange

Mkhasi nakikhali misilu, maji kakuombelesay musecha kacha

Khuema, abele khuchuma nacha sina?

Menyile, mukhang’oma, kurumba kuli khumukongo

(Let me busy myself in my house. Aren't women foolish? Mother fooled her. "Your husband has gone to work." How could I have gone to work? I just live in my little drum because I have a hunchback.)

The girl heard the boy's singing but it was so faint that she would neither comprehend the meaning of the song nor even make out as to which direction the sound came from. However, out of curiosity she stopped from time to time and listened. This went on for several days until she started to guess the meaning of the words in the song. On getting the message home, she was quite disturbed. Her suspicion was strengthened by the fact that each morning they left for the shamba without sweeping or washing utensils but on their return they found everything tidy about the house. One day she deceived the old woman by telling her that she was going to attend to the call of nature while in fact her intention was to discover the house and stood listening keenly at the door. She got really upset with the boy's derogatory song. She pondered with herself, "So this is my husband to be? A hunchback confined to a drum? No wonder the old woman deceived me the way she did. What girl in proper senses could marry a man like that? Anyway what can I do now? I must put an end to this continued bluff...."

One morning she said to the old woman, "Mother, today will you go to look for firewood while I go to the plantation alone?" The old woman said, "Yes, my daughter, we can share work that way." She had grown so used to the cheerful and friendly manner of the girl, thinking that she would not mind staying on as her daughter – in law even after discovering that her son was deformed. Indeed she was already contemplating making the revelation to her.

And so each went her separate way. But as soon as the old woman vanished from sight the girl dashed back and stood at the door which had now become a familiar ground for spying on the hunchback. She listened briefly as the boy sang mischievously inside the house. Then she stole a quick glance peeping through a side hole.

To her amazement, she saw that he was a real hunchback! Quite oblivious, the boy went on sweeping the floor and singing. The girl felt that she could no longer stand it. She broke into the house suddenly with the intention of beating up the mischievous fellow. But before she could get hold of him he dodged nimbly and slipped back into the drum. Nonetheless, the girl fuming with anger picked up the drum and smashed it on the floor. A pool of blood started oozing from the broken drum. The poor hunchback was dead.

Considering it appropriate revenge on the old woman the girl felt no remorse for the action she had taken. She rolled over the cold body of the hunchback as a lump of anger swelled up in her throat. When the old woman returned home and found the mess she had done in the house she screamed at the top of her voice, "Ooh, oh.... Uuuuwee.... Uuuuweeeeee!" But it was all in vain. The deformed boy whom she had been ashamed of showing to the public was dead and gone forever! Yes, instead of feeling relieved by the burden of shame she now felt great anguish for this loss. After killing the hunchback the girl also disappeared never to be seen again. The poor old woman remained there weeping and feeling quite forlorn.

Questions

(a) Place this narrative in its correct genre .. (1mk)

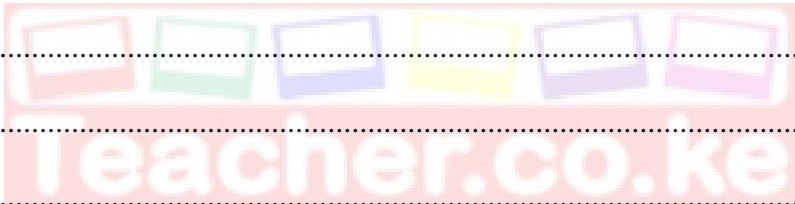
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(b)How is the old woman to blame for the tragedy that befell her? (1mk)

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(c) Identify **two** socio – economic activities in the community. Support your answer with the evidence from the story. (4mks)

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(d) What is the role of the song in the narrative? (2mks)

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(e)With illustrations, describe the character of: (4mks)

(i) The girl

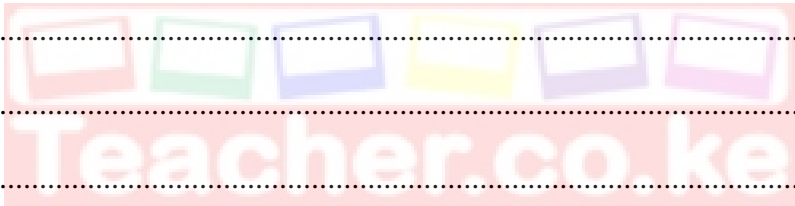
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(ii) The old woman

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(f) Explain **two** features typical of oral narratives present in this story. (4mks)

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(g) Identify and illustrate any **two** moral lessons we learn from this narrative (4mks)

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5. GRAMMAR (15 MARKS)

1. Rewrite the following sentences according to the instructions given after each without changing the meaning. (4 marks)

- a.) He submitted his poem for publication after being encouraged by his friends. (Begin: Encouraged...)
- b.) Mother asked Mutiso if he would make breakfast the following day. (Change to direct speech)
- c.) But for the pilot's quick action, the plane would have crashed. (Begin: Had it ...)
- d.) My brother and me have been taking violin lessons for two months. (Rewrite the sentence correctly.)

2. Fill in the blank spaces with the correct form of the word in bracket. (4 marks)

- a.) He _____ visits his grandparents. (often)
- b.) Our roads are being renovated to increase their _____. (wide)
- c.) The party rebels were _____ subjected to bombarding from the party leaders. (relent)
- d.) Men are not expected to show signs of _____. (coward)

3. In each of the following sentences, give an appropriate phrasal verb that means the same as the underlined word. (3 marks)

- a.) The thief confessed after a thorough beating by the irate mob.
- b.) The grandmother liked her grandchildren.
- c.) The meeting was cancelled at the eleventh hour.

4. Fill in the blank spaces with an appropriate preposition. (3 marks)

- a.) The new student was so confused that he was lost _____ words.
- b.) My father deals _____ second-hand clothes.
- c.) John is very good _____ English.

5. Rewrite the following sentence correctly. (1 mark)

- a.) I went for shopping yesterday.

THIS IS THE LAST PRINTED PAGE.