**101 / 2 - English Paper- 2**

**Time: 2 hours**

**Name …………………………………………….……… Index Number…………………………..**

**Candidate’s Signature ……………………………….. Date ……………………………………**

**INSTRUCTIONS TO CANDIDATES**

* Write your name and index number in the spaces provided above.
* The paper consists of **three** sections A , B and C.
* Answer all questions in section A and B in the spaces provided
* Answer **any two** questions from section C on foolscaps provided

**FOR EXAMINERS USE ONLY**

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| --- | --- | --- |
| **Question** | **Maximum Score** | **Candidates**  **Score** |
| **1** | **20** |  |
| **2** | **25** |  |
| **3** | **20** |  |
| **4** | **15** |  |
| **Total Score** | |  |

Turn over

1. **COMPREHENSION:**

***Read the following comprehension passage and then answer the questions that follow.***

Aristotle, the father of Western critical thought, Leonardo da Vinci, Oprah Winfrey, Marie Curie, Albert Einstein, Ronald Reagan, Bill Clinton, Fidel Castro, George Bush, Julius Caesar, Alexander the Great, Napoleon Bonaparte, Bill Gates, Barack Obama and Uhuru Kenyatta all have one thing in common. Not that they are great men and a woman, but because all of them are left-handed!

Is there something special about being left handed? It is a question that has given rise to many myths about left handed people.

Interestingly, in a majority of cultures the world over, left-handed people are a stigmatised minority. Left is associated with femininity while right in linked to masculinity.In many of our cultures, when giving direction, we talk about the female side and male side of the road. Patriarchal structures have ways of twisting the truth to preserve masculine hegemony.

In some cultures of Africa, people view left-handedness as a sign of evil, while in Japan it can be enough reason for divorce. Many myths in our cultures in Africa regard left-handedness as something unacceptable and evil. Languages have ways of carrying these beliefs about left-handedness. In Latin, the word left is synonymous with “sinister”, while in Spanish the word for left is linked with “malicious”. The French word for left is synonymous with “awkward”. In English, the word left comes from the Anglo-Saxon word ‘luft’, which means weak or broken.

The holy books have not been left out in stigmatising left-handedness.  The Bible, specifically the book of Judges, associates left-handedness with war-like tendencies.

We also know of many sayings that are negative in reference to left handedness, for instance left wing and a left-handed compliment.

It is, therefore, possible to argue that left handed people are a minority that deserves attention. They suffer at the hands of right handed people who do not recognise their special needs

Some insensitive teachers are known to punish left handed children and force them to write using their right hands. It is, however, notable that in Western cultures, the discrimination of left-handed people is almost over due to the enlightenment of the society.

But what brings about left handedness? Experts remain unsure of how handedness emerges in children. However, a number of reasons have been advanced to explain why majority of people in all societies are right-handed. In terms percentage, less than 10 percent of the world population is left handed and majority of them are males.

Evolutionary theory attempts to explain this phenomenon by suggesting that during the early ages, primitive hunters needed to protect their most vital organ of the body — the heart — and their left hand was used to hold the shield. The right hand was used to hold the sword or knife and because of this it acquired greater agility, which was passed down through the generations.

This theory, therefore, explains why more men would be right-handed than women. Other studies have also revealed that the left-handedness of children is an inherited trait. It is common if one parent is left-handed and more common if both parents are left handed.

An equally useful theory that tries to explain this phenomenon is the brain hemisphere theory. It postulates that the preference of using one side of the body more than the other in performing special tasks depends on which brain hemisphere is dominant. In most people, the left hemisphere controls speaking and handy work and that is why right-handedness is common. It further argues that left-handed people are controlled by the right hemisphere of the brain.

Some researchers claim that left-handed people are more intelligent and eloquent than the right-handed people. It is argued that there are more left-handed people with IQs of over 140 than right-handed people. Captivatingly, other studies reveal that left-handed people are more unlikely to suffer from disorders of the immune system.

In view of the fact that studies have found that this group of individuals comprise of intelligent and creative people, we need to revisit our curriculum in order for it to take care of their unique potentialities. We have to put in place structures that will create a learner-friendly environment for left handed children. Desks should also be designed to cater for their unique needs. Special pens and writing materials should be provided specifically for this group of children. More importantly, we should re-train teachers to appreciate the fact that pupils are gifted in different ways, and it is their duty to help pupils to put to use these gifts.

Adapted from Saturday Nation 28/02/2015 Pg. 39

By Prof. Egara Kabaji and Dr Misigo Lushya.

**Questions**

1. Why do the writers give a long list of people who were / are left-handed? (2 marks)

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1. How are the left-handed people discriminated against in the society they live in? (3marks)

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1. What makes left-handed people unique? (1mark)

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1. According to the passage, why do we have fewer females being left-handed than males? (2marks)

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1. Distinguish the functioning of the left-handed people from the right-handed ones? (3marks)

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1. Rewrite the following sentence as instructed.

Desks should also be designed to cater for their unique needs. (1mark)

Begin: Their unique needs:

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

1. Explain the meaning of the following words as used in the passage. (2marks)

(i) Agility:…………………………………………………………………………………………………

(ii) Hemisphere:……………………………………………………………………………………………

(iii) Postulates:…………………………………………………………………………………………….

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

"Who? Not me," Resian said vehemently "I don't want to be a parent. At least not in the foreseeable future.

I want to study. When I'll have obtained my degree, other peripheral matters such as a husband, children and such may be considered."

They were walking back to the homestead talking animatedly when they were accosted by a tall heavyset young man with a thick dark beard and moustache. He wore a pair of faded jeans and a dirty blue shirt. On his face was a wide impudent grin. Taiyo glanced at the young man and looked away. She moved closer to Resian and nudged her to change direction. But the man walked directly to Taiyo. On seeing the man approaching, a heavy knobkerry in his hand, Resian almost fainted.

"Please do not harm us," she pleaded. "We do not have any money with us."

"Who told you I want any money?" the man jeered as he strode menacingly towards them. "Are you

not the *intoiyenemengalana* from Nakuru town?" he asked laughing contemptuously. "I want to have a good look at you and know what kind of stuff you are made of!" He roughly grabbed Taiyo's arm.

"Leave my sister alone!" Resian hissed indignantly lifting her eyes and glaring into his. "Let go her arm at once!"

"Let go of my hand," Taiyo demanded, trembling with anger. "We are not the kind of women you have in mind!"

"What women!" the man retorted acidly. "Soon, you will be able to differentiate decent women from *intoiyenemengalana."*

Taiyo tried to wrestle her arm from the man's grip without success. But suddenly, he seemed to change

his mind. With a sour smile, he spat and glared at the girls. Then, releasing Taiyo's hand, he told them: "You have not seen the last of me. Soon you will come to know that there is no place in our society for women of your ilk." He turned and disappeared down the road as suddenly as he had appeared.

The two girls sighed heavily and shook their heads as they watched him walk away. Although they had put up brave faces, they were terribly shaken.

*"Thank God his intention was not to rape us," Resian said tears streaming down her face. "We* would have been helpless in the hands of such a brute."

Taiyo bit her lower lip struggling to maintain control. "His intention could have been worse than rape," she said, tears of anger and indignation welling up in her eyes.

They quickened their steps to their uncle's home. True, the incident had taken the sparkle from the day that had begun so joyfully, but they reasoned that it could have been worse.

The girls debated as to whether to inform their parents of the ordeal. They knew their mother would understand and empathize with them. But judging from past experience, their father would be less supportive. He would blame them for having dared venture into an unknown territory without his approval. Finally, they decided to keep the incident to themselves.

1. Briefly discuss the events leading to Resian’s question “Who?” in the excerpt. (3marks)

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1. "Thank God his intention was not to rape us," Resian said tears streaming down her face. "We would have been helpless in the hands of such a brute." *(Rewrite as a reported speech*) (1mark)

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1. Describe two similar traits demonstrated by both Resian and Taiyo in the excerpt. (6marks)

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1. Discuss two stylistic devices used by the author in the excerpt. (4marks)

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1. Highlight and illustrate two themes presented in the excerpt. (4marks)

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1. “But judging from past experience, their father would be less supportive.” Point out two incidences in which the father shows less support to his daughters from what happens in the rest of the novel. (2marks)

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1. What happens immediately after this excerpt? (2marks)

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1. Give the meaning of the following words as used in the excerpt. (3marks)

i. vehemently…………..

ii. accosted………………

iii .ilk…………………….

**3. Read the following poem and answer the questions that follow**

**SYMPTOMS OF LOVE**

Love is a universal migraine

A bright stain on the vision

Blotting out reason

Symptoms of true love

Are leanness jealousy

Laggard dawns.

Are omens and nightmares-

Listening for a knock

Waiting for a sign

For a touch of her fingers

In a darkened room

For a searching look.

Take courage lover!

Could you endure such pain

At any hand but hers?

(Literature: reading fiction, poetry and drama McGraw hill, 2000)

(a) Identify the persona in this poem (2marks)

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(b) What is the persona’s attitude towards love? Explain your answer (3marks)

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(c) Describe the tone of the poem giving evidence to support your answer (4marks)

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(d) Identify and illustrate any four fingers of speech used in the poem. Commenton their effectiveness(6marks)

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(e) Describe the mood of the poem with illustrations to support your answer (3marks)

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(f) Explain the rhetorical question at the end of the poem (2marks)

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4. **GRAMMAR (15 marks)**

* + 1. ***Rewrite the following sentences as instructed (3marks)***

1. Judas betrayed Jesus

Begin: Jesus..……………………………………………………………..………………………………

1. I have some work. I must do it

Rewrite as one sentence using an infinitive

..………………………………………………………………………..……………………………………

(iii) He will burst into tears if you tease him.

Rewrite in the past tense

..………………………………………………………………………..………………………………………

(b) **Use the words in the brackets to complete the following sentences (3marks)**

1. Most of her crimes are ............................................(forgive)
2. The club refused ...........................................(admit) to anyone wearing school uniform
3. Her only fault is .............................................(indolent)
4. **Use a preposition to complete the following sentences (3marks)**
5. The buffalo charged .........................Lilian
6. The thief was oblivious.......................trap
7. Lazy students prefer sleep ............................studies
8. **Use a phrasal verb to replace the underlined words (3marks)**
9. The school programme has been altered.

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1. I cannot understand what he is saying.

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1. The meeting was cancelled at the last minute.

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1. **Use the words in the brackets to complete the following sentences (3marks)**
2. I ...........................................(write) since morning.
3. He...........................................(like) showing off though I detest it.
4. She...................................................(pray) for three days by tomorrow.