**NAME:……………………………………………………… STREAM……………….:…………….**

**ADM NO.…………………………………………………... DATE……………………………….….**

**101/2**

**ENGLISH**

**PAPER 2**

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

**NOV-DEC-2021**

**TIME: 2 ½ HOURS**

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**CEKENAS END OF TERM TWO EXAM-2021**

**FORM FOUR**

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

**ENGLISH**

**PAPER 2**

**TIME: 2 ½ HOURS**

**INSTRUCTIONS TO THE CANDIDATES**

* *Write your* ***name****,* ***index******number***  *and the name of your* ***school*** *in the spaces provided above.*
* ***Sign*** *and write* ***date*** *of examination in the spaces provided above.*
* *Answer* ***all the questions*** *in this question paper.*
* *All your answers* ***must*** *be written in the spaces provided in this question paper.*

**For Examiner’s Use Only:**

|  |  |  |
| --- | --- | --- |
| **Question** | **Maximum Score** | **Candidate’s Score** |
| Comprehension | 20 |  |
| Excerpt | 25 |  |
| Poetry | 20 |  |
| Grammar | 15 |  |
| **TOTAL SCORE** | **80** |  |

***This paper consists of 12 printed pages.***

***Candidates should check the question paper to ascertain that all pages are printed as indicated.***

***And that no questions are missing.***

1. **COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR.**

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

Being strong and healthy during this moment is a favor from God, but it also calls for a high level of resilience. The social and structural adjustments as a result of the lock-down have impacted heavily on people’s psychological wellbeing. That COVID--19 has shattered the income levels of many families cannot be gainsaid This has shifted the economic curve and strained operations in many households. The shift from the spacious, cosy and serene estate apartments to the less comfortable but affordable housing units in the towns also came with its fair share of troubles. The sudden rural-urban migration meant that people had to re-adjust fast to fit in their new environments.

Additionally, the social changes that limited travelling, partying, holidaying and general fun-filled interactions has made people to feel imprisoned at home. Having to contain children and the youth at home without varied activities that engage them meaningfully is yet another headache for parents and guardians, Matters of fees aside, most Kenyans with school going children have realized what a budget booster the school was. Parents have now understood the central place teachers hold in the growth process of their children. Oblivious of the danger posed by the disease, some parents began to plead with the government to reopen schools! The reason for the push was not anything to do with their dedication to their children’s education, nope. Foodstuff budget allocations were no longer tenable, and children’s discipline was also a challenge.

Most recreational places have remained shut. With places of worship and other counseling facilities closed, the mental wellbeing of Kenyans is deteriorating at an alarming rate. Though the government demonstrated concern by directing the Ministry of Health to hire more psychiatrists and psychologists to address the situation, the impact of this may not be felt across all the suffering populations because not all Kenyans can access such services, let alone having the information about their existence. A question that comes to mind is whether we should be getting more concerned about addressing the main causes of the problem or only managing the symptoms and the resultant effects?

The COVID-19 pandemic has altered cultural landscapes in ways never thought of before. Who could have imagined that some funeral and burial rites of the African communities would be withheld? Where tradition allows the mourning of the deceased to last for months and burial rituals conducted in line with stipulated traditional rites, the Ministry of Health required that such ceremonies are conducted within 24 hours of passing on, and the number of mourners in attendance not to exceed fifteen. Those whose relatives died Out of the country had their bodies interred in the foreign lands. in one unfortunate case in Siaya County a man who was suspected to have succumbed to COVID-19 was hurriedly buried by health workers in the middle of the night. This elicited uproar among Kenyans who wondered whether COVID-19 victims did not deserve a decent send-off, ‘The MoH had to clarify that although social distancing had to be strictly observed, family members should be fully involved in the process to accord their loved ones modest burial.

All these have raised the levels of stress in people. We live in the constant fear of the virus. We are not sure whether the guidelines we are observing arc cushioning us enough from contracting the disease. Kenyans are afraid of visiting hospitals for fear of being found with or being mistakenly diagnosed with CO VJD-19.Thc fact that some people are asymptomatic has presented yet another twist to the situation, That one can have the virus and transmit it without exhibiting the symptoms has made us live in mistrust and suspicion. Stigmatization of those who have recovered from the virus is yet another stressor in our midst.

**QUESTIONS**

1. What according to the first paragraph has enabled individuals remain strong and healthy (2mks)

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2. Cite evidence from the passage to prove that COVID-19 has affected people economically. (3mks)

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3. In about 50 words summarise the effects that COVID-19 has brought about. (4mks)

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4. Rewrite the following sentence according to the instructions given. (lmk)

Kenyans are afraid of visiting hospitals for fear of being found with or mistakenly diagnosed with

COVID-19.

***Begin***: For fear of...................................................

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

5. What are two major hindrances to the government effort towards assisting Kenyans whose mental wellbeing has been affected by the pandemic (2mks)

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6. Identify an instance of irony in the passage (3mks)

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7. Identify the prevailing tone in this comprehension. (3mks)

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8. Explain the meaning of the following words and phrases as used in the passage (4rnks)

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

oblivious –

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

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**Read the excerpt below and attempt the questions that follow. (25mks)**

**Nora**: I didn’t find it dull.

**Helmer**: (smiling)But there was precious little result, Nora.

**Nora**: Oh, you shouldn’t tease me about that again. How could I help the cat’s going in and tearing everything to pieces?

**Helmer**: Of course you couldn’t, poor little girl. You had the best of intentions to please us all, and that’s the main thing. But it is a good thing that our hard times are over.

**Helmer**: This time I needn’t sit here and be dull all alone, and you needn’t ruin your dear eyes and your pretty little hands-

**Nora**: (clapping her hands) No, Tovald, I needn’t any longer, need I! It’s wonderfully lovely to hear you say so! (taking his arm) Now I will tell you how I have been thinking we ought to arrange things, Torvald. As soon as Christmas is over-(A bell rings in the hail.) There’s the bell. (She tidies the room a little.) There’s someone at the door. What a nuisance! **Helmer**: If is a caller, remember I am not at home.

**Maid**: (in the doorway) A lady to see you, ma’am,--a stranger.

**Nora**: Ask her to come in.

**Maid**: (to Helmer) The doctor came at the same time, sir.

**Helmer**: Did he go straight into my room?

**Maid**: Yes, sir.

**QUESTIONS**

1. What does Nora refer to in her opening words in this extract? (2 marks) ………………………………………………………………………………………………………

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2. What has happened that has made the couple happy? (2 marks)

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3 Discuss two themes evident in this extract. (4 marks)

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4. “There’s someone at the door.” Add a question tag (1 mark)

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5. A lady has come to see Nora as reported by the maid. Who is this lady and how does her

coming affect the Helmers from the rest of the play. (6 marks)

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6. Discuss one aspect of style in this extract. (2 marks)

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7. Briefly explain what happens after this extract. (4 marks)

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8. Explain the meaning of the following expressions as used in the excerpt. (4marks)

i) Tease ………………………………………………………………………………………………………

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

ii)Dull ………………………………………………………………………………………………………

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

iii) Nuisance ………………………………………………………………………………………………………

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iv) A caller ………………………………………………………………………………………………………

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**3. POETRY (20 MARKS)**

Read the following poem and answer the questions that follow.

PURGING.

You were given to me,

As steward I cared for you,

You morphed from baby to boy,

Changed from youth to manhood,

But death dealt a blow.

Before you gave us a daughter-in-law,

And grandchildren to love and spoil,

We mourned and moiled but back,

We couldn’t t bring the departed you

Life and death is a real dream of life,

With no morning to wake up to.

I wonder; do I really exist?

I’m in a life long dream,

Only to wake upon a death daybed?

**Questions**

(a) Who is the persona in this poem? (2mks) ………………………………………………………………………………………………………

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(b) How is the title ‘purging’ relevant to the subject matter of the poem? (2mks)

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(c). What is the poem about? (4mks)

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(d) Explain the meaning of the following expressions as used in the poem.

i) But death dealt us a blow

Before you gave us a daughter-in-law (2mks)

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ii) I’m a lifelong dream

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(e) . Comment on any one aspect of style used in this poem. (3mks)

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(f) Describe the persona’s attitude towards the subject matter at the beginning and at the end of

the poem. (4mks)

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(g) What is the prevailing mood in this poem? (2mks)

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(h) You were given to me. (Change the statement into active form) (1mk)

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**GRAMMAR (15MKS)**

***A) Full in the blank spaces in the following sentences with the correct form of the word in brackets (3mks)***

1. The politician tried to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the round crowd but failed( peace)
2. Juma found an old radio and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it trusting it would work (wind)
3. Any person taking a public office ought to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .(corrupt)

***B ) Replace underlined phrasal verb in the following sentence with their meanings (3mks)***

1. As soon as they got to know each other, Wandia and Aoro hit it off

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

1. The teacher was angry with the student who had invented the whole story

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1. Ole Kaelo ensured that everyone got something to eat and drink during the home coming ceremony

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***C) Rewrite the following sentences according to the instructions given after each. Do not change the meaning***

1. The teacher did not make it in time. The students did not make it in time

(join into one using Neither………….nor)

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ii) The CEO postponed the election by one year. He was concerned about the frequent squabbles between the political parties (***Rewrite*** using a participle)

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iii) Speaking honestly, I can attest to the fact that she is a generous person (***begin***: If…………..)

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***D) Choose the correct word given in brackets to complete the blank spaces (3mks)***

i) Jane and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ went to the mall (she, her)

ii) The elephant ran after \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (they, them)

iii) Madam Jane met Kisa and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (I, me)

***E) Insert the correct preposition where appropriate to complete the sentence below (3mks)***

i) It is amazing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ any standards that a student at this level should write such an essay

ii) Were they acquitted of all charges preferred \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them

iii) The children were pleased \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the news