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SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CANDIDATE SIGN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**101/2**

**ENGLISH**

**PAPER 2**

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

**TIME: 2 ½ HOURS**

***KIRINYAGA EAST SUB – COUNTY CENTRAL ZONE STRATEGIC ALLIANCE EXAMINATION* - 2016  
*Kenya Certificate of Secondary Education(K.C.S.E)***

**ENGLISH**

**PAPER 2**

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

**INSTRUCTIONS TO CANDIDATES**

1. Answer all the questions in this paper.
2. All your answers must be written in the spaces provided in the question paper.

**FOR EXAMINERS USE ONLY**

|  |  |  |
| --- | --- | --- |
| **QUESTION** | **MAXIMUM** | **SCORE** |
| **1** | **20** |  |
| **2** | **25** |  |
| **3** | **15** |  |
| **4** | **80** |  |
| **TOTAL** |  |  |

***This paper consists of 8 printed pages.***

***Candidates should check the question paper to ascertain that all pages are printed as indicated and that no pages are missing.***

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

A renowned linguist. Joshua fishermen, identify one of the signals of dying languages as its loss of “intergenerational” use. Intergenerational ‘use means that there are old people middle aged people and young people using it in other words, the language is not only alive among the older generation.

It is possible to argue that there is evidence that many Kenyan indigenous languages have begun their walk towards death. Many parents in urban areas speak to their children in English or Kiswahili at home. The unfortunate thing in urban area is that, while a child who does not learn English or Kiswahili at home will learn it well enough at school, the only social institution that would pay attention to the acquisition of the indigenous language is the home. Increased social mobility, urbanization, inter- ethnic marriages and formal education have hampered the transmission of indigenous language the next generation. Of these factors, urbanization is seen to have contributed to the weakening of indigenous languages in various ways.

To begin with, in urban areas and cosmopolitan areas, the natural environment for the acquisition, development and transmission of indigenous, Language is absent. Relative particularly grandparents whose only languages is the indigenous language, are not part of the urban social set up. The growing child, therefore, finds that English and Kiswahili are sufficient communication tools. This reduces the motivation to learn and use the indigenous language. Thus, many of the children growing up in urban settings lack basic oral skills in the parents indigenous language, if this is not **checked,** these young people will have no indigenous language to pass onto the next generation, and this will keep reducing the ‘umber of speakers of those particular languages.

Another aspect of urban life that affects language transmission in Kenya is that most mothers are career women. They rely on domestic helps to bring up their children. The domestic helps, in most cases, speak a different indigenous language, and from that of the employers. In nearly all such situations, the parent instruct the domestic help to speak to their children either in Kiswahili or in English.

Inter-ethnic marriages are more common in urban area than in the rural areas. Within the patriarchal family structure in Kenya, it is expected that the wife in such a marriage will learn her husband’s language and then pass it on to the children. However, the environment in urban area does not enable the wife to learn her husband’s language. In many of such cases, the wife chooses to address the children in Kiswahili or English and leaves the husband, in the limited time he has with the children to pass on his language. It is thus, understandable if such children, who also spend most of their playtime with children from other language groups, develop better skill in a common language such as Kiswahili or English.

***Questions***

1. Identify one signal of dying language drawing you illustration from the first paragraph. (2mks)

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1. What evidence does the writer gives to prove that Kenyan indigenous languages are dying out.

( 2mks)

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1. What factors have hindered the transmission of indigenous language to the next generation? (2mks)

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1. Identify and explain the figure of speech in the second paragraph. (2mks)

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1. State one way to show that the urban social set-up interferes with the natural environment for the acquisition of the indigenous language (1mks)

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1. What role does house helps play in language transmission? ( 3rnks)

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1. In note form outline the writer’s argument on how urbanization has contributed to the weakening of indigenous language. (4mks)

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1. Identify a parenthetic expression in the first paragraph. (2mks)

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1. Explain the meaning of the following passage
2. Surpasses

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1. Patriarchal family structure

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1. ***Read the excerpt below and answer the questions that follow.***

She had also decided that the first thing she would do after her baptism was to go for her mother and daughter. She suspected that her mother would take to the new faith like *ngege* (fish) to water. It offered such consolation for one could identify oneself easily with the desolation of Mary (a sword shall pierce your heart), with the joy of Elizabeth (whose barrenness was removed by God), the warm love of weak Peter (Lord you know everything; you know that I love you!). And that after he had just denied him to a little slave girl! What ignominy!

One law she knew she would find very hard to keep was the church’s law on marriage. The Church taught that one man should marry one woman and there was no compromise in that matter. Now who would want to marry a widow such as herself as his first and only wife? No one. She knew her people well enough not to deceive herself. Her problem was that she wanted children so badly. Children were everything. At least *chik* had provided for that particular contingency by the institution of tern. It was only a kind of half marriage and not very fulfilling but at least children would be forthcoming. Nyabera knew herself well enough to know that if she ever failed, it would be because of this. However, only a fool tries to peer into the future; enough unto the day were the problems thereof and the problem of that particular day was to give satisfaction in catechism and get baptized.

***Questions***

a) i) Why, according to the extract does Nyabera find it very hard to keep the church’s law on marriage? (3mks)

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ii) Explain what happens later to Nyabera when she returns to Sakwa to her inheritor, Ogoma Kwach, when his wife dies. (3rnks)

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iii) What do you learn about Nyabera’ s character when she returns to Sakwa? ( 2mks)

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b) Explain why the writer mentions Mary, Elizabeth and Peter in this excerpt. (3rnks)

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c) Other than allusion, identify any two feature of style used in the excerpt. (4rnks)

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d) Explain the significance of tero according to the extract. (3mks)

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e) Mention and illustrate any two themes in the extract, (4mks)

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f) She badly wanted children.” (Rewrite beginning: so ) (1rnk)

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g) What happened immediately after this extract? (2mks)

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1. ***Read the poem below and answer the questions that follow.***

**Nightfall in Soweto**

Nightfall comes

Like a dreaded disease

Seeping through the pores of a health body

And ravaging it beyond repair

A murderer’s hand

Lurking in the shadows,

Clasping the dagger,

Strikes down the helpless victim.

I am the victim.

I am slaughtered

Every night in the streets

I am cornered by the fear

Gnawing at my timid heart;

In my helplessness I languish.

Man has ceased to be man

Man has become beast

Man has become prey

I am the prey

I am the quarry to be run down

By the marauding beast

Let loose by cruel nightfall

From his cage of death.

Where is my refuge?

Where am I safe?

Not in my matchbox house

Where I barricade myself against nightfall

I tremble at his crunching footsteps

I quake at his deafening knock, at the door,

“Open up!” he barks like a rabid dog

Thirsty for my blood

Nightfall! Nightfall!

You are my mortal enemy

But why were you ever created?

Why can’t it be daytime?

Daytime forever more

***Questions***

a) Who is the persons in this poem ( 2rnks)

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b) Explain briefly what this poem is about ( 3mks)

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c) Identify and illustrate three feature of style in the poem (6rnks)

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d) What is the persona’s attitude towards night fall (2mks)

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e) What is the general mood in the poem? (2mks)

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f) Give two illustrations in the poem that show that Soweto is a slum (2mks)

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Explain the meaning of the following expressions as use in the poem: (3rnks)

(i)Man has ceased to be man

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ii) Man has become prey

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(ii) Not in matchbox house

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1. **GRAMMAR**

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

i) The snake did not bite the boy (Begin: The boy....)

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ii) They were so happy that they forgot to lock the door. (Begin: So happy………..)

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iii) Peter was highly praised for his good performance. (Replace the underlined phrase with one word) ……………………………………………………………………………………………………………………………………………………………………………………………………………………

***b) Fill in the gaps in the sentences below with the appropriate personal pronouns. (3mks)***

i) Could it have been\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the door?(them, they)

ii) Jane and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are leaving now( me, 1)

iii) Koech run as fast as\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (they, him)

***c) Fill in the blanks with the correct preposition.***

i) Some people are keen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ working in a team.

ii) Many office workers are fond\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ having frequent coffee breaks.

iii) The plane wasn’t allowed to take \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because of the bad weather.

***d) Supply the appropriate questions tags in the blank spaces in the following sentences. (3mks)***

i) We needn’t worry about tomorrow, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

ii) Let me have a taste, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?

iii) They’ll come early in the morning. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

***e) Use the appropriate form, of the word in brackets.***

i) Her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_cost her life ( deceive)

ii) Such an\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had never been seen. (Occur)

iii) When we saw the suspect fidgeting, we knew \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that he was guilty. (doubt)