

KCSE TOP PREDICTION MASTER CYCLE 5

ENGLISH
PAPER 2 (101/2)
Time: 2 ½ Hours

Name: Adm No:
School: Class:
Signature: Date:

{Comprehension, Literary Appreciation & Grammar}

Instructions to candidates

- Write your **Name**, **Index number** and the **Date** in the spaces provided above.
- Answer **all** the questions in this paper.
- All your answers **must** be written in the spaces provided in this question paper.
- All working **must** be clearly shown where necessary

Questions	Maximum score	Candidate's score
1	20	
2	25	
3	20	
4	15	
Total score	80	

A. COMPREHENSION (20MARKS)

Read the passage below and answer the questions that follow.

Napoleon Bonaparte, leader of France in the early 19th century, once said that 'impossible' is only found in the dictionary of fools. For long, the plight of needy pupils who did not benefit from the host of scholarships in the country has been brought to our attention. Through their resilience, they have given credence to Napoleon's word.

These children have gone out of their way to awaken us to the fact that education is a basic human right. Children from across the country have trekked to various secondary schools to plead with the respective principals to admit them despite their lack of school fees. Theirs have been bravery and courageous acts tinged with desperation.

Unfortunately, this is happening at a time the nation is gripped with the Building Bridges juggernaut on which colossal sums of money been allocated.

Had that money been channeled to where it matters most, it would have given relief to many families. To our politicians though the quest for power overrides any other pressing national issues. To them, our problems require political answers to be found in creating more leadership positions.

Education is a **basic** human right. **Basic education** runs **from** early childhood to secondary level. It is thus the duty of the government to ensure children are not denied this right.

Our constitution is explicit on this. Moreover, myriad international legal instruments bind the government to facilitate the enjoyment of the right by citizens unfettered.

At least the current effort at 100 per cent transition to secondary school level is laudable. However, infrastructure and personnel in schools yearn for urgent attention. The schools are bursting at the seams. If this challenge is not addressed urgently, most institutions will gradually decline.

That aside, we should revisit our approach to issuance of scholarships to needy members of society. We not only need to cater for the fees and other school requirement for the child, we should go further and look at the homes of the cases.

The parents and guardians need to be empowered to break the cycle of poverty. Learning will be best where both the home and school environment are conducive to learning. From what we have been shown by the media. It is clear that attempts at provision of scholarships have not successfully benefitted all the needy cases.

If it did, how come these cases escaped media attention? At least the private sector, and to some extent the scholarships scheme spearheaded by the Ministry of Education have, to an extent, been successful.

But I doubt whether a thumbs-up can be given to those run by our politicians. There are numerous cases where friends, relatives and a caboodle of undeserving cases have benefited while the needy cases are ignored.

This calls for a paradigm shift in our approach to scholarships for post-primary learners. Most Kenyans are poor. Nonetheless the government, corporations and individuals, can bring a smile to the faces of the many needy cases in our midst.

Donations are good. At least they give a temporary reprieve to the children. However, there is needed to come up with a more airtight approach to the problem. My prayer is that when this is done, we get people of high integrity to oversee the process. The canker of corruption as we all know is our greatest undoing as a nation.

The point to start is by the government getting data on the needy cases from field officers before the exams. Second, the government should ensure all schemes dealing with public funds are managed by the Ministry of Education.

It is vital to divorce the scholarships from performance. We should remember that most deserving cases come from poor families where shortage of essentials of life may hamper good performance.

Harmonization of the schemes from the public coffers does not mean we do away with those managed by corporate bodies and other foundations. It is vital for the government to enter into partnership with all players in this domain.

Spreading the scope of the beneficiaries should force us to come up with other innovative measures to address the problem. There is need to encourage more bodies to include provision of scholarship to needy cases in their corporate responsibility.

Secondary schools through their boards of managements and parents associations should also chip in. Alumni associations can also be invigorated to lend a hand. The principals should also try not to expose the plight of the cases to other learners.

This might have a negative effect on the children's psychological growth. Ultimately, the government should go out of its way to provide quality basic education to its population

Adapted from the Daily Nation.

Questions.

1. What makes Napoleon Bonaparte's words credible? (2mks)

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2. What according to the author has motivated needy children to go out and seek admission to schools even without fees? (2mks)

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3. Explain the irony in the lack of school fees for needy children. (2mks)

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4. Define basic education. (1mk)

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5. A part from scholarships, which other measures can be taken to help the many needy cases. (3mks)

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6. Why is it wrong to expose a student's neediness? (1mk)

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7. Describe the tone the author uses in talking about politicians. (3mks)

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8. What two measures should the government take to ensure that all needy cases receive the help they deserve?

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.....(2mks)

9. Explain what the following words and expressions means.

Myriad (3 mks)

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Laudable

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Divorce.

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10. Change the sentence below to superlative (1mk)

- Donations are good.

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B. LITERARY TEXT BLOSSOMS OF THE SAVANNAH.

(25MARKS)

Read the following extract and answer the questions that follow.

Helmer: Nora!

Nora: Ah! –

Helmer: What is this? Do you know what is in this letter?

Nora: Yes, I know. Let me go! Let me get out!

Helmer: (holding her back) Where are you going?

Nora: (trying to get free) You shan't save me, Torvald!

Helmer: (reeling) True? Is this true, that I read here? Horrible! No, no- it is impossible that it can be true.

Nora: It is true. I have loved you above everything else in the world.

Helmer: Oh, don't let us have any silly excuses.

Nora: (taking a step towards him) Torvald - !

Helmer: Miserable creature- what have you done?

Nora: Let me go. You shall not suffer for my sake. You shall not take it upon yourself.

Helmer: No tragic airs, please. **(Locks the hall door)** Here you shall stay and give me an explanation. Do you understand what you have done? Answer me! Do you understand what you have done?

Nora: (look steadily at him and says with a growing look of coldness in her face) Yes, now I am beginning to understand thoroughly.

Helmer: (walking about the room) what a horrible awakening! All these eight years – she who was my joy and pride- a hypocrite, a liar- worse, worse- a criminal! The unutterable ugliness of it all! – For shame! For shame! **(Nora is silent and looks steadily at him. He stops in front of her.)** I ought to have suspected that something of the sort would happen. I ought to have foreseen it. All your father's want of principle- be silent! – all your father's want of principle has come out in you. No religion, no morality, no sense of duty-. How I am punished for having winked at what he did! I did it for your sake, and this is how you repay me.

Nora: Yes, that's just it.

Helmer: Now you have destroyed all my happiness. You have ruined all my future. It is horrible to think of! I am in the power of an unscrupulous man; he can do what he likes with me, ask anything he likes of me, give me any orders he pleases- I dare not refuse. And I must sink to such miserable depths because of a thoughtless woman!

Nora: When I am out of the way, you will be free.

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

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2. In this excerpt, there's the mention of a letter. Where did it come from? What is its content?
(3 marks)

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3. What is Torvald's attitude towards Nora? (2 marks)

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4. What does this excerpt reveal about the character of Nora? (4 marks)

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5. Explain **two** instances of Irony in this excerpt. (4 marks)

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6. 'Yes, now I am beginning to understand thoroughly.' What does Nora begin to understand?
(2 marks)

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7. Identify and illustrate **2 issues** brought out in this excerpt. (4 marks)

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8. Explain the meaning of the following expressions as used in the excerpt. (2 marks)

(a) Horrible awakening

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(b) Want of principle

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c. ORAL NARRATIVE

20 MARKS

Read the narrative below and answer the questions that follow.

THE BLACK AND THE RED GOD.

Once there were two gods, the black god and the red god. The black god was very humble, kind and loving, while the red god was malevolent and did not care about the people at all. These gods lived together away up in heaven but the black god lived below the red god, therefore closer to the people on the earth.

One day, famine spread all over the world. Cattle could find neither grass to eat nor water to drink and they were almost dying of starvation. Then the black god spoke to the red god and said, "Let us give people water for they are about to starve to death." The red god was reluctant to let the people have water, for he had no liking for them, but after much pleading from the black god, he relented. It was then agreed that water was to be released from heaven to earth. When this was done, it rained very hard for many days.

After sometimes, the red god said to the black god." You can now hold back the water, for the people have had enough." The black god answered; "let us leave it for a few more days for the earth has been parched dry". This was done, and when the red god again told the black god to hold back the water, he did so and the rain stopped falling.

A few more days elapsed and the black god now asked the red god to release some more

water for the people. The red god refused; and there ensued an argument between them, with the red god threatening to wipe out all the people, whom he described as having been spoilt, and the black god struggling to prevent him from doing so. And so, up to this day, when one hears loud thunder, it is the red god trying to get past the black god to wipe out the people of the earth. But when the sound of thunder is not very loud, it is the black god who is trying to prevent the red god from killing the people.

Questions

a) Classify this narrative. (2mks)

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b) Describe one character trait of each god. (4mks)

(i) The red god

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(ii) The black god

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c) Discuss the effectiveness of any two literary devices. (4mks)

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d) Identify and illustrate any **three** features of oral narratives evident in this story (3mks)

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e) What economic activity is practiced by the people described in this story? (2mks)

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f) What moral lesson can be learnt from this story? (2mks)

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g) What do you infer from the fact that the black god lived below the red god? (3mks)

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D. GRAMMAR (15 MARKS)

a. Rewrite according to instructions in brackets. (4 marks)

i. I met my friend while walking from home to school. (Begin with: Walking)

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ii. Who taught you Physics? (Rewrite in the passive)

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iii. Having persevered, he bore fruits. (Rewrite using "perseverance")

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iv. The little rascals ran round the ragged slope. (End: ...rascals)

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b. Rewrite the sentences below replacing the word in bold with a phrasal verb formed from the word given in bracket. (3marks)

i. He **terminated** the engagement. (break)

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ii. Parents are advised to **rear** their children well. (bring)

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iii. After breaking into the mall, the criminals **stole** the loot. (made)

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c. Fill in the blank space with a suitable article. (2marks)

i. He plantedeucalyptus tree behindgrandmother’s house.

ii.umbrella can protect us fromsun rays.

d. Rewrite the following sentences, correcting the error in each. (3 marks)

(i) Most youths prefer playing football than hockey.

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(ii) Kimeli is the most highest paid employee in my company.

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(iii) I demand to know what is this.

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e. Fill in the blank spaces with an appropriate pronoun. (3 marks)

(i) The children and ought to leave immediately if we want to arrive there before dark.

(ii) The organizers have invited Manzizi and but I don't intend to go.

(iii) Since he obtained the highest grade, the school should give the award to no one else but.....