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| SCHOOL | ***************************** | .Date | ******* |
| Candidate's Sign | | ٠. | |
| | | | |
| 101/2 | | | |
| ENGLISH | , | | |
| (Comprehension, Literary, Appreciation | on and Grammar) | .* | |

TOP NOTCH EXAM MERIT TWO (PRE-MOCK) 2016 KENYA CERTIFICATE OF SECONDARY EDUCATION.

Instruction to candidates

PAPER 2

TIME: 2½ HO

- a) Write your name and index number in the spaces provided.
- b) Sign and write the date of examination in the spaces provided above.
- c) Answer all questions in this question paper.
- d) Answers to all questions must be written in the spaces provided in this booklet.
- e) This paper consists of 12 printed pages.
- f) Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

For Examiner's use only

| Question | Maximum score | Candidate's score |
|-------------|---------------|-------------------|
| 1 | 20 | |
| 2 | 25 | |
| 3 | 20 | |
| 4 | 15 | |
| Total score | 80 | |

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

Kenyan roads hold two things in equal measure: great promise and great disappointment. They begin with a promise, in this case, the construction. Everyone is excited about the possibilities that the road presents. If it happens to be a new road, commuters will talk about nothing else except how pleasantly things will change for them. Soon, the construction is completed, and people are so excited, some are even tempted to lie on the tarmac! Change does not happen; value of property appreciates a hundred fold, businesses and farmers do better and the general outlook of that area changes.

Three y down the road however, due to poor workmanship, cracks begin to appear, small ones at first, which become bigger by the day, and finally, they develop into the craters that we Kenyans know too well. Vehicles are damaged; dust returns with a vengeance and accidents increase, with them, permanent scars and loss of lives. Right in front of our eyes, what held great promise and hope to us becomes a source of disappointment and anguish. Yet every single day, we ply the roads, going about our business in spite of the difficulties.

Relationships behave much the same way. In every relationship, hope and promise are intricately intertwined with the potential for disappointment. And just like with the roads, we don't give our relationships the nourishment they need to withstand the bad times. When it begins to crack, we allow the dust of the disappointment to block our view of the promise that the relationship still holds.

Here are some thoughts to consider.

First, just like roads, relationships are necessary in spite of their challenges. People come into the relationship with expectations, some realistic, some unrealistic and everything in between them.

The backgrounds we come from inform those expectations to a great extent, and these are further reinforced by folktales and fantasies of romance, family, wealth and so on. When these expectations are not met, disappointments are bound to occur.

Yet like the roads, relationships still hold great promise for happiness, health and wealth. Mark Gungor, the creator of the video. "Laugh your Way to a Better Marriage." Quotes research that says married people are happier, healthier and make more money on average than singles, the challenges notwithstanding, am of the opinion that human beings have not yet discovered any other source of

Companionship, love friendship, and pleasure that is greater than that which is found in relationships.

Another thought is the permanent nature of roads. Every time I visit my home town, am amazed that most of the roads are still there. I can actually direct someone to my home without the fear that the road will have disappeared. Generally, roads have a permanent nature.

In the same way, relationships must be approached with a view of staying put, for better or for worse. This was the major plank in the traditional marriage in Africa, as well as a central tenet of the Christian tradition to which most Kenyans pledge allegiance. Unfortunately, these traditional ideals of love, courtship, marriage and family have largely been discarded and without clear guidelines, relationships are likely to be a difficult prop ition for anyone.

The proliferation and acceptance of come-we-stay arrangements and other forms of non-committal type of unions is a challenge. This is because the roles that marriage plays in the society-producing and nurturing of children to maturity, providing companionship and building wealth, require a high level of permanency. The promise of relationships lies in commitment, and if approached from any other angle, relationships become unfulfilling. (From: *The Daily Nation newspaper dated February 29th*, 2012.)

| a) | Explain why people look to th | e construction of a new road with optim | nism. (3mks) |
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| | •••• | | |
| b) I | dentify one similarity between | n Kenyan roads and relationships. | (2mks) |
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| •••• | Ranga sa kacamatan kanalah Maraja ka | | |
| •••• | *************************************** | | |
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| | | ••••• | and the state of t |
| | | ark Gungor's position on relationships? | (2mks) |
| | | the state of the s | |
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| According to the passage, state why relationships should be permanent | . | (3mks) |
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| State the writer's attitude towards Kenyan roads as revealed in the passa | | (2mks) |
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| g) In note form, give the consequences of poor road workmanship. | | (5mks) |
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| | | ••••••••••••••••••••••••••••••••••••••• |
| Everyone is excited about the possibilities that the road presents." write beginning: Everyone's) | | (1mrl |
| | •••••••• | |
| h) Explain what the following word and phrase mean as used in the pa | SSAGE | (2mks) |

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i) Proliferation ii) Pledge allegiance Question 2: Caucasian Chalk Circle - Bertolt Brecht. Read the ex pt below and answer the questions that follow: (25mks) INKEE _A: Your worship, it's a question of the family honour. I wish to bring an action on behalf of my son, who's away on business on the other side of the mountain. This is the offending stable man, and here is my daughter in law. ne (Enter the Daughter in law, a voluptuous wench. She is veiled) (Sitting down): I accept (sighing, the Inkeeper hands him some money). Good. Now AZDAK: the formalities are disposed of. This is a case of rape? Your honour, I caught the fellow in the act. Ludovica was in the straw on the stable INKEEPER: Quite right, the stable. Lovely horses! I especially liked the little roan. AZDAK: The first thing I did, of course, was to question Ludovica. On my son's behalf. INKEEPER: (Seriously) I said I specially liked the little roan. AZDAK: (Coldly): Really? Ludovica confessed the stableman took her against her will. INKEEPER: Take your veil off: Ludovica (she does) Ludovica, you please tell the court. Tell us AZDAK: what happened. LUDOVICA: (Well schooled). When I entered the stable to see the new foal the stableman said to me on his own accord, "It's hot today!" and laid his hand on my left breast. I said to him, "Don't do that!" But he continued to handle me indecently, which provoked my anger. Before I realized his sinful intentions, he got much closer. It was all over when my father-in-law entered and accidentally trod on me. (explaining) On my son's behalf. INKEEPER: (to the stableman). You admit you started it? AZDAK: STABLEMAN: Yes Ludovica, you like to eat sweet things? AZDAK: LUDOVICA: Yes, sunflower seeds. You like to lie a long time in the bathtub? AZDAK: LUDOVICA: Half an hour or so. Ouestiom. (3mks) (a) Explain what happens before this excerpt. (2mks) (b) "I accept." Explain what is implied by this statement. (c) "Your honour, I caught the fellow in the act." Identify and explain one theme that can be deduced from (3mks)the statement. (d) "(Sighing, the innkeeper hands him some money.) Good now the formalities are disposed of." What the transport of the transport (3mks) to the transport turns out to be ironic about this statement? (1mk) (e) Who is the public prosecutor in this case? (2mks) (f) Why do you think Azdak asks Ludovica to remove her veil? 5 Ef ENGP2 À

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| | ibe any other <u>three</u> cases adjudicated by Azdak. g your answer on the excerpt, identify and illustrate any <u>two</u> | charactet | traits of Ludo | (3m ks) vica |
|-------------|---|------------|----------------|-------------------------------|
| (i) Id enti | fy an instance of humour used in the except. | | | (2mks) (2m ks) |
| (j) Gi ve 1 | he meaning of the following words as used in the excerpt. Roan: | - <u>*</u> | Att Sept. | (2mks) |
| (i) (ii) | Stable: | | | |
| 3 Read | i the oral song below and then answer the questions that | follow: | | |

After a brief struggle I got myself a job;

My food was meat and banana flour

A hundred cents a month and soon I had some money.

on afterwards I bought myself
a beautiful girl
My heart was telling me this
was a fortune,
So, heart you were deceiving me and I
believed you.

On a Saturday morning as I was leaving work;
I was thinking I was being awaited at home
But on arrival, I couldn't find my bride.
Nor was she in her parent's home

I ran fast to a river valley;
What I saw gave me a shock —
There was my wife conversing
with her lovers

I sat and silently wept;

People are not trustworthy and
will never be

Girls are not trustworthy and will never be!

| Questions | | | |
|---|---|---|--|
| a) Place this song in its appropriate genre. | | (2mks) | |
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| b) Who is the probable singer of this song? | | (1mk) | • |
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| *************************************** | | | |
| c) What evider is there to show that this is an | oral song? Give two well | illustrated features.(4mks) | |
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| | ************ | # 4 2 | |
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| i) What do we learn about the economic setting | g of the community depic | ted in this song? (2mks) | 4 - 14 - 14 - 14 - 14 - 14 - 14 - 14 - |
| 1) | | *************************************** | •••• |
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| *************************************** | | | ••••• |
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| | | | lmrk) |
| h) Briefly explain what the following lines mea | | | |
| "Soon afterwards I bought myself a beautiful g | pri. | | 4 |
| *************************************** | | , | |
| ••••• | | | in . |
| *************************************** | | ************************************** | |
| b) Read the proverb below and answer the ques | stions that follow. | | rigi u 4 0 2 |
| Knowledge is like a garden: if it is not cultive | | ed. | |
| | | | (2mks) |
| i) Explain the meaning of this proverb. | d the state of th | | |
| *************************************** | ******************** | •••••••••••••••••••••••••••••••••••••• | |
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| *************************************** | | · · · · · · · · · · · · · · · · · · · | •• |
| ii) Describe a situation to which this proverb co | | (2mks) | |
| 15) 2000120 | 7 | =10.1 |) |
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| *********** | * ** ** ** *** *** | shove (2mrks) |
| i) What is the role of the proverb in the situation | you have described in (1) | above. |
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| *********** | | (2mks) |
| iv) Explain the imagery used in this proverb. | | the state of the s |
| | ********** | |
| iv) Explain the imagery used in this provides | | |
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| | • | |
| 1 1441 | os of the community from | which it originates? |
| v) What does this proverb reveal about the value | es of the community | (2mks) |
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| | | The state of the s |
| *** *** **************************** | | |
| 4. (a) Rewrite the following sentences as instru | ucted. Do not change the | meuning. |
| | | 一个一张一点 编码 医乳轮轮轮 |
| i) Mutu says that he is unwell. (Rewrite in | 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - | |
| 5 | | |
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| **************************** | | |
| | •••••• | <u>. San ang kalang kalanggan di ka</u> Banggan di kalanggan |
| ii) The principal did not suspect that the man we | ould con him. | · 法,可能的证据的。 |
| to the second of | | |
| (Begin: Little | | and the second s |
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| *************************************** | v. | | | |
| | | •••••• | | |
| iii) Jessica went to school. (Rewrite as a question star | | | -1 -1 | |
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| b) Replace the underlined phrasal verb with a work | d with a similar me | aning. | (3mks) | • |
| i)The opposition party stood up for what it believed | | : # | | |
| 1) The opposition party stood up to: what it believed | • | | | * |
| | ******* | | | |
| * *********************************** | | | | |
| ii) Waiyaki felt let down when Nyambura did not sh | ow up. | | | |
| | | | | |
| | * | | | |
| iii) The teacher should have <u>ironed out</u> any differ | rences between him | and his class. | | |
| iii) The teacher should be a second should be a sec | | | | |
| | a a pro u a a a a a a a a a a a a a a a a a a | | | |
| | | | | |
| c) Fill the gap in each of the sentences below with | an appropriate wo | rd or phrase. | (3mks) | |
| c) Fill the gap in each of the semences below with | to b | lame for what | has just hap | pened. |
| i) Only one of the students | a Carla Loop give | von some | | - |
| ii)I havetea in | the flask. I can give | you some. | live | |
| iii)He is not sure whether the programme will be | *************** | •••••• | | |
| | | | (2 | |
| d) Fill in the blanks using the correct form of the | word in brackets in | each case bei | оw. (<i>эш</i> мэ) | |
| i) Omondi was liked by all his colleagues because o | f his | | | |
| (humble) | 1. * - * • | • | | |
| | * * * * * * * * * * * * * * * * * * * | * | animat him | (allege) |
| ii) He was arrested because Raila made a malicious. | | a | Samer mm. | (miner) |

| iii | i)No sooner had Rooney | down than the coach began to scream. (ne |
|---|--|--|
| e) The following sentences have incomplete idiomatic expressions. Complete them correct | | |
| e) |) The Jouowing Semences have accompensed | (3mrks) |
| | i) | To finish this work by today is a |
| , | 1) order. | |
| , , | ; ii) | Stop poking |
| ÷ | you | in other people's affairs. |
| | iii) | Mary had to |
| | settlewith | the principal before she was re -admitted. |

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