**NAME:………………………..........................................ADM……….CLASS: ………..**

**SCHOOL ……………………………………………………….DATE: ……………….**

**END OF TERM 2 EXAMINATIONS**

**SEPTEMBER 2022**

**ENGLISH**

**101/2**

**(*Comprehension,Literary Appreciation and Grammar)***

**TIME: 2 ½ HOURS**

**Instructions to candidates**

1. ***Write your name, admission number and class in the spaces provided above.***
2. ***Answer all questions in this paper.***
3. ***All your answers must be written in the spaces provided in this question***
4. ***Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.***
5. ***Candidates must answer the questions in English.***

**FOR EXAMINER’S USE ONLY**

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| --- | --- | --- |
| **QUESTION** | **MAXIMUM SCORE** | **CANDIDATE’S SCORE** |
| **1.** | **20** |  |
| **2.** | **25** |  |
| **3.** | **20** |  |
| **4.** | **15** |  |
| **Total** | **80** |  |

1. **COMPREHENSION (20MKS)**

**Read the passage below and answer the questions that follow**.

There is one statement that William Ellery Channing, a renowned theologian, made that sums up everything that books mean to those who love them: ‘It is chiefly through books that we enjoy intercourse with superior minds.’ He went on to say that great people talk to us and give us their most precious thoughts books.

What William Ellery meant was that books are the greatest source of knowledge. If we have to prosper, then we have to develop the urge, the thirst and the desire to read. People have really not understood the fact that the only way of shedding off ignorance, and making an informed and meaningful contribution to society is through acquisition of knowledge through reading.

It is sad to note that young people do not look up to widely read and knowledgeable people as their role models. They do not appreciate someone who has made accomplishments in the intellectual arena in the same spirit that they fall behind a sport personality or entertainment celebrity. Many young people imitate sports people imitate sports people and entertainers lavishly and look up to them as their only heroes and heroines.

The media is partially to blame for this trend. It has not always acted responsibly in the way it has featured personalities. In most cases, the media only features, as celebrities are found in all fields of life. Some of the personalities the media features, such as musicians and artists of dubious moral standing, alienate the youth from the grim realities of their society. Blinded by the glamour of the lives that the celebrities live, the youth lose interest in intellectual development.

Very few students in secondary schools or even in universities are aware that reading can open up limitless possibilities to them. Some of those who have completed school or college education wrongly assume that the reading of books ends with the last examination one takes. Sooner or later such people become illiterate in thought. They stop being originators of intellectual nourishment. What is the difference between them and those who have been unable to have access to education?

There must be sharing of ideas for development to take place. When people share ideas, they develop mentally as well as in other facets of life. There are very few reading clubs; meetings where members get together to exchange meaningful ideas acquired through reading. In bars, for example, there is no intellectual discourse that goes on. Obnoxious and unimaginative exchange of obscene words can hardly measure up to anything constructive. The lack of interest in debates of national importance can be attributed to the bankruptcy of ideas as a result of the lack of a reading culture.

The truth of the matter is that books are capable of doing things for us. Very few young people know that they can turn their grades from E’s, D’s and C’s to B’s and A’s by simply reading books. If only they improve their ability to read, they will be able to open any door they choose to go through. Reading also instills in young people the skill of self-confidence that they need in the competitive world they are living in.

Reading activates and exercises the mind. It forces the mind to discriminate between good and evil, and pushes us to use our imagination, thus making us more creative. In a sense, reading actually does activate the mind in the same way we activate muscles when we lift weights. The more active our minds are, the more agile they become, which results in a higher level of creativity. Someone wisely pointed out that the mind, once stretched by a new idea, never returns to its original dimensions.

Developmental psychologists estimate that less than five per cent of us are still creative by the age of 18.By this age, many young people will have ‘wasted’ themselves watching television shows and films where image and sounds are already packaged and ready for them at the click of a button. They use little imagination because everything is done for them. They do not critically think about how to dress, think or behave. Consequently, they do not develop the habit of thinking for themselves.

**QUESTIONS**

1. What is identified as the only way of shedding off ignorance? (1mk)

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1. In point form, list down the benefits of developing a reading culture. (4mks)

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1. What is the media accused of in this passage? (2mks)

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1. Why do people who have completed school or secondary education stop reading? (1mk)

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1. What is necessary for development to take place? (1mk)

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1. Explain the meaning of the following words as used in the passage. (5mks)
2. ignorance ………………………………………………………………………………………………………………
3. dimensions ……………………………………………………………………………………………………………
4. obnoxious ……………………………………………………………………………………………………………..
5. bankruptcy ……………………………………………………………………………………………………………
6. trend ……………………………………………………………………………………………………………………..
7. Rewrite the following sentences according to the instructions given after each.
8. It is chiefly through books that we enjoy intercourse with superior minds. (*write in the interrogative form*)

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1. Blinded by the glamour of the lives that the celebrities live, the youth lose interests in intellectual development. (Use: ….are blinded…) (2mks)

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1. How is reading similar to exercising? (1mk)

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1. Why are only less than five per cent of people still creative by the age of 18? (2mks)

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1. When, do you think, does the reading of books end? Why? (1mk)

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1. **BLOSSOMS OF THE SAVANNAH (25MKS)**

**Read the following excerpt and answer the questions that follow.**

Her dream was rudely and violently interrupted by a thunderous bang and a loud roar of laughter. She woke up with a start, jumped up to her feet and stared at the door with wide panic-stricken eyes. For a moment she could not figure out her surroundings and called out the name of her sister Taiyo. She was terrified. The door flung open and Olarinkoi staggered in. He was stone drunk. Resian stared at him unblinkingly as he walked towards her and she backed off terrified, squeezing herself flatly against the wall. He followed her there and got hold of her shoulders and shook her violently glaring at her with his glittering eyes.

“You silly thing, “he thundered angrily. “ I tell you to prepare food and you refuse to do so, eh? Today you will know who the owner of this home is. If you are still in doubt, let me tell you frankly that from today on you are my wife, hear that, eh? You are my wife. For a long time you have been sneering at me, showing how highly educated you are. Today we shall see how educated your body is! Yes, we shall see!”

He got hold of her hand and began dragging her into the other room. At first she did not understand his intention until he began unfastening her buttons with his rough trembling hands. Then the truth came, and with it, terror and panic. She tried to get away from him, but he held her effortlessly as he brutally continued fumbling with her dress, trying to loosen it. She screamed as loudly as she could while she pushed him away and thrashed frantically about. But that did not deter him and he totaslly ignored her screams holding her more firmly with his strong arms. Against her loud protest, he tore her garments and began to push her towards the bed.

Then, desperately, she took the last chance of self-defense and self-preservation. Mustering all her strength, she thrust his thumb into her mouth, sunk her teeth into the flesh like a ferocious animal and tenaciously held onto it, tugging at it fiercely like a lioness. She could feel the flesh tearing and she tasted the salt of his blood as it filled her mouth but she clung unto the thumb as Olarinkoi howled with pain.

**Questions**

1. Explain what happens before and after this excerpt. (4mks)

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1. Identify and illustrate one character traits of Resian in this excerpt. (2mks)

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1. How has Olarinkoi greatly changed in this excerpt compared to his earlier conduct in the novel? (3mks)

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1. Identify and illustrate two aspects of style used in this excerpt. (4mks)

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1. Make notes on the contents of Resian’s dream. (2mks)

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1. Explain two major issues raised in the excerpt. (4mks)

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1. “Today we shall see how educated your body is,” said Olarinkoi. Change to reported speech. (2mks)

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1. Explain the meaning of the following expressions as used in the excerpt. (4mks)
2. unblinkingly ………………………………………………………………………………………………
3. effortlessly …………………………………………………………………………………………………
4. mustering ………………………………………………………………………………………………….
5. howled ……………………………………………………………………………………………………….
6. **POETRY (20MKS)**

**Bell The Cat**

The story of a cat menace to mice

Was told to all mice

To the foolish and the wise

Mice met from all walks

And held investable live-die talks

Searching for life-long answer

To the cat-mouse problem.

What do we do? They asked.

Let’s bride him, some opined

Some will be marked for cat

That others walk in freedom

But no one volunteered

Was freedom worth dying for?

Then let’s bell him;

A round of applause.

The conference assented with toasts and thumb-ups

Then, in an afterthought,

Who’ll string the cat? One asked

Sighs are heaved, stares returned.

Winks flashed, sweats shed, throats cleared.

No –one dared.

The mice fell short of freedom

Cat catches unannounced

One has to bell him-

The question is the answer.

Who will?

**QUESTIONS**

1. What does the poet say about human behavior using the mice and the cat. (2mks)

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1. Show how the poet develops the conflict in this poem. (4mks)

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1. Identify any three features of style used in this poem and explain their functions. (6mks)

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e)Explain the meaning of the following expressions. (4mks)

1. Menace

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

1. opined

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

1. assented with toasts and thumbs-up

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1. Sighs are heaved, stares returned.

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1. Briefly explain the relevance of the title. (2mks)

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1. **GRAMMAR (15MKS)**
2. **Rewrite the following sentences as instructed. (2mks)**
3. I had a siesta having finished eating lunch. (Begin: Having ……)

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1. She shut her eyes and slept. The lecture was boring. (Rewrite the sentences to end with ….slept)

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1. **Fill in the blanks with the correct form of the word given in brackets. (2mks)**
2. Susan contested for a ……………………………………seat. (governor)
3. The ……………………..of the disease makes it difficult to diagnose. (rare)
4. **Explain the difference in meaning between the following sentences. (2mks)**
5. Ferdinand Omanyala, who won the Beijing Olympics, is my uncle.

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1. Ferdinand Omanyala who won the Beijing Olympics is my uncle.

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1. **Rewrite the following sentences in the negative.(3mks)**
2. All the passengers survived.

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1. We were both late.

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1. Both tyres needed air.

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1. **Join the following sentences using an appropriate conjunction. (2mks)**
2. (i) We wanted to swim

(ii) The water was too shallow

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1. (i) You can eat chicken today.

(ii) You can eat beef today.

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1. **Write the correct alternatives from the bracket to fill the blank spaces in the following sentences. (4mks)**
2. You and ………………….. should have a talk.(me/I)
3. The meeting was between you and …………………(me/I)
4. Would like to wait for ………………………return?(there/their)
5. The Titanic sunk on ………………………maiden trip. (its/it’s)