**Name ............................................................................................Index No. ........................................**

**Candidate's signature.................................. Date……………………..................**

**ENGLISH**

**Paper 101/2**

**(Comprehension based on an unseen text, Comprehension based on the compulsory set text, Literary appreciation and Grammar)**

**September 2022**

**Time2½ hours**

KIJISET EXAMINATION 2022

FORM FOUR TERM II

Kenya Certificate of Secondary Education

**INSTRUCTIONS TO CANDIDATES:**

1. *Write your name, index number, date and sign in the spaces provided.*
2. *Answer ALL the questions in this paper in the spaces provided.*
3. *Answer all the questions in English.*

**FOR EXAMINERS USE ONLY**

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

*This paper consists of 8 printed pages.*

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

**Q1. Comprehension based on an unseen text**

**Read the following passage and answer the questions that follow. (20mks)**

To alleviate poverty in Africa and other developing regions, the rural poor must be made partners in the growth process, asserts the International Fund for Agricultural Development (IFAD). In processing for urgent action, the UN Body maintains that standard poverty – reduction strategies, which regard the poor as passive beneficiaries of eventual economic success, have been a striking failure. Only by mobilizing the productive potential of the nearly I billion small farmers, pastoralists and fisher folk who are living in dire poverty – a fifty of the world’s population- can the sharp deterioration in living standards be reversed, says IFAD.

The solution lies “first and foremost” among rural people themselves. Unless governments and international agencies rely upon and bolster local knowledge and resources, the number of rural poor world. Wide – which rose by 40 percent over the past 20 years- may reach 1.5 billion by the end of this decade. Africa, with 11 of the 15 poorest nations documented by IFAD, is the region experiencing the most rapid rise in rural poverty.

Standard approaches, such as structural adjustment and what the report terms “trickledown economics have proved unable to stem the growth of rural poverty. This is because they have generally channeled resources to urban areas and large producers, viewing aid to small farmers as a costly act of charity. But IFAD maintains that investments aimed at raising small-scale rural production can in fact “trickle up” to stimulate economic growth, citing Burundi and Cameroon as African examples. And projects in poor rural communities often bring returns that compare favorably with other economic activities, the fund adds.

To reinforce its call for “drastic action” the IFAD report paints a slark picture of chronic hunger and increasing deprivation. The number of rural people living below the poverty line in Kenya by 150 per cent from 1965 to 1988; in Tanzania the figure rose by 71 per cent; Egypt, 133 per cent; and Ghana, 67 per cent. Food security at the house hold level was judged “low” in sub Saharan countries, and “high” in only two of the 66 developing countries with the most severe level of poverty, 36 are in Africa.

Without concerted action to counter this trend;large part of the burden will spill over to the urban areas and abroad, where the cost of providing, livelihood is much higher.

African governments say developed countries must make rapid economic shifts to allay the crisis. At an IFAD Governing Council meeting in Rome last year. Nigerian vice president Augustus was blunt; the “critical bottleneck” to African development is protectionism within Northern markets “ridiculous prices” for primary commodities and suffocating debt. It is time, he said, for the west to adopt a policy of “debt forgiveness,” since previous efforts have reduced the continent’s debt by “a mere 2 per cent.”

1. Why, according to the passage, have the efforts to alleviate poverty? (2mks) …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..
2. What percentage of the world’s population lives in dire poverty (2mks) …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..
3. Why according to the writer of this passage have structural adjustment and other standard approaches failed to alleviate poverty? (3mks) …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..
4. What evidence does IFAD advance to prove that poverty in Africa is on the rise? (2mks)

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

1. “Passive beneficiaries of eventual economic success, have a striking failure” ……………………………. Add a question tag. (1mk)
2. In about 40 words, summaries what the writer says must be done so as to stem the tide of poverty in the world. (5mks) ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
3. Explain the meaning of the following words as used in the passage. (4mks)
4. Maintains ………………………………………………………………………………………………………………………………………………………………………………
5. Stem ……………………………………………………………………………………………………………………………………………………………………………
6. Reinforce ………………………………………………………………………………………………………………………………………………………………………………
7. Blunt ………………………………………………………………………………………………………………………………………………………………………….
8. In your own words, state the argument put forward by the Nigerian vice-president. (2mks) ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

**Question 2. (25mks)**

**Excerpt based on the compulsory set text:Blossoms of the Savannah by HR Ole Kulet.**

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

It was then that the girls recognized their hero. It was Olarinkoi. He did not talk or look at them. He stood trembling with anger, breathing heavily, with first clenched and looking down at men who lay in a heap, one of the men moved his limbs weakly and moaned hoarsely as thick, heavy streams of blood trickled from his nose and lips to the soil. Olarinkoi stepped forward, lifted his foot and kicked him viciously on the ribs. The man let a load yell and fell silent.

“That will teach them a lesson,” Olarinkoi said. He pompously straightened the collar and cuffs of his shirt and dusted its sleeves with his hand. “Now go home girls.” Taiyo and Resian looked up at Olarinkoi gratefully. They could not find words to express their gratitude. It was only when he told them to go home that they collected themselves and begun to walk. Although not injured, they were terribly shaken. They sobbed with rage and shame. The incident left a feeling of invasion and degradation. Their dresses were soiled and torn and one of the vagabonds.

When they got home, their parents had not returned. The girls still felt soiled and greasy. The stench on the men’s sweaty filthy clothes and bodies still lingered in their nostrils and the feel of their rough hands still burned on their delicate skins. They took a bath and washed the dirty clothes.

They could never than Olarinkoi adequately. They were lucky he had come at the nick of time. They could not imagine what would have happened to them had he not come at the very moment. One thing was certain; they would have been raped.

Later that night as they lay on their bed, each of them was contemplating. Resian thought how they had a right to every woman’s body. The sooner she left Nasila, she thought angrily, the better it would be for her.

Taiyo also seethed with fury. She thought the two vagabonds that accosted them were part of the tyrannical Nasila culture that did not respect women. The incident strengthened her resolve that she was a combatant in a war zone. She hoped she would one day team up with the Emakererei to fight for women and girl child rights.

**Questions**

1. Briefly explain events leading to this extract. (4mks) …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
2. State 2 styles used in the above excerpt. (4mks) ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..
3. Identify the main theme in the excerpt above (2mks) ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
4. “When they got home, their parents had not returned.” Using your knowledge of the text Explain where their parents had gone and why. (3mks) …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….
5. What happens immediately after the excerpt? (2mks) ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
6. “The girls were nearly raped by the two vagabonds” elsewhere in the text, explain how the two were punished and how one of them is related to Kaelos. (4mks) …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….
7. Explain the mood of the excerpt above. (2mks) ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….
8. “The sooner they left Nasila,Ressian thought angrily, the better it would be for her.” where does Ressian wants to go and why? (2mks) ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
9. Provide the meaning of the following as used in the excerpt above. (2mks)
10. Degradation ………………………………………………………………………………………………………………………………………………………………………………
11. Seethed ………………………………………………………………………………………………………………………………………………………………………………

**Question 3. Literary Appreciation (20mks)**

**Poetry**.

“The face of hunger.”

I counted ribs on his concertina chest

Bones protruding as if chiseled

By sculptor’s hand of famine.

He looked with glazed pupils

Seeing only a bun on some sky-high shelf.

The skin was pale and taut

Like a glove on a doctor’s hand

His tongue darted in and out

Like a chameleon’s

Snatching a confetti of lies

Oh! Child

Your stomach is a den of lions

Roaring day and night

**By Mbuyiseni Mstshali**

**Questions**

1. Identify the persona in the above poem. (2mks) …………………………………………………………………………………………………………………………………………………………………..
2. What is the poem about? (4mks) ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
3. Identify and illustrate instances of imagery in the poem. (4mks) ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
4. Using illustration identify the dominant theme in the above poem. (2mks) …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
5. What tone do you get in the above poem. (3mks) ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
6. Your stomach is a den of lion.(negate the statement.) (1mk) ………………………………………………………………………………………………………………………………………………………………
7. Give the contextual meaning of the following words and phrase (4mks)
8. Protruding ……………………………………………………………………………………………………………………………………………..
9. Pale ………………………………………………………………………………………………………………………………………………….
10. Darted …………………………………………………………………………………………………………………………………………………
11. A den of lions ………………………………………………………………………………………………………………………………………………..

**4. GRAMMAR (15mks)**

**a) Replace the underlined word in each of the sentences with the most suitable phrasal**

**verbs (3mks)**

i) The doctor remarked that the girl …………………………….(Resembles) the father.

ii.) The looters ………………….. (Stole) goods of unknown value during the city riots.

iii.)When he …………………….. (Regained consciousness), he was amazed to realize that he was in hospital.

**b.) Complete the following sentences by adding the correct relative clause.**

i.) The picture ……………… you were talking about has been sold.

ii.) Get it back from the person ……………….. You sold it to

iii.) I should like to see the trees ……………………….. You picked these oranges from

**c.) Use the correct form of the words in brackets to fill in the blank spaces in each of the sentences below. (3mks)**

i. The accident …………………. (Occur) near the hospital yesterday.

ii. The …………………….. (Argue) made them to quarrel at last.

iii.The vehicle broke down due to poor ……………………….(maintain)

**d) Rewrite the following sentences as instructed. (3mks)**

i) Nyambura never came late to school this term. (Begin: not …………….) ……………………………………………………………………………………………………………………………………………………………………………………………………………

ii) If I had known that they would bring the book with them, I would not have brought this copy. (Rewrite the sentences using need not instead of (would not)) ………………………………………………………………………………………………………………………………………………………………………………………………………………

iii) No one likes to be sick. (Change the infinitive into a gerund) ………………………………………………………………………………………………………………………………………………………………………………………………………………

**e.) Write the following sentences according to the instructions given.**

i.) Someone is following us. (Rewrite in passive) ……………………………………………………………………………………………………………………………………………………………………………………………………………

ii) He was absent from work for three days without permission. He wrote a rude letter to the manager. (Rewrite as one sentence beginning, not only …………. ) ……………………………………………………………………………………………………………………………………………………………………………………………………………

iii) Let me have a taste. (Add a question tag). ……………………………………………………………………………………………………………………………………………………………………………………………………..

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