**Name: ……………………………………………………………. Index No:…………………**

**Date: ……………………………                                                       Signature:…………………**

**101/2**

**ENGLISH**

**Paper 2**

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

**2 ½ Hours**

**OPENER EXAMINATION TERM 3, 2022**

**FORM 4**

**Instructions to Students**

1. Write your name and index no. in the space provided.
2. Sign and write the date of exam in the space provided.
3. Answer all the questions in this paper.
4. All your answers must be written in the space provided.

**For Examiners use only**

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

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

On any given Sunday, all across the world, churches are likely to have more women in the pews than men. Some estimates place the so-called “gender gap” in America at 61 percent women. That means that every Sunday there are millions more women attending church than men.

There are several theories put forward for why, comparatively, there are so few men attending church. One theory is that the church’s teachings, emphasizing humility, holiness, and introspection, are seen by some men as “weak” or somehow less than masculine. Men are looking to be challenged with a “bold” message of adventure, danger and aggressiveness.

Finding the right activities to attract men is also a challenge for many churches. Some **congregations** make an extra effort to provide time of fellowship and bonding for men by adding hunting expeditions, fishing trips, sports, etc., to their schedules.

Another theory is that many churches, knowingly or unknowingly, create a feminine atmosphere with their décor. **Floral** arrangements, pastel colors, frilly curtains, and pictures of passive, pastoral scenes make for a peaceful ambiance, but they tend to make men feel a disconnect. Some churches attempt to appeal to masculine sensibilities by changing their décor to something edgier, darker, more robust and less nurturing.

Another explanation for why there are so few men in church has to do with the stereotypical masculine ego. Men are naturally self-reliant, headstrong, and proud, the theories go, and are therefore naturally more resistant to the diviner call to humility and submission. The gospel confronts our need, and men are often averse to admitting neediness.

There are other **hypotheses**, such as upbringing. Most men were reared by fathers who did not attend church services and so have no role model for masculine involvement in a church. There is the suggestion that men, the traditional breadwinners, are too busy working–or enjoying their day off work–to commit to a church. And overly sentimental church music is sometimes mentioned as something that keeps men away, too.

There might be a grain of truth in each of these theories, but none of them fully explain the gender gap in modern churches. No one rejects church simply because of frilly curtains or a sappy song; there is most likely a deeper problem.

Men avoid church for a variety of reasons, and church leaders should be aware of those possible reasons as they reach out to young men, husbands and fathers. Men should be challenged to emulate the heroes of the faith-robust men such as Moses, Elijah and Peter. The Christian life should be presented as the adventure it truly is. And we should pray that God would increase the number of men who recognize their God-given responsibilities and who are unafraid to commit their talents and service to a local church.

**Questions**

1. What percentage of church congregation in America is men according to the passage?(2 mks)

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1. That means that every Sunday there are millions more women attending church than men.

*Rewrite by replacing ‘more’ with ‘less’* (1 mk)

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1. Make a list of church’s teachings that men consider as weak (3mks)

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1. Make notes on the reason for men’s absence in church. (5 mks)

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1. Name **three** heroes men should emulate as they attend the church services as mentioned in the passage. (3 mks)

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1. State **two** ways in which more men can be encouraged to attend church services as discussed in the last paragraph of the passage. (2 mks)

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1. Write down the message that the writer of this passage is trying to pass across. (1 mk)

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1. Give the meaning of the following words as used in the passage. (3 mks)

(i) Congregations…………………………………………………………………………

(ii) Floral………………………………………………………………………………..

(iii) Hypotheses ………………………………………………………………………

***2*. Read the following excerpt and answer the questions that follow. (25 marks)**

“However disreputable the man may be," her mother warned her, " be careful Resian. We don't know what connection the man has with your father and it would be catastrophic if your tongue would be the one to severe his relations with other men. Go to the living room and tell him I'm busy preparing lunch. Get him a cup of tea or something else to drink and make him comfortable before your father comes. I am sure he will be here soon."

Reluctantly, Resian took a flask that contained tea and cup and slowly walked back to the living room. The moment she reappeared, Resian saw Oloisudori crane his neck, watching her. She quickly placed the flask and cup on the table and her hands automatically flew to the buttons of her blouse that she suddenly felt, from the looks in his eyes' must have been unbuttoned. But she found them intact.

"It must have taken long for you to decide whether to give me a cup of tea?" he said sarcastically.

The man's words shocked Resian and she backed away from him. In the Process, she collided with a nearby coffee table and nearly lost her balance.

“Sorry," she said regaining her balance and composure. "But we always serve tea to our visitors even when our mother has not told us to do so.”

" In that case, I must apologise for my mistaken thought," Oloisudori said as he took the cup of tea. He let a small suggestive silence grow between them before saying, "I'm indeed sorry, pretty lady." Then he smiled at her; a demonic and intrusive smile.

For the very few minutes she stood before him, she felt his black **languorous** eyes move up and down her face and body with a relentless intimacy that nearly immobilized her with embarrassment. She felt as if his hands were all over her body caressing her against her will. She even felt angry with herself, when she reasoned that by standing there she was encouraging him to humiliate her. But somehow, it was as if he had **hypnotized** her, for as much as she had wanted to flee, she found her feet rooted to the spot. As inexperienced as she was in the way men behaved, she could tell from his smile his pleasure in her obvious fear and confusion. And instinctively, she sensed cruelty in him. Sweat trickled down her stomach, broke out on her face, before becoming clammy on her cheeks. She shook her head as if to check whether she was really awake.

## Questions

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

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1. State and explain **one** major theme in this excerpt (2marks)

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1. Identify and illustrate **two** features of style in this extract. (6marks)

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1. Explain how Oloisudori had helped Resian's father in the past. (3marks)

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1. “It must have taken long for you to decide whether to give me a cup of tea" he said sarcastically. (Rewrite the sentence in direct speech)(1 mark)

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1. How disreputable is Oluisudori? Explain three things that make him a despicable person. (3marks)

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1. Describe one-character trait of: (4 marks)
   1. Oloisudori

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* 1. Resian

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1. Explain the meaning of the words as used in the excerpt (2marks)
2. Languorous

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ii) hypnotized..........................................................................................................................

***3.*** *Read the following poem and answer the questions that follow. (20MKS)*

**THE TEARS OF A SLAVE**

Adieu, to my native shore,

To toss on the boisterous wave;

To enjoy my kindred no more,

But to weep – the tears of a SLAVE!

By the sons of freemen I’m borne,

To the land of the free and the brave;

From my wife and children I’m torn,

To weep – the tears of a SLAVE!

When, I think on mother and friends,

And the joy their countenance gave;

Ah! How my sad bosom it rends,

While weeping – the tears of a SLAVE!

Ah! Now, I must labour for gold,

To pamper the pride of the knave;

Ah! Now, I am shackled and sold

To weep – the tears of a SLAVE!

Keen sorrow so presses my heart,

That often I sigh for my grave;

While feeling the lash-cruel smart!

And weeping – the tears of a SLAVE!

Ye sons, of the free and wise,

Your tender compassion I crave;

Alas! can your bosoms despise

The pitiful tears of a SLAVE!

Can a land of Christians so pure!

Let demons of slavery rave!

Can the angel of mercy endure,

The pitiless – tears of a SLAVE!

Just heaven, to thee I appeal;

Hast thou not the power to save?

In mercy the power reveal,

And dry – the sad tears of a SLAVE.

By *Africus-Freedom Journal*.

1. Who is the persona in the poem? (2marks)

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1. What is happening to the persona in the first stanza? (3 marks)

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1. Identify the dominant **two** styles used in the poem and state their effectiveness? (4marks)

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1. What is the tone of the poem? (2marks)

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1. Who do you think is described as ‘knave’ in the fourth stanza? Give a reason for your answer. (2marks)

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1. In what way does the persona question religion? (2marks)

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1. What solution does the poet offer that will end slavery? (2marks)

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1. Explain the meaning of the following lines as used in the poem. (3marks)
   1. From my wife and children I’m torn.

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* 1. Keen sorrow so presses my heart.

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* 1. Your tender compassion I crave.

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**QUESTION 4. GRAMMAR (15 marks)**

**a) Rewrite the following sentences according to instructions after each. (4marks)**

i) They were smoking in the room and forgot to close the door.

(*Begin: Smoking*…)

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ii) The president addressed the nation for three hours. He did not talk about war on graft. (Join into one sentence using *however*.) ………………………………………………………………………………………………………………………………………………………………………………………………………………

iii) What you are doing cannot be acceptable in an ordered society. (Rewrite beginning: *Under no circumstances*…)

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vi)The teachers were not in school. The principal was not in school. (Rewrite beginning: *Neither the teachers* …)

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1. **Use the correct alternative to complete the sentences below (3 marks)**
2. Learning, our Principal told us, is a ………………………………. process. (continue)
3. Due to the widespread ……………………………………in the country, youths are not enthusiastic about education. (employ)
4. That yard is where ………………………………………..of old vehicles takes place. (maintain)
5. **Supply the correct preposition to complete the sentences given. (3marks)**
6. Property worth millions of shillings went up …………………….flames.
7. The three boys shared the bread ……………………………..themselves.
8. We should strive to live …………………………………our means.

(**d) Replace the phrasal verbs underlined in the sentences below with one word that means the same. (3marks)**

i)It is wrong to look down on students from other schools.

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(ii)Teachers should not give in to their students’ unreasonable demands.

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(iii)The delegates came up with ten rules to guide our response to globalization.

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**e) Choose the correct alternative from the words given in brackets after each sentence. (2 marks)**

i) All matatus have hiked the ............................................... (fair, fare)

ii) The boys left ........................................................ (their, there) books in the field.