

Name:.....Index Number.....

Candidate's Signature.....

Date.....

101/2

ENGLISH (Comprehension Literary Appreciation and Grammar)

Paper 2

(September 2017)

2½ Hours



ALLIANCE HIGH SCHOOL

POST-TRIAL EXAM

ENGLISH

Paper2

2 ½ Hours

Instructions to candidates

- Write your name, index number in the spaces provided above.
- Answer ALL the questions in this question paper.
- All your answers must be written in the spaces provided in this question paper.
- This paper consists of 12 printed pages.

For Examiner's use only

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

Q1. COMPREHENSION (20 MARKS)

Read the following passage and then answer the questions that follow.

Indiscipline pervades our life so completely today that it is difficult to establish what a decent disciplined society looks like. We see and hear and read about indiscipline in the home, in school, in public service, in private sector, on the roads ... it's alarming. The malaise takes so many different forms – sometimes brutally crudes, at other time more subtle – that a comprehensive definition of it would be very difficult. For our present purposes let us say that indiscipline is a failure or refusal to submit one's desires and actions to the restraints of orderly social conduct in the recognition of the rights and desires of others. The goal of indiscipline is self-interest; its action, the abandonment of self-restraint in pursuit of the goal.

Although indiscipline is by definition distinct from lawlessness, the line between the two is often tenuous indeed. For example, an indisciplined driver breaks a traffic regulation by overtaking on the side-walk; then commits the criminal act of manslaughter by knocking down and killing a pedestrian. The danger of indiscipline escalating into lawlessness is particularly acute when large numbers of people are involved in it: i.e. in situations of mass indiscipline.

There is no provision in our laws which says that a man who comes first to a public counter should be served before the man who comes later. But our sense of natural justice and our intelligence tell us that, it should be so because it is only fair and experience has shown that any other way is liable to create disorder and delay. Discipline does not invite supervision by an external force but is imposed by the individual from within. Indeed discipline is either self-discipline or it is nothing at all. But although society thus appears to leave individuals to their own discretion in the matter of social discipline, this freedom is strictly controlled by sanctions of varying severity. It may be no more than a disapproving look; a mild verbal reprimand, or it may be extremely grave like for instance, social ostracism.

I think that society realizes that given adequate social education the average citizen will come to appreciate that it is in his or her interest to uphold discipline. As soon as a sufficient number of citizens understand this, they will supervise their own behavior and that of their immediate neighbours. The resulting condition may be called a climate of discipline. Even in such a climate there will always be a sporadic incidents or indiscipline because there will always be people who on account of their immaturity, mental incompetence, sheer devilry or even innocent exuberance are unable or unwilling to impose the internal break of self-discipline on their desires and actions. But in disciplined societies they will remain an eccentric minority.

QUESTIONS

i) Why does the writer describe indiscipline as alarming? Support your answer with information from the first paragraph. (2 marks)

ii) What makes it difficult to define indiscipline precisely? (3 marks)

iii) How would recognition and respect of other people's rights and desires reduce indiscipline? (2 marks)

iv) Why do you think the example of an indisciplined driver is cited? (2 marks)

v) What role should our sense of natural justice and intelligence play? (2 marks)

vi) Make notes on how an individual as well as the society help to instill self-discipline (4marks)

vii) Rewrite the following sentences maintaining the meaning.

Although indiscipline is definition distinct from lawlessness, the line between the two is often tenuous indeed. (1 mark)

(Begin: The line)

viii) What is the writer's attitude towards those who do not exercise self-discipline? (2 marks)

ix) Explain the meaning of the following words and expressions as used in this passage (2marks)

a) Verbal reprimand

b) Devilry

Q2. EXCERPT (25 MARKS)

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

GOVERNOR'S WIFE: Then put him down a moment and get my little saffron colored boots from the bedroom. I need them for the green dress. (The **WOMAN** puts down the **CHILD** and goes off). Just look how these things have been packed! No love! No understanding! If you don't give them every day order yourself... At such moments you realize what kinds of servants you have! They gorge themselves at your expense, and never a word of gratitude! I'll remember this.

ADJUTANT (entering, very excitedly): Natella, you must leave at once!

GOVERNOR'S WIFE: Why? I've got to take this silver dress – it costs a thousand piasters. And that one there and where's the wine-colored one?

ADJUTANT (trying to pull her away): Riots have broken out! We must leave at once: Where's the baby?

GOVERNOR'S WIFE (calling to the **YOUNG WOMAN** who was holding the baby: Maro, get the baby ready! Where on earth are you?

ADJUTANT (leaving): We'll probably have to leave the carriage behind and go ahead on horseback.

(The **GOVERNOR'S WIFE** rummages again among her dresses, throws some onto the heap of chosen clothes, and then takes them off again. Noises, drums are heard. The **YOUNG WOMAN** who was beaten creeps away. The sky begins to grow red)

GOVERNOR'S WIFE (rummaging desperately): I simply cannot find the wine-colored dress. Take the whole pile to the carriage. Where is Asja? And why hasn't Maro come back? Have you all gone crazy?

ADJUTANT (returning): Quick! Quick!

GOVERNOR'S WIFE (to the **FIRST WOMAN**): Run! Just throw them into the carriage!

ADJUTANT: We're not taking the carriage. And if you don't come now, I'll ride off on my own.

GOVERNOR'S WIFE (as the **FIRST WOMAN** can't carry everything): Where's that bitch Asja? (The adjutant pulls her away) Maro, bring the baby! (To the **FIRST WOMAN**): Go and look for Masha. No, first take the dresses to the carriage. Such nonsense! I wouldn't dream of going on horseback!

(Turning round, she sees the red sky, and starts back rigid. The fire burns. She is pulled out by the **ADJUTANT**. Shaking, the **FIRST WOMAN** follows with the dresses.)

MARO (from the doorway with the boots): Madam! (She sees the trunks and dresses and runs towards the CHILD, picks it up, and holds it for a moment). They left it behind, the beasts. (She hands it to GRISHA). Hold it a moment. (She runs off, following the GOVERNOR'S WIFE)

COOK: Well, so they've actually gone. Without the food wagons, and not a minute too early. It's time for use to clear out.

GROOM: This'll be an unhealthy neighbourhood for quite a while. (To one of the WOMAN): Suliko, take a few blankets and wait for me in the foal stables.

GRUSHA: What have they done with the governor?

GROOM: (gesturing throat cutting): fff.

A FAT WOMAN: (Seeing the gesture and becoming hysterical): Oh dear, oh dear, Oh dear! Our master Georgia Abashwili! A picture of health he was, at the morning Mass – and now! Take me away, we're all lost, we must die in sin like our master, Geogi Abashwili!

OTHER WOMAN: (soothing her): Oh dear, oh dear, oh dear! Quick! Let's get out before they come!

A YOUNG WOMAN: Nina takes it more to heart than the mistress, that's a fact. They even have to have their weeping done for them.

COOK: We'd better get out, all of us.

ANOTHER WOMAN: (glancing back): That must be the East Gate burning.

YOUNG WOMAN: in GRUSHA's arms): The baby! What are you doing with it?

GRUSHA: It got left behind.

YOUNG WOMAN: She simply left it there. Michael, who was kept out of all the draft!

GRUSHA! He's waking up.

GROOM: Better put him down, I tell you. I'd rather not think what'd happen to anybody who was found with the baby.

COOK: That's right. Once they get started, they'll kill each other off, whole families at a time. Let's go. (Exeunt all but GRUSHA, with the CHILD on her arm, and TWO WOMEN))

TWO WOMEN: Didn't you hear! Better put him down.

GRISHA: The nurse asked me to hold him a moment.

OLDER WOMAN: She's not coming back, you simpleton.

YOUNGER WOMAN: Keep your hands off it.

OLDER WOMAN: (amiably): Grusha, you're a good soul but not very bright, and you know it. I tell you if he had the plague he couldn't be more dangerous.

GRISHA: (stubbornly): He hasn't got the plague. He looks at me! He's human!

(Adapted from *The Caucasian Chalk Circle* by Bertolt Brecht, Spotlight Publishers (EA) Limited.

i) Place this excerpt in its immediate context.

(3 mks)

ii) Identify and explain two character traits of the Adjutant as seen in this excerpt. (4mks)

iii) 'I will remember this.' Rewrite the sentence using inversion.

(1 mk)

iv) Identify and explain one major theme in this excerpt.

(3mks)

v) Just throw them into the carriage. Add a question tag.

(1mk)

vi) What does the Fat Woman mean when she says "Let's all get out before they come, before they come!"

(3mks)

Q. 3 ORAL POETRY

(20-MARKS)

Read the following oral poem and answer the questions that follow.

In praise of the Blacksmith

Today this place is full of noise and jollity
The guiding spirit that enables my husband to forge
Makes him to do wonders.
All those who lack hoes for weeding come and buy!
Hoes and choppers are here in plenty
My husband is a craftsman in iron
Truly a wizard at forging hoes
Ah, here they are! They have come eager to find
Hoes

Ah iron itself it glow its molten red with heat
And the ore is ruddy and incandescent
My husband is an expert in working iron
A craftsman who sticks like wax to his trade
On the day when the urge to forge comes upon him,
The bellows do everything to speak.
The pile of slag rises higher and higher
Just look at what has been forged.
At the choppers, at the hoes, at the battle axes
And here at the pile of hatches, large and small,
Then look at the double-bladed knives and adzes
Merely to list them all seems like boasting
And for fowl and goats, they cover yard.
They all come form of tools and weapons.
Here is where you see me eating at ease.

Questions

1. Explain the appropriateness of the title of the poem. (2 mks)

2. What do we learn about the economic setting of the community depicted in the poem? (6 mks)

3. State the attitude of the speaker towards the following: (4 mks)

a) Her husband

b) His clients (customers)

4. Illustrate and explain the effect of using the following in the poem. (6 mks)

a) Hyperbole

b) Conversational tone

c) Repetition

5. Explain the meaning of the last line of the poem.

(2 mks)

Q4. GRAMMAR. (15 MARKS)

A. Complete the following sentences in the most suitable way. (3mks)

- (i) If you really loves Kenya, you _____ buy Kenyan products more.
- (ii) Hardly had she left he house _____ the guests arrived.
- (iii) I would have cleaned the toilet if the detergents _____ available.

B. Each of the following sentences has an error. Identify the error and rewrite the sentence correctly. (5mks)

- (i) He hanged his trousers in the sun.

(ii) When he disappeared, John was putting on black shoes.

(iii) The windows are well designed that there is plenty of light even on the darkest day.

(iv) Since 1982 up to now, he has worked for the Government.

(v) He was chased from school.

C. Rewrite the following sentences according to the instructions given after each.

Do not change the meaning.

(5mks)

(i) The coach was not allowed to select the team; that's why they lost.

(Rewrite beginning: If the coach...)

(ii) "How well do you know this city?" asked the policewoman.

"The only place I am familiar with is the market here," I replied.

(Rewrite the sentence as one sentence in reported speech)

(iii) "Did they explain convincingly why they were late?"

Begin: Was their

- (iv) The girls will mop the floor and the boys will mow the grass around the laboratories
(Rewrite in the passive voice)
-
-

- (v) Lovely lady.
(Rewrite and add a question tag)
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D. Fill in the blank spaces with suitable prepositions.

(2mks)

1. She has not changes much _____ the years.
2. The committee members were not represented _____ the entire meeting.