101/2

**ENGLISH**

**CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)**

Paper 2

July/2019

**Time: 2 ½ Hours**

**FORM FOUR EVALUATION EXAMINATION**

***Kenya Certificate of Secondary Education***

**ENGLISH**

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July 2019

**Time: 2 ½ Hours**

**INSTRUCTIONS TO THE CANDIDATES: -**

* *Answer* ***three*** *questions only*
* *Questions* ***one*** *and* ***two*** *are compulsory*
* *In question* ***three*** *choose only* ***one*** *of the optional texts you have prepared on*

**FOR EXAMINER’S USE ONLY:**

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

*This paper consists of 11 printed pages. Candidates should check to ascertain that all pages are printed as indicated and that no questions are missing.*

**1.READ THE PASSAGE BELOW AND ANSWER THE QUESTIONS THAT FOLLOW**

We live in a world that is finite in many ways. The size of the world, and natural resources like water and minerals are also finite. We, therefore, face the challenge of ensuring that we manage the natural resources in a sustainable way. This will not only ensure humanity continues to inhabit the planet, but that other living things, like animals, insects and plants will also not become extinct.

One critical natural resources that we should manage efficiently and effectively is water. Researchers have revealed that although there is enough land, water and human capacity to produce sufficient food for a growing population for the next 50 years, there is already a global water crisis. But one could wonder how on the one hand, there is enough water and, on the other hand there is a crisis.

The global crisis exists in the context of the numerous local crises. Whereas in some parts of the world the amount of water available is much more than the demand, there are many parts of the world the amount of water is a crisis. However, the crisis is not due to shortage but mismanagement of the water resources. We need to develop and implement urgent strategies to reverse this trend. A major area to address in water resources management is water scarcity.

Experts define water scarcity from the perspective of individual water users rather than the amount of water available in an area. Individuals are w3ater insecure when they lack secure access to safe and affordable water to consistently satisfy their needs for drinking, washing, food production and livelihoods. An area is considered to be water insecure when a large number of people are water insecure. In many cases this leads to food insecurity, diseases and conflict.

The united nations have designated 22nd March as the World Water day. On this day, we are all advised to take time to focus our attention on the critical water issues of our time and the future. This day has been observed since 1993. However, access to safe and adequate clean water for all has remained a major challenge. The Government of Kenya had set a target of ensuring that all citizens have access to safe and clean drinking water by the year 2000, but this unfortunately was not realized. Many people continue to experience physical and economic water scarcity.

According to experts, physical water scarcity occurs when water resources are insufficient to meet demands, including minimum environmental flow requirement. Arid and semi-arid areas of the country, like parts of Eastern and Northern Kenya are most often associated with physical water scarcity. However, another trend is emerging of an artificially created physical water scarcity, even where water is apparently abundant. This is due to the over allocation and overdevelopment of water resources.

The effects of physical water scarcity include severe environmental degradation, such as river desiccation and pollution; declining ground water demand stables; water allocation disputes; and failure to meet needs of some groups. The solution to physical water scarcity lies in good management of water resources and the related factors.

Economic water scarcity is the other type of scarcity that affects many Kenyans. This occurs when investments needed to keep up with growing water demands are constrained by financial, human or institutional capacity.

The international Water Management Institute has identified the following as causes of economic water scarcity- favouring one group over another, and not listening to the voices of women and disadvantaged groups.

The Institute, further, gives the symptoms of economic water scarcity to include inadequate infrastructural development, so that people have trouble getting enough water for agriculture and domestic purposes; high vulnerability to seasonal water fluctuations, including floods and long-and short –term drought; and inequitable distribution of water though infrastructure exists.

The late Professor Wangari Maathai not only raised the awareness of the whole world on the importance of taking care of our water resources, but resources, but also started the Green Belt Movement, which spearheaded planting of millions of trees in Kenya and practicing sustainable agriculture. Her efforts were recognized by many international organizations and she received many awards, including the Nobel Peace Prize. We have a responsibility, as Kenyans, to emulate the example of Professor Wangari Maathai in order to reverse the global water crisis

**Questions**

1. From the paragraph, identify two forms of global water crisis. (2mks)

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1. What is the main intervention required to help reduce the global water crisis? (2mks)

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1. Identify irony in the second paragraph. (2ks

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1. What are the two forms of water scarcity discussed in the passage? (2mks)

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1. What is the importance of the World Water Day? (3mks)

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1. In about 35 words summarize Professor Wangari Mathai’s contribution to issues of water management. (4mks)

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1. The global crisis exists in the context of the numerous local crises ………………….

(Add a question tag) (1mk)

1. Explain the meaning of the following words as used in the passage. (3mks)
2. Desiccation……………………………………………………………………………..
3. Emulate………………………………………………………………………………….
4. Constrained…………………………………………………………………………….

**2.Read the excerpt below and answer the questions that follow.**

**Nora:** No; yesterday it was very noticeable. I must tell you that he suffers from a very dangerous

Disease.

He has consumption of the spine, poor creature. His father was a horrible man who committed

all Sorts of excesses; and that is why his son was sickly from childhood, do you understand?

**Mrs. Linde:** *(dropping her sewing)* But, my dearest Nora, how do you know anything about such things?

**Nora*:*** *(walking about*) Pooh! When you have three children, you get visits now and then from -

from married women, who know something of medical matters, and they talk about one

One thing and another.

**Mrs. Linde:** *(goes on sewing a short silence)* Does Doctor Rank come here every day?

**Nora:** Everyday regularly. He is Torvalds’s most intimate friend, and a great friend of mine too. He

is just like one of the family.

**Mrs. Linde:** But tell me this – is he perfectly sincere? I mean, isn’t he the kind of man that is very

anxious to make himself agreeable?

**Nora:** Not in the least. What makes you think that?

**Mrs. Linde:** When you introduced him to me yesterday, he declared he had often heard my name

mentioned in this house; but afterwards I noticed that your husband hadn’t the slightest

idea who I was. So how could Doctor Rank -?

**Nora:** That is quite right, Christine. Torvald is so absurdly fond of me that he wants me absolutely

to himself, as he says. At first he used to seem almost jealous if I mentioned any of the dear

folk at home; so naturally I gave up doing so. But I often talk about such things with Doctor

Rank, because he likes hearing about them.

Mrs. Linde: Listen to me, Nora. You are still like a child in many ways and have a little more experience.

Let me tell you this – you ought to make an end of it with Doctor Rank.

**Nora:** What ought I to make an end of?

**Mrs. Linde:** Of two things, I think. Yesterday you talked some nonsense about a rich admirer

who was to leave you money -

**Nora:** An admirer who doesn’t exist, unfortunately!

But what then?

**Mrs. Linde:** Is Doctor Rank a man of means

**Nora:** Yes, he is.

**Mrs. Linde:** And has no one to provide for?

**Nora:** No, no one; but -

**Mrs. Linde:** And comes here every day?

**Nora:** Yes, I told you so.

**Mrs. Linde:** And comes here every day?

**Nora:** Yes, I told you so.

**Mrs. Linde:** But how can this well-bred man be so tactless?

**Nora:** I don’t understand you at all.

**Mrs. Linde:** Don’t prevaricate, Nora. Do you suppose I don’t guess who lent you the two hundred and

fifty pounds?

**Questions**

1. Explain briefly what happens immediately before this excerpt. (3mks)

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1. Identify the humour in Nora’s answer on how she came to know “anything about such things.” (2mks)

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1. Why does Mrs. Linde ask so many questions about Dr. Rank’s character? (2mks)

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1. Identify and explain dramatic irony in this excerpt. (3mks)

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1. What does this passage reveal about the character of Dr. Rank? (4mks)

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1. ‘I don’t understand you all.’ (Rewrite in reported speech) (1mk)

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1. Identify and illustrate two theme two themes evident in this excerpt. (4mks)

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1. Explain briefly what happens after this extract. (3mk)

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1. Explain the meaning of the following words and phrases as used in this excerpt. (3mks)
2. Excesses ………………………………………………………………………………………..
3. Make an end of it……………………………………………………………………………….
4. A man of means…………………………………………………………………………………

**3. Read the song below and answer the questions that follow.**

Let the enemy come, ah

They came with guns,

From the West,

Look, look, look.

There they arrive,

They attacked us in our land

They attacked us at Kivachenge,

In our land of Chavambe,

We fought and we were arrested, ah

There our war started, ah

It was Ngutoka son of Watila,

Kituyi, son of Namuyonga, ah

With youthful zest and energy,

They fought them, ah,

They defended our people,

They fought

Like Wabomba son Kalenda,

The brother of Nasurutia, ah

Our people’s secrets are ours

Revealing people’s secret vexes the heart

Ah, vexes the heart

Clansmen,

There was a traitor from Wanga, ah,

Murunga was his name

There was a traitor from Wanga, ah.

Mumia, son Shikundu

Oh, fame is a curse

Wangamati son of Wawire,

Circumcised in 1840’s, ah

He Bukholo.

We fought, ah

With their machine guns from the West,

We fought them

Ah, we fought them.

**Questions**

1. What type of song is this?(2mks)

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1. What is the singer’s attitude towards:
2. The heroes (3mks)

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1. The enemy (3mks)

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1. Identify and illustrate two features common to oral poems in this song(4mks)

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1. State and illustrate two elements of culture of the singer’s people (4mks)

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1. Explain one thing that this community abhors. (2mks)

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1. Write synonym for each of the following words (2mks)
2. Zest ………………………………………………………………………………………………...
3. Revealing …………………………………………………………………………………………..

**4. Grammar**

a) Rewrite the following sentences according to the instructions. (5mks)

1. When the speaker saw the enthusiasm of the student audience, she promised to come again. (Begin: Seeing………)

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1. The boy’s height shocked all the other students. (Rewrite beginning: All the other students……………..)

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1. The farmers only decided to plant maize after the rains started. (Begin: Not until………………..)

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1. The students have cleaned the classrooms. (Begin: The classrooms ……………………...)

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1. This is a beautiful work of art. (Begin: What…………….)

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b) Use the correct form of the verb in the brackets to fill in the blanks. (3mks)

1. Among those present ………………………………. the government and cabinet secretary for educator. (be)
2. My sister …………………………… with when I came home late. (quarrel)
3. The anthem is ………………………. on important state occasions. (sing)

c) Choose the correct word to fill in the blanks in each of the following sentences. (2mks)

1. Take care not to …………………the money for your school fees. (lose loose)
2. I did not find ………………. milk in the jug. (some/any)

d) Complete the following sentences by filling in the blanks with the correct prepositions. (3mks)

1. Our school bus is parked …………………. the gate.
2. Mary kicked the ball ………………. the neighbour’s compound.
3. The girl threw a shawl …………… her shoulders.

e) Replace the underlined words with the appropriate phrasal verbs. (2mks)

1. Grace removed her shoes

…………………………………………………………………..

1. The doctor remarked that the little girl resembled her father.

…………………………………………………………………..