

Name: Index No:

Candidate's signature.....

Date.....

Muungano KCSE Trial Exam

101/2

English (Comprehension, Literary Appreciation and Grammar)

PAPER 2

July 2017

2 ½ Hours

INSTRUCTIONS TO THE CANDIDATES

Write your Name and 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 the question paper.

FOR EXAMINERS USE ONLY

QUESTION	MAXIMUM SCORE	TOTAL SCORE
1	20	
2	25	
3	20	
4	15	
TOTAL SCORE	80	

This paper consists of 9 printed Pages

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

Turn Over

1. *Comprehension* (20Marks)

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

The nightmares of life in boarding school come more often these days. For me, they all began on a cold morning in 2010, when I was 14. I stood on the platform surrounded by a gaggle of girls dressed, as I was, in navy blue uniform. In the near distance, my mother's image as she left the school gate was already fading – I still can't shake off the smell, the noise and the **desolation** of my first day at Santa Claus Boarding School where I was held prisoner for four years of my life. I was taken to one **ostensibly** because my parents had just divorced, and also because my mother, a teacher, was certain that it would provide me with the best and most gilded start in life. But nothing could have prepared me for the pain of being far from home, and the mother I adored. A sensitive loner of a child, I struggled with the lack of privacy by isolating myself from the other girls – an odd and ungainly peg rammed into an ill-fitting hole.

I never told my mother that I loathed boarding school with every fibre of my being, or begged her not to send me back; even then, I understood her subconscious motives for dispatching me, her cherished only child. I knew she was doing everything she could to give me what she thought was a superior education. And that, never mind money, it had cost even more pride to get her to convince my father – who was dead set against the idea of wasting money on my education – to foot the bill. However warm and **cuddly** modern boarding schools may be in comparison to mine, children sent away to boarding school will still suffer trauma at being separated from those who love them best and placed in the hands of strangers. It is sad to report that some of the same problems, including in some cases bullying and sexual abuse, continue in the so called 'best of schools'. For those from dysfunctional homes, boarding school may be a holiday camp.

The high standard of education received in some of these schools has however been a privilege to some people. The problem with boarding school is that the child knows it is expensive for his parents and that he is expected to be appreciative. The child is inculcated with the parents' preferred view—that the school is good. If the child is unhappy, this ultimately leads to the sad conclusion that, 'if school is good and I do not like it, therefore I must be bad'.

The impact of boarding school on both men and women seems to be different. Most boys start boarding school when they are so little that the sense of loss and adaptation to school life may be disruptive and devastating. However, the girl who goes later than her brother is looking forward to it or has even chosen boarding school over the alternative because it seems exciting. Most boarding schools are single sex. Whilst the boy leaves the maternal shelter to live in a male institution, girls' boarding schools are all female environments. Arguably, this may make the transition from the mother a little less violent for girls. Another difference is that sexual abuse and bullying, although serious when they occur, have been less widespread in girls' schools.

(a) **What does** the writer seem to **remember** most about his first day in high school? (2mks)

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- (b) **Explain** what the expression “*an odd and ungainly peg rammed into an ill-fitting hole*” means in the context of the paragraph. (3mks)

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- (c) **Why did** the writer not *share her dislike* for boarding school with her mother? (2mks)

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- (d) **What are** the *main causes* of trauma among children in boarding schools? (3mks)

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- (e) For those from dysfunctional homes, boarding school may be a holiday camp. (**Rewrite the sentence beginning:** *Those from ...*) (1mk)

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- (f) **How does** the cost of boarding schools affect parent-child relationship in boarding schools? (3mks)

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- (g) **Make notes on disadvantages** boys face compared to girls in boarding schools. (4mks)

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- (h) **Explain** the meaning of the following expressions as used in the passage. (2mks)

(i) Ostensibly

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(ii) Cuddly

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Turn Over

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

GRUSHA (*quietly*): Yes. I didn't mean to cheat you out of it.

PEASANT: She didn't mean to cheat me out of it! Pour some more water! (*The MOTHER-IN-LAW pours.*) Ow!

SINGER:

As she sat by the stream to wash the linen
 She saw his image in the water
 And his face grew dimmer with the passing moons.
 As she raised herself to wring the linen
 She heard his voice from the murmuring maple
 And his voice grew fainter with the passing moons.
 Evasions and sighs grew more numerous,
 Tears and sweat flowed.
 With the passing moons the child grew up.

GRUSHA *sits by a stream, dipping linen into the water. In the rear, a few children are standing.*

GRUSHA (*to* MICHAEL): YOU can play with them, Michael, but don't let them boss you around just because you're the littlest. (*MICHAEL nods and joins the children. They start playing.*)

BIGGEST BOY: Today it's the Heads-Off game. (*To a FAT BOY:*) You're the Prince and you laugh. (*To MICHAEL:* You're the Governor. (*To a GIRL:*) You're the Governor's wife and you cry when his head's cut off. And I do the cutting. (*He shows his wooden sword.*) With this, first, they lead the Governor into the yard. The Prince walks in front. The Governor's wife comes last.

They form a procession. The FAT BOY is first and laughs. Then comes MICHAEL, then the BIGGEST BOY, and then the GIRL, who weeps.

MICHAEL (*standing still*): Me cut off head!

BIGGEST BOY: That's my job. You're the littlest. The Governor's the easy part. All you do is kneel down and get your head cut off—simple.

MICHAEL: Me want sword!

BIGGEST BOY: It's mine! (*He gives MICHAEL a kick.*)

GIRL (*shouting to* GRUSHA): He won't play his part!

GRUSHA (*laughing*): Even the little duck is a swimmer, they say.)

BIGGEST BOY: You can be the Prince if you can laugh. (*MICHAEL shakes his head.*)

FAT BOY: I laugh best. Let him cut off the head just once. Then you do it, then me.

Reluctantly, the BIGGEST BOY hands MICHAEL the wooden sword and kneels down. The FAT BOY sits down, slaps his thigh, and laughs with all his might. The GIRL weeps loudly. MICHAEL swings the big sword and "cuts off" the head. In doing so, he topples over.

- (i) **What are the events** that have given rise to the statement? “Yes *I didn't mean to cheat you out of it.*” (4mks)

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(ii) **What is *the role*** of the Singer in this excerpt?

(6mks)

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(iii) **With examples, explain** the significance of the play within a play.

(6mks)

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(iv) **Describe the character** of Grusha as shown in this extract.

(4mks)

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(v) “*You are the littlest*” (**Rewrite using “little”**)

(1mk)

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(vi) **Explain** the statement: “*Even the little duck is a swimmer.*”

(2mks)

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(vii) **Who comes after** this excerpt and what does the person find different from the way it was?

(2mks)

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Turn Over

3. Poetry

Read the poem below and then answer the questions that follow.

Theme for English B

The instructor said,
*Go home and write
 a page tonight.
 And let that page come out of you—
 Then, it will be true.*

I wonder if it's that simple!
 I am twenty-two, colored, born in Winston-Salem.
 I went to school there, then Durham, then here
 to this college on the hill above Harlem.
 I am the only colored student in my class.
 The steps from the hill lead down into Harlem,
 through a park, then I cross St. Nicholas,
 Eighth Avenue, Seventh, and I come to the Y,
 the Harlem Branch Y, where I take the elevator
 up to my room, sit down, and write this page:

It's not easy to know what is true for you or me
 at twenty-two, my age. But I guess I'm what
 I feel and see and hear, Harlem, I hear you:
 hear you, hear me—we two—you, me, talk on this page.
(I hear New York, too.) Me—who?
 Well, I like to eat, sleep, drink, and be in love.
 I like to work, read, learn, and understand life.
 I like a pipe for a Christmas present,
 or records-Bessie, bop, or Bach.
 I guess being colored doesn't make me *not* like
 the same things other folks like who are other races.
 So will my page be colored that I write?

Being me, it will not be white.
 But it will be
 a part of you, instructor.
 You are white-
 yet a part of me, as I am a part of you.
 That's America.
 Sometimes perhaps you don't want to be a part of me.
 Nor do I often want to be a part of you.
 But we are, that's true!
 As I learn from you,
 I guess you learn from me-
 although you're older-and white-
 and somewhat more free.

This is my page for English B.

Langston Hughes

(a) **Who is** the speaker in this poem? **Support your answer** with evidence from the poem. (4mks)

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(b) **What makes** it hard for the speaker to write his page? (4mks)

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(c) **Identify** the **use** of repetition in stanza three and state its effects. (3mks)

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(d) **What is the difference** between the speaker and the person he is addressing? (3mks)

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(e) **Explain what** the following statement means: (2mks)

“You are white-yet a part of me, as I am a part of you.”

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(f) In your words, **explain** what the speaker finally writes as his theme for English B. (4mks)

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4. Grammar

(a) **Rewrite the sentences below according to the instructions given after each. Do not change the meaning.** (4mks)

- (i) If we start saving early in life, we shall have little regret in old age. (**Begin: The earlier ...**)

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- (ii) The rotten bridge was hanging dangerously when Grusha crossed it. (**Begin: Hanging dangerously,...**)

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- (iii) He worked very hard but he earned even less than the month before. (**No matter...**)

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- (iv) "You did not give me your phone number yesterday," Ivy said to Kevin. (**Rewrite in indirect speech.**)

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b) **Use the correct form of the word in brackets to complete the sentences below.** (3mks)

- (i) This book is (*she*) but that is mine.
 (ii) Hundreds of rushed to aid when she needed blood.
 (*donate*)
 (iii) There is doubt over her of duty any time soon after the accident.
 (*resume*)

c) **Use the correct preposition to fill in the blank spaces.** (3mks)

- (i) The school was congratulated its good performance.
 (ii) He was not good Mathematics.
 (iii) After some time, she came to my way of thinking.

d) Use the correct linking expression to complete the sentences below. (3mks)

- (i) The private detective worked harder than the rest;, he was behind the arrest of the criminals. (*for example, in fact, yet*)
- (ii) There were many reasons why she succeeded in life;, she worked harder than everyone else. (*for instance, first, indeed*)
- (iii) Kenya is facing bad economic times because agriculture has been badly affected by unpredictable weather patterns;, there is a slump in the tourism sector. (*consequently, also, in conclusion*)

e) Rewrite the sentence below to express the double meaning. (2mks)

You need me more than mother.

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