

NAME: _____ ADMISSION NUMBER-----

101/2

FORM 3 ENGLISH

(Comprehension, Literary appreciation and Grammar)

PAPER 2

TIME 2 ½ HOURS

KIKUYU SUB-COUNTY JOINT 3RD TERM EXAMINATION 2017

INSTRUCTIONS TO CANDIDATES

- a) Write your name and index number in the spaces provided.
- b) Sign and write the date of the examination in the spaces provided.
- c) Write all your answers in the space provided
- d) Candidates should answer all the questions in English.

FOR EXAMINERS USE ONLY

QUESTION NUMBER	MAXIMUM SCORE	CANDIDATES SCORE
1	20	
2	25	
3	20	
4	15	
TOTALS		

1. COMPREHENSION (20 marks)

Read the passage below and then answer the questions that follow

Society has failed and parents have not played their role fully in raising their children. This is according to Jeff Ngari, a counseling psychologist and a deacon with the Reformed Catholic Church. Jeff says the issue of teenage mothers is so big that it should be considered a cry for help. He adds that today, children lack the guidance they require when it comes to having independent social interactions.

“The idea is not to block them from forming their own relationships, but to make them understand what it means to be in a relationship, especially with the opposite sex, and how far this relationship should go,” says Jeff. And just like the rest of society, parents have not been spared by the wave of moral decay and thus, according to Jeff, they have failed as role models for their children. Due to this, many teenagers are picking up social ills from their parents- the very people they are supposed to look up to.

“For instance, a teenager who has seen his or her mother repeatedly sleep out or come home in the wee hours of the morning will most likely be excited about staying out late out of curiosity,” he says, adding, “this is happening to most of our homes today.” Jeff says many parents are engaging carelessly in extra-marital relationships that leave very little to the imagination of their children, and this is likely to be seen as a normal thing by children, especially teenagers. As a result, there are many **avenues** through which teenagers can explore the issue of sex and the greatest worry is that girls need to be rescued.

“The boy invariably walks away **scot-free** as the school, society and church turn their full attention on the girl and judge her,” he says adding that it is one of the issues that the Reformed Catholic Church is trying to address so that children such as these can be recognized instead of being neglected. “This is not to say that teenage pregnancy is right, but it is a social ill that must be fought from family level, within the school setting, in the church and the wider society,” he says.

Most teenage mothers experience rejection and abuse by their families, friends and wider community, including the church. “No wonder these girls abandon their babies either in toilets or litter bins. The effects of rejection can be fatal- rejection by society is the worst thing anybody can suffer. It kills from within. That is why teenage motherhood is a cry for help and family support is very important, as the result is children giving birth, and trying to raise babies.”

Jeff notes that without any know-how, finances or proper structures, teenage mothers face a very big challenge. Add to this the **stigma** that comes with being regarded as immoral. “Yet we know that not all teenage pregnancy is **consensual**. There are cases of grown men preying on innocent girls.” Abortion

or an attempt to carry it out complicates an already complicated situation, especially if crude methods are used. Besides, there is a post-abortion self-stigma that does not go away.

“In the course of my career, I have met mature women who tell me that they had abortions when they were very young, and they still feel guilty decades later. Some even go to the extent of saying, ‘My firstborn would be this or that age.’ It is very painful.”

In Kenya, four in every ten women who die from unsafe abortions are adolescents; 70% of adolescents engage in high-risk unprotected sex. This is according to a research paper presented by Dr. Richard O. Muga of the National Co-ordinating Agency for Population and Development, Nairobi- Kenya, 2006. The alarming figures are the reason why Margaret Muyanga, a counseling psychologist says open communication between teenagers and parents can be instrumental in curbing any post- pregnancy abortion or even worse, suicidal tendencies.

(a) Explain how parents have contributed to the moral decay of their children. (2marks)

(b) Give the factors leading to teenage pregnancy. (3 marks)

(c) What is the consequence of the rejection and abuse that teenage mothers experience? (2 marks)

(d) In not more than **50** words, **summarize the consequences** of teenage pregnancy. (6 marks)
– Rough draft

– Final draft

(e) What is the writer's attitude towards parenting?

(2 marks)

(g) Explain the meaning of the following words as used in the passage;

(4 marks)

Scot-free

Stigma

Consensual

Avenues

(h) Rewrite this sentence according to the instructions given in brackets.

Abortion, or an attempt to carry it out, complicates an already complicated situation.

(add a question tag)

(1 mark)

2.LITERARY APPRECIATION:

The Caucasian Chalk Circle

Read the following excerpt and answer the questions that follow.

Grusha:Hide him. Quickly! The Ironshirts are coming! I laid him on your doorstep. But he isn't mine. He's from a good family.

Peasant Woman: Who's coming! What Ironshirts?

Grusha:Don't ask questions. The Ironshirts that are looking for it.

Peasant Woman: They've no business in my house. But I must have a little talk with your, it seems.

Grusha:Take off the fine linen. It'll give us away.

Peasant Woman: Linen, my foot! In this house I make the decisions! "You can't vomit in my room!" Why did you abandon it? It's a sin.

Grusha (*looking out of the window*): Look, they're coming out from behind those trees! I

shouldn't have run away, it made them angry. Oh, what shall I do?

Peasant Woman: (*looking out of the window and suddenly starting with fear*): Gracious! Ironshirts!

Grusha:They're after the baby.

Peasant Woman: Suppose they come in!

Grusha You mustn't give him to them. Say he's yours.

Peasant Woman: Yes.

Grusha:They'll run him through if you hand him over.

Peasant Woman: But suppose they ask for it? The silver for the harvest is in the house.

Grusha:If you let them have him, they'll run him through, right here in this room! You've got to say he's yours!

Peasant Woman: Yes. But what if they don't believe me?

Grusha:You must be firm.

Peasant Woman: They'll burn the roof over our heads.

Grusha:That's why you must say he's yours. His name's Michael. But I shouldn't have told you. (*The Peasant Woman nods*). Don't nod like that. And don't tremble – they'll notice.

Peasant Woman: Yes.

Grusha:And stop staying yes, I can't stand it. (*She shakes the Woman*). Don't you

have any children?

Peasant Woman: (muttering): He's in the war.

Grusha: Then maybe he's an Ironshirt? Do you want him to run children through with a lance? You'd baw him out. "No fooling with lances in my house!" you'd shout, "is that what I've reared you for? Wash your neck before you speak to your mother!"

Peasant Woman: That's true, he couldn't get away with anything around here!

Grusha: So you'll say he's yours?

Peasant Woman: Yes.

Grusha: Look! They're coming!

There is a knocking at the door. The women don't answer. Enter Ironshirts. The Peasant Woman bows low.

Corporal: Well, here she is. What did I tell you? What a nose I have! I smelt her. Lady, I have a question for you. Why did you run away? What did you think I would do to you? I'll bet it was something unchaste. Confess!

Grusha: (While the Peasant Woman bows again and again): I'd left some milk on the stove, and I suddenly remembered it.

Corporal: Or maybe you imagined I looked at you unchastely? Like there could be something between us? A carnal glance, know what I mean?

Grusha: I didn't see it.

Corporal: But it's possible, huh? You admit that much. After all, I might be a pig. I'll be frank with you: I could think of all sorts of things if we were alone. (To the Peasant Woman) Shouldn't you be busy in the yard? Feeding the hens?

QUESTIONS

(a) Give reasons that motivate Grusha to leave Michael at the peasant woman's doorstep. Answer in note form
(4 mks)

(b) Identify two aspects of style used in the excerpt.
(4 mks)

(c) Why does Grusha feel that she shouldn't have revealed the baby's name to the peasant woman?
(2 mks)

(d) “They’re after the baby”. Explain who are after the baby, under whose orders and for what reasons? (3 mks)

(e) With illustrations give one character trait for each of the following characters.(4 mks)

(i) Grusha

.....

(ii) Corporal

.....

(f) In reference to the rest of the text where else (a part from this scene) does Grusha encounter the same corporal. (3 mks)

(g) You mustn’t give him to them. Add a question tag.

(h) What happens after this excerpt? (2 mks)

.....
.....
.....
.....

(i) Explain the meaning of the following as used in the excerpt.(3mks)

(a) Bawl -----

(b) Run

(c) Carnal glance

.....

3. ORAL LITERATURE (20 marks)

Read the narrative below and answer the questions that follow.

Long ago, there was famine in Gikuyu land. This famine had made the cows and goats to die. Only human beings were left and even them, it could be seen that they were not going to live much longer. Now the people asked themselves, “What shall we do?” It was decided that the most beautiful girl, one called Wanjiru should be sacrificed to god so that the rain could fall. She was brought to a place where there was a big river. She started to sing:

Rain fall and make this ridge green. Make this ridge green. My father said I should be lost. I should be lost My mother said I should be lost. I should be lost Rain fall and make this ridge green Make this ridge green

She went down on her knee, she sang: Rain fall and make this ridge green

Make this ridge green My father said I should be lost, I should be lost

Rain fall and make this ridge green Make this ridge green

The water reached the waist, she sang

Rain fall and make this ridge green

Make this ridge green My father said I should be lost, I should be lost

My mother said I should be lost, I should be lost Rain fall and make this ridge green Make this ridge green

The water reached the neck, she sang

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost, I should be lost

My mother said I should be lost, I should be lost

Rain fall and make this ridge green

Make this ridge green

The head went in

Very heavy rains fell on this land. The grass grew a lot of food and the people began to feel better. Now where Wanjiru went she found her people who had died before her. These people had a lot of cows and goats. Now they asked her what she would like. She said she wanted cows and goats. She was given many goats and cows and then she was told to lie down in a place. When she woke up she found that she had returned back to her people. She woke up at a place where there was a river and she had her cows and goats. Now when the people saw her they rejoiced greatly.

The story ends there.

Adapted from: The Oral Literature of the Gikuyu by Wanjiku Kabira and Karega Mutahi.

- (a) Why do you think this community makes the choice of a beautiful girl such as Wanjiru to sacrifice to god so as to receive rain?
(1 mark)
- (b) Which functions does this song serve in this narrative?(2marks)
- (c) Describe one character trait of the villagers in this narrative.(2mrks)
- (d) In point form, list how events follow each other in this story.
(3 marks)
- (e) Identify and explain **two** features of oral narration employed in this narrative.
(4 marks)
- (f) Identify two elements of fantasy in this story.
(2 marks)
- (g) Describe Wanjiru's tone in the song.
(2 marks)

(h) Which social practices of the Agikuyu are brought out in this narrative.
(2 marks)

(i) What does this phrase mean? "My father said I should be lost."
(1 mark)

(j) Answer the following question according to the instructions given in brackets.
(1 mark)

(k) Very heavy rains fell on this land. (Write in the passive form).

Question 4: Grammar (15 Marks)

(a) **Rewrite each of the following sentences according to the instructions given after each. Do not change the meaning.**
(3mks)

(i) Apart from those two, everyone else is disciplined. (Rewrite beginning:
Save:.....)

(ii) Wambui is a Kenyan student who is 16 years old. (Rewrite to end in
..... Student.

(iii) My certificate was released only after I had cleared the balance. Begin:
Not until

(b) **Replace the word or words in bold in each of the following sentences with the most appropriate phrasal verb.**

(3mks)

(i) The board **refused to honour** my request.
.....

(ii) The employer was **disappointed** by the lazy workers.
.....

(iii) The school programme has been **altered**.
.....

(c) **Complete the following passage with the most appropriate forms of the words in brackets.**

(3mks)

The Tsunami(cruel) destroyed lots of lives and property. For days, the survivors (agony) searched for their missing relatives. The whole experience was (horrible) traumatizing.

(d) **Complete the following sentences using the most appropriate preposition.**

(3mks)

- (i) The student's idea was conceived haste.
(ii) The thief was oblivious the trap.
(iii) The doctor died Ebola.

(e) **Correct the errors) in each of the following sentences.**

- (i) Everyone except the two boys and I was disqualified.
(ii) The teacher gave us a humble time.
(iii) Please don't dirtify the class.

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