

NAME:ADM.....

CLASS.....DATE.....

101/2

END TERM 1 2019

ENGLISH PAPER 2

FORM 4

TIME: 2 ½ HOURS

END TERM 1 2019

FORM 4 ENGLISH PAPER 2

INSTRUCTIONS

Answer all the questions in the space provided

FOR EXAMINER'S USE ONLY

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

1. COMPREHENSION

Read the following passage and answer the questions that follow:

How to dress to impress, how to communicate to invoke trust, how to posture to exude confidence, how to stand out as the best above the rest are all challenges that we persistently face when we compete for jobs, positions and even social acceptance.

We live in a society that judges us primarily by our physical appearance and ability to advance our propositions. Those who have the gift of garbs, the skill in creating an impression and the art of swag tend to make it further in the path of life as compared to those who sit pretty waiting for manna to fall and for ability to be recognized.

Quite philosophically, we can postulate that every time we step out into the world, we face intense scrutiny and vetting from all those around us. Our neighbours scrutinize our behavior to determine whether the home front is pleasant or tumultuous, colleagues examine our demeanor to gauge our propensity to win or lose clients assess our conduct to deliver on promises and strangers create an impression of whether our persona is repulsive or attractive just from the first glance.

In fact, everywhere we turn, there's sure to be someone judging whether or not we are who they think we are. Due to this persistent societal inspection we learn that image is everything and invest heavily in our outward appearance. And for those who understand just how pivotal it all is, they invest even more heavily in the 'inward' appearance that provides the zest, zeal and gusto to face with enthusiasm no matter what. While image is everything, it's nothing void of intricate preparation. As we venture for job interviews, business pitches or even social engagements, we are tasked with anticipating all technical questions that could be posed. Preempting all personal issues that could be raised and predicting any historical sensitive occurrences that could be revisited.

Even more critically we are expected to conduct background and emotional intelligence on those we shall come face to face with in the judging panel. Most panels tend to consist of three types of people; the neutral, the balanced and the biased. Those who are neutral are often fence-sitters keen on taking the safe middle ground. Where they could make a decisive choice, they make generalized conclusions; they make more decisive ones often rationalizing why. Those who are biased unashamedly take a stance based on their predispositions and values. They are often inclined towards a candidate who is their tribe, gender, schoolmate or friend. They have no qualms going out of their way to defend their preference.

Without doubt we have all been victims of the three personalities, seldom to our pleasure and frequently to our dismay. The vetting you and I undergo in our daily endeavours is not at all easy. Yet in the success and failures we learn to improve for the next encounter.

As we face the realities of constant scrutiny and vetting, it must have been interesting to watch our Cabinet Secretaries during the recently concluded vetting exercise. The kid-glove approach that was applied with many of the candidates suggested that the exercise was more of a rubber stamp for the nominations made. The lukewarm manner in which technical competence was established, personal character was unearthed and historical scandals or grey areas were

clarified made us realize that what the candidates had undergone was a field day in comparison to the grilling sessions we endure in our quests for jobs. Indeed, watching the events unfold made me wonder whether we currently have a constitution whose tenets are ahead of its time. Whatever the case, it's refreshing that we have embarked on the journey.

Moving forward, as our new executive starts its mission to help us all fulfill our dreams, let's hope they will work with honesty, dignity and utmost professionalism. Let's pray that they will endeavor to exceed our expectations, proving that despite neutrality and bias witnessed in select cases, they were worth every penny. Finally, start the week more balanced than neutral, won't you!

a)(i) What challenges do people face when competing for jobs, positions and even social appearance. (2mks)

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(ii) According to the writer, what should one do if one wants to succeed in our society? (3mks)

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(iii) Identify the writer's attitude towards the neutral panelists. (2mks)

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(iv) In note form, outline the various forms of societal inspection as outlined in the passage.(3mks)

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(v) In your opinion, what could be some of the historical sensitive occurrences that could be revisited in a job interview? (2mks)

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(vi) Citing examples from the passage, explain what emotional intelligence is. (2mks)

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(vii) Without doubt we have all been victims of three personalities, seldom to our pleasure and frequently to our dismay. (Replace the underlined word with a synonym). (2mks)

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(viii) The kid-glove approach that was applied with many of the candidates suggested that the exercise was more of rubber stamp for nomination made. (Explain the meaning of the underlined expression). (1mk)

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(ix) Whatever the case, it's refreshing that we have embarked on the journey.---- (Put a question tag). (1mk)

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(x) Give the meaning of the following words and expression as used in the passage. (2mks)

Lukewarm

Grey areas

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

Mrs. Linde: Still I think the sick are those who most need taking care of.

Rank: (*Shrugging his shoulders*) Yes, there you are. That is the sentiment that is turning Society into a sick-house. (*NORA, who has been absorbed in her thoughts, breaks out into smothered laughter and claps her hands*).

Rank: Why do you laugh at that? Have you any notion what Society really is?

Nora: What do I care about tiresome Society? I am laughing at something quite different, something extremely amusing. Tell me, doctor Rank, are all the people who are employed in the Bank dependent in Torvald now?

Rank: Is that what you find so extremely amusing? (*Smiling and humming*) That's my affair? (*walking about the room*) it's perfectly glorious to think that we have – that Torvald has so much power over so many people. (*takes the packet from the pocket*) Doctor Rank, what do you say to a macaroon?

Rank: What macaroons? I thought they were forbidden here.

Nora: Yes, but these are some Christine gave me.

Mrs. Linda: What! I? –

Nora: Oh, well, don't be alarmed! You couldn't know that Torvald had forbidden them. I must tell you that he is afraid they will spoil my teeth. But, bah! – once in a way – That's so, isn't it, Doctor Rank? By your leave! (*puts a macaroon into his mouth*) you must have one too, Christine. And I shall have one, just a little one – or at most two. (*walking about*) I am tremendously happy. There is just one thing in the world now that I should dearly love to do.

It's something I should dearly love to say, if Torvald could hear me.

Rank: Well, why can't you say it?

Nora: No, I daren't; it's so shocking.

Mrs. Linde: Shocking?

Questions

a) Briefly describe what happens before the events in this excerpt. (3mks)

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b) From the excerpt, what do we learn about Nora's character. (2mks)

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c) Why does Mrs. Linde say 'the sick are those who most need taking care of' (2mks)

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d) Macaroons have been used symbolically. What do you think they symbolize. (2mks)

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e) What main theme emerges from this excerpt? Illustrate your answer. (3mks)

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f) What is Nora's attitude towards Torvald's current position at work? (3mks)

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g) Why is Mrs. Linde in Helmer's house. (2mks)

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h) How does Torvald use the 'power' mentioned in the excerpt. (2mks)

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- i) With reference to the play, briefly explain the outcome of what Nora would have wished to share with Rank and Mrs. Linde. (6mks)
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3. Read the oral song below and answer the questions that follow.

Blood iron and trumpets

Blood iron and trumpets
Forward we march
(Others fall on the way)
Blood iron and trumpets
We shall hack kill and cure
Blood iron and trumpets
Singers of the Datsun blue
Forward we drive breaking the records
Blood iron and trumpets
Let bullets find their target and the earth to be softened
Blood iron and trumpets
Let the dogs of war rejoice

And the carrion birds feed
We are reducing population explosion
Blood iron and trumpets
The uniformed machines are around
Put on your helmet iron and rest
Blood iron and trumpets
Only through fire can be baptized to mean business
So once again
Blood iron and trumpets
We shall always march along
Blood iron and trumpets
Blood iron and trumpets
Blood alone

(i) Classify the oral song above. Give reason for your answer. (2mks)

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(ii) What are the functions of the oral piece above? (3mks)

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(iii) Identify two features of the oral song evident in the poem (4mks)

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(iv) What two issues is this poem talking about? (4mks)

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(v) Cite one social and economic activity of the community from which this oral poem is taken. (2mks)

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(vi) Who would be the most suitable audience for this oral poem. Give reasons for your answer. (2mks)

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(vii) "The uniformed machines are around." Explain the meaning of this statement. (1mk)

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(viii) Describe the mood of the poem? (2mks)

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GRAMMAR (15 MARKS)

4(a) Fill in the blank spaces with the correct form of the word in brackets (3mks)

(i) The(escape) explained to the police how he sneaked from prison.

(ii) The winner of the race jogged (pride) around the stadium waving the Kenyan flag.

(iii) It was surprising to know that the two brothers had no(enemy) between them.

(b) Fill in the blank space with a phrasal verb that begins with the word in brackets. (2mks)

(i) The governmentall the illegal structures near the riparian land. (bring)

(ii) Everyone of us is tempted tosometimes. (show)

(c) Choose the most appropriate pronoun to fill in the blank space. (2mks)

(i) See that young girl smacking her lips? It might have beenwho stole your cake. (she/her)

(ii) Between Jakeson and, who is the most industrious? (she/her)

- (d) Explain the meaning of the underlined idiomatic expressions in the sentences below. (2mks)
- (i) The incident was an eye opener to the frustrated man. He swore never to trust his friend again.

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- (ii) Now Sudi had to face the music for his indiscipline.

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- (e) Rewrite the following sentences in direct speech. (2mks)

- (i) The Chairman told me to see him the following week.

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- (ii) The Principal advised the students to consider the consequences of their behavior.

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- (f) Rewrite the following sentences as instructed. (2mks)

- (i) I have never seen a more beautiful girl. (Rewrite beginning: This is)

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- (ii) The Manager is prudent. He listens patiently to the employees' grievances (Combine into one sentence using 'enough')

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- g) Use the correct tense of the word in brackets to fill in the gaps in the sentences below.

(2mks)

- (i) We were (awake) by the strange noises coming from outside.

- (ii) Our hosts (welcome) us warmly.