

NAME _____

INDEX NO. _____

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DATE _____

101/2

ENGLISH

**(COMPREHENSION, LITERARY APPRECIATION
AND GRAMMAR)**

PAPER 2

JULY, 2017

TIME: 2½ HOURS

**KITUI COUNTY MOCK
END OF TERM II FORM FOUR EXAMINATION, 2017
Kenya Certificate of Secondary Education (K.C.S.E)**

101/2

ENGLISH

(COMPREHENSION, LITERARY APPRECIATION
AND GRAMMAR)

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TIME: 2½ HOURS

INSTRUCTIONS TO CANDIDATES

- Write your name and index number in the spaces provided above.
- Write the date of examination and sign in the spaces provided.
- Answer **ALL** the questions in this question paper.
- All the answers must be written in the spaces provided in this question paper.
- This paper consists of **8** printed pages.
- Candidates should check to ensure that all pages are printed as indicated and no questions are missing

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| QUESTION | MAXIMUM SCORE | CANDIDATE'S SCORE |
|--------------------|---------------|-------------------|
| 1 | 20 | |
| 2 | 25 | |
| 3 | 20 | |
| 4 | 15 | |
| TOTAL SCORE | 80 | |

1. COMPREHENSION (20 marks)

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

The laboratory rats are agitated. Their teeth are chattering. They are nervous and cannot concentrate. Their physiological symptoms are equivalent to drug withdrawal. But they are not on drugs. They are on sugar and they need their fix. The rodents have been fed a diet of 25 percent sugar. If this seems an unpleasant experiment, remember that children routinely eat breakfast cereals containing more than 40 percent of the sweet stuff. Never mind the youngsters' teeth or waistlines, what is this sort of junk food doing to their brains?

'We are what we eat', the old saying goes, and what we eat has changed hugely over the past 50 years. The physical risks to children of a highly – processed, highly-refined diet lacking in fruit and vegetables are now acknowledged, but the damage being done to their behaviour, learning abilities and mood is not. Nutrition can play a key role in preventing and managing many difficulties, including development disorders such as hyperactivity and mental health problems such as depression.

Bernard Gesch, a senior researcher at Oxford, says: 'It is widely accepted that diet influences our physical health, and yet we manage to ignore that connection when it comes to behaviour.' In 2002 Gesch released the results of dietary experiment. More than 200 men in young offenders' institutions took part in a randomized test. **Anti-social behaviour** fell by 25 percent and violent incidents by 35 percent among offenders given multi-vitamin, mineral and fatty acid supplements that brought their intake up to official levels. There was no change in the control group. 'It raises the important question of what would have happened to these men if they had been nourished properly in their young lives,' he says.

However, the wider picture is more complex. Prior to the experiment, Gesch's young offenders had access to well-balanced meals in their institutions, but they made poor choices. So do children when it comes to school dinners, the Consumers' Association reported last year. It asked 246 primary and secondary pupils to keep a food diary. The youngsters filled the pages with details of crisps, chips and chocolate bars, but rarely mentioned fruit or vegetables. Their diets were high in saturated fat, sugar and salt and low in many vital nutrients such as zinc, iron, protein, calcium, foliate and vitamins A and C. Consider the role of just one of these. Nearly half of the UK's children suffer some zinc deficiency – the classic sign is white spots on the fingernails. Zinc has a role in metabolizing sugar. It is also essential for cell division and replication, and a shortage damages the senses of taste and smell. This leaves children open to the appeal of highly-spiced and artificially flavoured, salty and sugary foods and less likely to appreciate the **subtleties** of fruit and vegetables.

The types of fats children eat are another major concern. The brain is about 65 percent fat, and omega 3 oils are its genuine, natural, **polyunsaturated fats**. They are essential to the brain's working and have been much publicized. But Dr Richardson, a colleague of Dr. Gesch, says that omega 3 oils are 'tragically lacking in most modern diets', except of course in the run up to the summer exam season when students and parents empty the chemists' shelves in the hope of better results.

Omega 3 oils can be displaced by manmade, unnatural nasties called 'trans fatty acids' (TFAs). But these TFAs don't behave in the same way as omega 3 oils. In brain cells, for example, saturated, hydrogenated and trans fats make the membranes far less fluid and flexible. This can affect the functioning of all the cells' signaling systems', says Dr. Richardson. 'Every time children eat crisps, biscuits or cakes they are filling themselves with what are essentially toxic fats.' This has now been admitted by the USA's Food and Drug Administration and the UK's Food Standards Agency.

There are no health benefits and many health costs to these man-made fats. Yet they are all that some children and adults are eating. They are replacing the essential natural fats that would make their brain and body work properly with one that are clogging up the machinery.

Questions

- a) What evidence does the author give to show that the laboratory rats are agitated? (2 marks)
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- b) According to information given in paragraph one, what do children eat for breakfast? (2 marks)
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- c) “We are what we eat.” With evidence from the passage, explain the relevance of the above saying. (2 marks)
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- d) In not more than 25 words, summarise the benefits of zinc in the diet of children. (5 marks)
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- e) Dr. Richardson says that omega 3 oils are tragically lacking in most modern diets.
(Rewrite the sentence in direct speech) (1 mark)
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-
- f) What is the attitude of the writer towards trans fatty acids according to the passage? (2 marks)
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- g) Give the passage a relevant title. (1 mark)
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- h) Why has the author used ‘Benard Gesch’ in the passage? (2 marks)
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-
- i) Explain the meaning of the following words / phrases as used in the passage. (3 marks)
- i) Anti - social behaviour _____
- ii) Subtleties _____
- iii) Polyunsaturated fats _____

2. EXTRACT FROM THE SET TEXT (25 marks)

Read the excerpt below and answer the questions given.

MOTHER-IN-LAW: Oh, he's just as good. I only made one mistake: I paid half his fee in advance. Enough to send him to the tavern. I only hope... *(She runs off)*

LAVRENTI: She saved on the priest, the wretch! Hired a cheap monk.

GRUSHA: You *will* send Simon Shashava to see me if he turns up after all?

LAVRENTI: Yes. *(Pointing at the SICK MAN.)* Won't you take a look at him? *(GRUSHA, taking MICHAEL to her, shakes her head.)* He's not moving an eyelid. I hope we aren't too late.

They listen. On the opposite side enter neighbors who look around and take up positions against the walls, thus forming another wall near the bed, yet leaving an opening so that the bed can be seen. They start murmuring prayers. Enter the MOTHER-IN-LAW with a MONK. Showing some annoyance and surprise. She bows to the guest.

MOTHER-IN-LAW: I hope you won't mind waiting a few moments? My son's bride has just arrived from the city. An emergency wedding is about to be celebrated. *(To the MONK in the bedroom:)* I might have known you couldn't keep your trap shut. *(To GRUSHA)* The wedding can take place at once. Here's the license. Me and the bride's brother *(LAVRENTI tries to hide in the background, after having quietly taken MICHAEL back from GRUSHA. The MOTHER-IN-LAW waves him away)* are the witnesses.

GRUSHA has bowed to the MONK. They go to the bed. The MOTHER-IN-LAW lifts the mosquito net. The MONK starts reeling off the marriage ceremony in Latin. Meanwhile the MOTHER-IN-LAW beckons to LAVRENTI to get rid of the CHILD, but fearing that it will cry he draws its attention to the ceremony, GRUSHA glances once at the CHILD, and LAVRENTI waves the CHILD's hand in a greeting.

MONK: Are you prepared to be a faithful, obedient and good wife to this man, and to cleave to him until death you do part?

GRUSHA *(Looking at the CHILD)*: I am

MONK *(to the SICK PEASANT)*: Are you prepared to be a good and loving husband to your wife until death you do part? *(As the SICK PEASANT does not answer, the MONK looks inquiringly around.)*

MOTHER-IN-LAW: Of course he is! Didn't you hear him say yes?

MONK: All right. We declare the marriage contracted! How about extreme unction?

MOTHER-IN-LAW: Nothing doing! The wedding cost quite enough. Now I must take care of the mourners. *(To LAVRENTI)* Did we say seven hundred?

LAVRENTI: Six hundred. *(He pays.)* Now I don't want to sit with the quests and get to know people. So farewell, Grusha, and if my widowed sister comes to visit me, she'll get a welcome from my wife, or I'll show my teeth. *(Nods, gives the CHILD to GRUSHA, and leaves. The mourners glance after him without interest.)*

MONK: May one ask where this child comes from?

MOTHER-IN-LAW: Is there a child? I don't see a child. And you don't see a child either – you understand? Or it may turn out. I saw all sorts of things in the tavern! Now come on.

- [illegible]

f) How does the marriage fair later in the play.

g) Rewrite the following sentences according to the instructions given after each. (2 marks)

i) He is not moving an eyelid. (Add a question tag)

ii) We declare the marriage contracted. (Change into a negative statement)

h) Explain the meaning of the following words as used in the excerpt. (2 marks)

i) Extreme unction _____

ii) Trap _____

3. Read the story below and then answer the questions that follow (20 marks)

The Greedy Hyena and the Stump

Long, long ago, there was a bee keeper who went to check on his bee-hive in the forest. It was late in the evening when he arrived at the tree where his bee-hive was hanging. He lit some fire and climbed on top of the tree to collect the honey from the bee-hive. After collecting enough honey, he descended the tree. As he stood on the ground, he heard some queer noise in a bush close by but he could not see the bush clearly.

After trying a bunch of pieces of wood and lighting it so as to use it as a torch, he started on his journey homewards. Hardly had he gone a short distance when he heard the same noise he had heard before. This time, the noise was annoying him. He stopped to see what it was that made the noise. Behind him was a huge hyena. When he stopped, it also stopped and when he moved, it also moved towards him. He went on and when he was near his home, he stopped. He thought and thought. How could he stop the hyena from following him. He saw the stump of a tree in front. He decided to cover the remaining distance in the darkness.

He placed the torch of pieces of wood beside the stump. Meanwhile, the hyena had receded out of his sight and did not see him go. It thought the man had placed the fire on the ground and slept. What a feast I'll have! The hyena thought. It waited in an adjacent bush till the flames of the fire went off. It came towards the dim burning charcoal and mistook the stump beside the fire for the man's head. It went stealthily towards the stump. Its teeth sunk deep into the stump and got stuck. The hyena tried to pull its teeth out but it was all in vain. The teeth remained stuck to the stump. It struggled and struggled; It tugged and tugged but all in vain.

The hyena stayed in that condition the whole night. Very early the following morning, a young girl who was going to fetch water from the river saw it struggling. She went back and reported what she had seen. Her father sent an alarm for the village warriors to take up their weapons and kill the hyena. After a short while, the men were gathered near the hyena ready to kill it. The man who had been followed by the hyena the previous night was there. When he saw the hyena's long teeth stuck in the stump, he told the men that he would have been the victim had he not placed the fire beside the stump. The hyena was killed.

(Chesaina, C. 1991. *Oral literature of the Kalenjin*, Nairobi: East African Educational Publishers Ltd)

Questions

- a) Classify this narrative. (2 marks)
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-
- b) Identify and illustrate **one** character trait of (4 marks)
- i) The bee-keeper
-
-
-
- ii) The hyena
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- c) Give **one** economic activity of the community in this story. (2 marks)
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- d) Comment on any **two** features of style present in the story. (6 marks)
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- e) What is ironical about hyena's thought 'What a feast I'll have!' (3 marks)
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- f) What moral lesson do we learn from this story? (2 marks)
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- g) Give the meaning of the word queer as used in the story. (1 mark)
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4. GRAMMAR (20 marks)**a) Rewrite the following sentences according to the instructions given without changing the meaning.** (4 marks)

1. I will not give you the dress unless you pay for it. (Rewrite using: on condition)

2. The commissioners would not let her vote. (Rewrite to end with ...to vote)

3. Mutua came to work late. He was rude to the matron.

(Rewrite as one sentence beginning: Not only...)

4. Hard work leads to success. It helps one to become a role model. (Begin: Besides...)

b) Fill the blank spaces using the correct form of the word in brackets. (3 marks)

1. Ochieng's _____ in drugs affected his performance. (indulge)

2. She _____ down because she was in a lot of pain. (lie)

3. Many children in Turkana are _____ because of inadequate food supply in the region. (nourish)

c) Fill in the blank space with the correct preposition. (3 marks)

1. Elizabeth deals _____ imported shoes.

2. She is ignorant _____ what she pretends to know.

3. Give us information _____ your courses.

d) Fill in the blanks with a suitable phrasal verb formed from the word in brackets. (3 marks)

1. Suleiman was _____ by the conman's fabricated story. (take)

2. My employees agreed to _____ my orders. (carry)

3. My friend promised to come and visit me, but she never _____. (turn)

e) Explain the difference in meaning in the following sentences. (2 marks)

i) They like you more than he does.

ii) They like you more than him.
