

NAME:ADM No.....CLASS:.....

SIGNATURE: DATE:

LANET JOINT EVALUATION (LANJET 2022)

FORM 4 TERM 2- 2022

SEPTEMBER 2022

ENGLISH PAPER 2

101/2

ENGLISH PAPER 2

(Comprehension, literary Appreciation and Grammar)

2 ½ hours

Instructions

- a) Ensure you write all your details in the space provided above
- b) Answer **ALL** questions in the spaces provided.
- c) All questions in this paper are **compulsory**.

FOR EXAMINER'S USE ONLY

Question	Maximum Score	Candidate's Score
1.COMPREHENSION	20	
2.EXCERPT	25	
3.ORAL POETRY	20	
4.GRAMMAR	15	
TOTAL	80	

This paper consists of 9 printed pages. Students should check the question paper to ensure that all pages are Printed as indicated and that no questions are missing.

1. COMPREHENSION (20 MARKS)

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

We are bombarded with information. The day starts with a deluge of news, weather forecasting, evangelism and talk shows from radio. At the same time, some of us are scanning the back of the cornflakes packet and skimming the daily paper, while others listening on radio are exposed to road signs and traffic lights. We see hundreds of advertisements a day in addition to notices, charts, posters, memos, recipes, knitting patterns, bill boards and computerized warnings from the bank and the Kenya Revenue Authority.

It seems probable that most of us are over loaded with information, saturated with signals through all our senses. The mental damage would be worse if we did not have a psychological cut-out switch, as a result of which we do not notice many of the impulses directed to our eyes and ears. We tend only to see what we want to see; what is necessary for survival, satisfaction and self-esteem; what is essential to get on with the task at hand. Despite this protective device, we are easily distracted and when this happens, information fails to get through. There are many experiments which show this happening. After a lesson punctuated by loud bangs outside the classroom students are less able to remember what they were being told at the moment of interruption.

The fact that television is watched at home so severely diminishes its power to inform. The home is an area of maximum distraction. It is a hive of family activity, an arena in which emotional tension tends to be high, a place where there are many other calls on time and attention. The washing up needs to be done, the baby is crying, a neighbour is at the door or relatives have come to visit.

To be well informed by television requires determination in the viewer and a domestic regime which is sympathetic to such earnest self-teaching. What most of us do is select what interest us from indiscriminate stream of stimuli. Only when something we consider special to us like soap operas, news bulletins, football results, or election results, do we pay any attention.

There are many considerable variations among viewers which complicate the picture. The more you know already, the more media you will consume to add to what you know: the better informed you are, the better the context into which to fit what other viewers will consider incomprehensible scraps of information. It is a challenge for broadcasters to know the degree of previous knowledge to assume in that vast heterogeneous audience. Despite the simplicity of the language in which they are presented, current affairs programmes cannot be equally understood by all. This is mainly because the concepts to which they refer to are familiar only to a handful of specialists who are in fact a minority audience.

(Adapted from 'New Integrated English' Book 4, by Agnes W. Gathumbi et al, The Jomo Kenyatta Foundation)

(a) In what ways are we bombarded with information? (2 marks)

(b) Identify and explain the use of irony in paragraph two. (2 marks)

(c) From the passage, make notes on the circumstances under which one may pay attention or not to information on media at home. (4 marks)

(d) What is the effect of being bombarded with a lot of information according to the passage?
(1 mark)

(e) How do the findings of the school experiment help us to understand the viewing of television in a domestic situation? (2 marks)

(f) The author of this passage suggests two things a person wishing to assimilate information through medium of television should do. What are they? (2 marks)

(g) In which way does the protective device mention in paragraph two works to help us discriminate information? (2 marks)

(h) What complication is the author talking about in paragraph three? (1 marks)

(i) Name one challenge that faces current affairs broadcasters as mentioned in the passage.

(1 mark)

(j) What is the tone of this passage? (1 marks)

(k) Explain the meaning of the following words as used in the passage. (2 marks)

i. diminishes _____

ii. context _____

2. Read the following extract and answer the questions that follow. (25 MARKS)

They were silent as they climbed the hill on their way back from Nasila river to draw water. The water containers that they carried on their backs were now heavy. The straps that supported the containers pressed down their heads with a painful exhaustion.

As they walked, each one of them allowed her mind to fleetingly roam the fanciful land of wishful thinking.

Resian thought how wonderful it would be, had she had a chance to enroll at the Egerton University and after graduation had a chance to work with her role model, Minik ene Nkoitoi, the Emakererei at the sheep ranch that she managed. She imagined herself already there driving a large flock of sheep. And when she thought of sheep, her mind flew back to fifteen years or so earlier and reminisced the first time she saw a sheep. It was a childhood memory, a memorable picture from the swirling scene around her which had been captured and preserved by her mind when she and Taiyo accompanied their father to the Nakuru Agricultural Show. She could still see in her mind a group of big, docile, tawny woolly animals that stood panting drowsily in a green pasture, with the sun beaming down brightly from a clear blue sky. She had then admired the white long overcoats that the handlers wore.

Taiyo also thought of Emakererei. She would ask Joseph Parmuat, to assist her compose a song in her praise. She had already put words to a tune she had composed to ridicule the three women who she thought collaborated with men to oppress the women folk. They were Nasila's three blind mice who, she thought, did not seem to know that the world was changing. Those were the enkasakutoni, who threatened to curse intoiye nemengalana and ensured they did not get husbands nor children: the midwife Enkaitoyoni who

threatened to spy on the young women as they gave birth to ensure that any who was still among intoiye-nemengalana had her status altered there and then; and the dreaded Enkamuratani, who would never tire of wielding her olmurunya menacingly.

a. Place the excerpt in its immediate context. (4mks)

b. Identify and illustrate two aspects of style in this excerpt. (4mks)

c. Discuss two themes evident in the excerpt. (4mks)

d. Discuss one character trait of Resian and Taiyo in the excerpt. (4mks)

e. The straps that supported the containers pressed down their heads with a painful exhaustion. Rewrite beginning: with...(1mk)

f. How do Resian's thoughts now come to be fulfilled in future? Briefly explain. (4mks)

g. Explain the meaning of the following words as used in the excerpt. (4mks)

(i) Reminisced

(ii) Collaborated

(iii) Dreaded

(iv) Menacingly

QUESTION 3 – POETRY (20 MARKS)

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

HOW DO I LOVE THEE?

How do I love thee? Let me count the ways.

I love thee to the depth and breadth and height

My soul can reach, when feeling out of sight

For the ends of Being and ideal Grace

I love thee to the level of everyday

Most quiet need, by sun and candle-light

I love thee freely, as men strive for Right.

I love thee purely, as they turn from praise.

I love thee with a passion put to use

In my old griefs, and with my childhood's faith.

I love thee with I seemed to lose

I love thee saints – I love thee with the breath,

Smiles, tears, of all my life! – and if God choose,

I shall but love thee better after death.

(Elizabeth Barrett Browning)

(a) Briefly explain what the poem is about. (4mks)

(b) Who is the persona in this poem? Give a reason. (2mks)

(c) Comment on the use of three figures of speech in the poem. (6mks)

(d) What is the persona's attitude toward the object of love? (2mks)

(e) Identify and illustrate one character trait of the persona brought out in the poem. (2mks)

(f) Give the meaning of the following lines as used in the poem.

(i) I love thee to the level of everyday (1mk)

Most quiet need, by sun and candle-light

(ii) With my childhood faith; (1mk)

(iii) I shall but love thee better after death. (2mks)

4. GRAMMAR (15 MARKS)

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

a. He crawled like a snake and moved towards the dimly lit house. (Begin: Crawling)

b. Burnt beyond recognition, the driver of the ill-fated train was pulled out of the wreckage. (Begin: The driver)

c. The students were determined to pass. They worked day and night. (Begin: Working)

B. Use the correct order of the adjectives provided in brackets to complete the given sentences. (3 mks)

a) I enjoyed carrying my box every time we opened and closed school. (metallic, heavy, rectangular)

b) Makokha married an woman. (American, young, intelligent)

c) Please buy me a reasonably..... umbrella. (cheap, big)

C. Fill in the blanks with the correct form of the word given in brackets. (3mks)

1) Living in the (industry) part of the town can be very distressing.

2) (friend) people are rare these days.

3) I did not sell the ring, I was told it was (worth)

D) Join the following sentences using the appropriate conjunction. (2 mks)

a) My sister is tall. My brother is tall.

b) I read for knowledge. You read for fun.

E) Fill in the blanks with the correct phrasal verb formed from the word in brackets: (2marks)

a) Don't..... (put) what you can do now.

b) You should (stand) your ideals.

F) Use the correct form of the verb in the brackets to complete each of the following sentences: (2marks)

a) More than one key..... (has/have) been found.

b) A number of points..... (was/were) raised during the consultation

