

Name:.....Adm No.....

Class :.....

Date :.....

English Paper 2

101

Time: 2 ½ hours

FORM THREE

INSTRUCTIONS TO CANDIDATES

- a) Write your name and admission number in the spaces provided
- b) Write the date of examination in the provided spaces
- c) Answer all questions in this paper
- d) All your answers must be written in the spaces provided in this paper.
- e) This question paper consists of 12 printed pages.
- f) Candidates should check and ensure that all the pages are printed as indicated and that no question(s) are missing.

For examiners use only

Question	Maximum score	Candidate's score
1 Comprehension	20	
2 Excerpt	25	
3 Oral Literature	20	
4 Grammar	15	
Total score	80	

This paper consists of 12 printed pages. Candidate should check to ascertain that all pages are printed as indicated and that no questions are missing.

1. Read the passage provided below and answer the questions that follow: (20mks)

Years ago scientists warned that a hole in the layer of ozone surrounding the earth could have serious effects on human health and the environment. In the 21st century, it is imperative that global warming and ozone layer depletion form a **monstrous combination** in climate change. Ozone layer depletion does not cause global warming, but both of these environmental problems have a common cause: **human activities that release pollutants into the atmosphere altering it**. Global warming is caused primarily by putting too much carbon dioxide into the atmosphere when coal, oil, and natural gas are burned to generate electricity or to run our cars. Ozone **depletion** occurs when gases formerly found in aerosol spray cans and refrigerants are released

into the atmosphere. The ozone layer sits in the upper atmosphere and absorbs ultraviolet radiation, another type of solar energy that's harmful to humans, animals and plants. Since the 1960s, there has been a trend of increasing warming of the lower atmosphere and a cooling of the upper atmosphere. This dynamic creates conditions that lead to ozone loss. Largely because heat from Earth's surface that normally would convey through the lower and upper atmosphere, and eventually escape to space is now being trapped.

Depletion of the ozone layer has significant outcomes to plants and animals on earth. Phytoplankton form the **foundation** of aquatic food webs. Exposure to solar UVB radiation has been shown to affect both orientation and motility in phytoplankton, resulting in reduced survival rates for these organisms. This radiation has been found to cause damage to early developmental stages of fish, shrimp, crab, amphibians, and other marine animals leading to decreased reproductive capacity and impaired larval development. Increases in UVB radiation could affect terrestrial and aquatic biogeochemical cycles, thus altering both sources and sinks of greenhouse and chemically important trace gases. These potential changes would contribute to biosphere-atmosphere feedbacks that mitigate or amplify the atmospheric concentrations of these gases.

To **halt** the depletion of the ozone layer, countries around the world agreed to stop using ozone-depleting substances such as halons, carbon tetrachloride and methyl bromide. Although this is not a uniformly positive story since it has indirectly led to new problems such as climate change; the reduction in ozone-depleting substances has had a beneficial side-effect. Ozone-depleting substances are also very potent greenhouse gases, contributing to the phenomenon as other substances widely known to have a greenhouse effect like carbon dioxide (CO₂), methane (CH₄) and nitrous oxide (N₂O). Therefore, by diminishing emissions of ozone-depleting substances, both the ozone layer and the climate have been protected at the same time.

Retrieved 10th Feb, 2018 from <https://www.eea.europa.eu/climate/>

Questions

1. What is the relationship between ozone layer depletion and global warming? (2mks)

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2. According to the passage, what is the significance of the ozone layer? (2mks)

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3. What is ironical about ozone loss in the atmosphere? (3mks)

‘Depletion of the ozone layer has significant outcomes to plants and animals on earth.’
Rewrite the sentence beginning: Not only... (1mk)

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4. In note form, outline the consequences brought about by the effects of ozone layer depletion on the environment. (3mks)

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5. In what ways has reduction in ozone-depleting substances been beneficial. (2mks)

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6. Identify the author’s tone as he speaks about global warming and depletion of the ozone layer? (2mks)

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8. Provide the meaning of the following words and phrases as used in the passage (4mks)

- a) Monstrous combination.....
- b) Depletion.....
- c) Foundation
- d) Halt

The Play, Henrik Ibsen, *A Doll's House*.

2. Read the excerpt below and then answer the questions that follow.(25 marks)

Mrs. Linde: Listen to me Nora you are still very like a child in many things, and I am older than you in many ways and have a little more experience. Let me tell you this-you ought to make an end of it with Doctor Rank.

Nora : What ought I to make an end to?

Mrs. Linde: Of two things I think. Yesterday you talked some nonsense about a rich admirer who was to leave you money-

Nora : An admirer who doesn't exist, unfortunately! But what then?

Mrs. Linde: Is Doctor Rank a man of means?

Mrs. Linde: And comes here every day?

Nora : Yes, I told you so.

Mrs. Linde: But how can this well-bred man be so tactless?

Nora : I don't understand you at all.

Mrs. Linde: Don't prevaricate, Nora.do you suppose I don't guess who lent you the twohundred and fifty pounds?

Nora : Are you out of your senses? How can you think of such a thing? A friend of ours, who comes hereevery day! Do you realize what a horribly painful position that would be?

Mrs. Linde: Then it really isn't he?

Nora : No, certainly not. It would never have entered into my head for a moment. Besides, he had no money to lend then; he came into his money afterwards.**Mrs. Linde:** Well I think that was lucky for you, my dear Nora.

Nora : No, it would never have come into my head to ask Doctor Rank.
Although I am quite sure if I had asked him-

Mrs. Linde: But of course you won't.

Nora : Of course not. I have no reason to think it could possibly be necessary. But I am quite sure that if I told Doctor Rank-

Mrs. Linde: Behind your husband's back?

Nora : I must make an end of it with the other one, and that will be behind his back too, I must make an end of it with him.

Mrs. Linde: Yes, that is what I told you yesterday, but-

Nora : (*walking up and down*) a man can put a thing like that straight much easier than a woman.

Mrs. Linde: One's husband , yes.

Nora : Nonsense!(*standing still*) When you pay off a debt you get your bond back, don't you?

Mrs. Linde: Yes, as a matter of course.

Nora : And can tear it into a hundred thousand pieces and burn it up- the nasty dirty paper.

Mrs. Linde: (*looks hard at her, lays down her sewing and gets up slowly.*) Nora you are concealing something from me.

Nora : Do I look as if I were?

Mrs. Linde: Something has happened to you since yesterday morning. Nora, what is it?

(a) Briefly explain what happens before the events in this extract. (4marks)

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(b) Explain why Mrs. Linde says "...I am older than you in many ways and have a little more experience? (3 marks)

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(c) From the dialogue, what do we learn about Nora's character? (4 marks)

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(d) What is Mrs. Lindes' view about Doctor Rank and Nora's relationship?(2 marks)

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(e) Identify and explain the use of hyperbole in this excerpt. (2 marks)

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(f) What does Mrs. Linde think Nora is concealing from her? Is Mrs. Lindes right? (3 marks)

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(g) Explain the meaning of the following words as used in the extract. (3 marks)

- i) A man of means.....
- ii) Prevaricate.....
- iii) nasty.....

(g) Describe what happens immediately after the events presented in this extract (4 marks)

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3. Read the narrative below and answer the questions that follow.

(20 marks)

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 get rain? (1 mark)

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- (b) Which functions does this song serve in this narrative? (2mark)

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(c) Describe one character trait of the villagers in this narrative.(2 marks)

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(d) In point form, list how events follow each other in this story. (3 marks)

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(e) Identify and explain **two** features of oral narration employed in this narrative.
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(f) Identify two elements of fantasy in this story. (2 marks)

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(g) Describe Wanjiru's tone in the song. (3marks)

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(h) Which social/cultural practices of the Gikuyu are brought out in this narrative? (2 marks)

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

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GRAMMAR

4(a) **Rewrite the following sentences according to the instructions. Do not alter the meaning.** (3 marks)

- (i) Muli could have passed the examination. Muli was regularly absent from school. (Join into one sentence beginning: Were it not.....)

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- (ii) The nurses agreed to work after signing an agreement with the government. (Begin: Only...)

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- (iii) This is the boy. His father is a generous man. (Join into one sentence using a relative pronoun).

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(b) **Replace the phrasal verbs underlined in the sentences below with one word that means the same.** (3marks)

- i) It is wrong to look down on students from other schools.

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- (iii) Teachers should not give into their students' unreasonable demands.

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- (iv) The delegates came up with ten rules to guide our response to globalization.

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(c) **Complete the following passage with the most appropriate forms of the words in brackets.** (3marks)

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) Fill in the blanks with the appropriate prepositions. (2 marks)

(i) He was chargedforging property inheritance
document

(ii) Kamau deals.....groceries

(e) Fill the blank spaces with the correct article (2 marks)

i) The students said they wanted.....union.

ii) What is Ewe?

(f) Explain the meaning of the following sentences (2marks)

i. Lydia found the empty room.

ii. Lydia found the room empty.