

KENYAPLEX EXAMS

FORM 4

101/2

ENGLISH PAPER 2

(Comprehension, Literary Appreciation and Grammar)

TERM 2 2024 – 2 ½ HOURS

NAME _____

ADM: _____ DATE: _____ SIGNATURE: _____

INSTRUCTION TO CANDIDATES.

1. Write your name, admission number, date and signature in the spaces above.
2. Answer **ALL** the questions in this paper.
3. All answer must be written in English and in a black or blue pen.
4. This paper has 11 printed pages
5. Candidates should check the question paper to ensure that all the pages are printed as indicated and that no questions are missing.

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QUESTION	TESTED AREAS	TOTAL MARKS	CANDIDATE'S SCORE
1	COMPREHENSION	20	
2	EXCERPT	25	
3	POETRY	20	
4	GRAMMAR	15	
TOTAL		80	

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

(20 marks)

2012 English Examination Paper

Goyal Brothers Prakashan



2012 English Examination Paper:

CTET and TET English Language and Pedagogy Paper 1 and 2 for 2021 Exams Arihant Experts, 2021-07-28 1 The book English Language Grammar Unseen Prose and Poem and Pedagogy giving Chapterwise coverage to the syllabus 4 Previous Years Solved Papers and 5 Practice sets are designed exactly on the latest pattern of the examination 5 More than 1500 MCQs for thorough for practice 6 Useful for CTET UPTET HTET UTET CGTET and all other states TETs Robert Stenberg once said There is no Recipe to be a Great Teacher that's what is unique about them CTET provides you with an opportunity to make a mark as an educator while teaching in Central Government School Prepare yourself for the exam with current edition of Child Development and Pedagogy Paper I Grammar Unseen Prose and Poem and Pedagogy giving clear understanding of the concepts in Chapterwise manner Each chapter is supplied with enough theories illustrations and examples With more than 1500 MCQs help candidates for the quick of the chapters Practice part has been equally paid attention by providing Previous Years Questions asked in CTET Function of Language Role of Grammar in Learning a Language Challenges of Teaching Language in a Diverse Classroom Language Skills Evaluation of Comprehension and Language Skills Teaching Learning Materials Remedial Teaching Practice Sets 1 5 **A Complete Course In ISC English For XI-XII** O.P. Singh & Meena Singh, A Complete Course In ISC English For XI XII **ICSE Art of Effective English Writing for Classes IX-X (2021 Edition)** Meena Singh & O.P. Singh, Art of Effective English Writing *Cambridge International AS and A Level English Language Coursebook* Mike Gould, Marilyn Rankin, 2014-08-21 Comprehensive student friendly resources designed for teaching Cambridge International AS and A Level English Language syllabus 9093 The core aim of this Coursebook is to help students to develop and apply the key skills they need to achieve in AS and A Level English Language They will build the skills needed for assessment through frequent activities Divided into two distinct parts for AS and A Level studies the book covers a wide range of reading skills such as understanding aspects of style voice and tone It also addresses the conventions of key kinds of writing and spoken language from scripted speeches to travel articles and looks at how they can capture these conventions in their own work *SSC Chapterwise Solved Papers English Language 2020* Arihant Experts, 2020-02-24 SSC CGL CHSL Stenographer Multitasking CPO are the popular exams in the country for which numerous students apply every year When it comes to the preparation of the SSC exams one needs to have focused mindset requires conceptual clarity and immense practice in order to reserve the good rankings During the preparation one should include an ample amount of solved papers which is necessary to understand the pattern and trends of questions The revised edition of 20 years Chapterwise Solved Papers SSC English Language is the perfect practice tool for the above mentioned exams As the name suggests this book has been carefully revised to provide the ample amount of last 20 years solved papers 2019 2000 arranged in 12 Chapters with more than 5000 Objective Questions for the conceptual clarity It also includes 5 Practice Sets Solved Papers from 2015 to 2019 of various SSC exams for the self evaluation which help to know

the stronger and the weaker areas of the aspirants With the highly useful study material in each chapter and also providing the detailed explanations for all questions in a simplest language it is a one stop solution for scoring highest marks in English Section of SSC Exams

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Local examination test-papers in English history, the questions set for the Oxford and Cambridge local examinations, July 1882-July 1902, arranged by J.S. Lindsey J. S. Lindsey (History teacher), 1902

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An Analysis of the Grammatical Errors made by Grade 9 and 12 Pupils in English Composition Writing Rabecca Tembo, 2021-01-18

Master s Thesis from the year 2020 in the subject English Language and Literature Studies Linguistics grade 9 and 12 course Master of Arts in Linguistic Science language English abstract This study has analysed the grammatical errors pupils make when writing English Compositions This study paper aimed at investigating the grammatical errors committed by grade 9 and 12 pupils in English compositions The study had the overall goal of identifying the kind of grammatical rules the pupils break These errors hinder learners from understanding the language and sometimes block or slow down communication The objectives of the study were to discover types of grammatical errors that learners make when writing compositions and 2 to discuss rules that were broken for pupils to commit such errors The research design was a mixed method design which involved both qualitative and quantitative methodologies Its targeted population was twenty five 25 teachers of English and one hundred 100 grade 9 and 12 pupils from five selected secondary schools Random sampling technique was used to arrive at Pupils to be included in the sample Data for this research was collected using semi

structured interviews and written composition scripts The compositions were marked with the help of other language teachers Data was analysed and presented thematically using tables graphs and discussions of findings Composition scripts from the pupils were analyzed by looking at the types of errors made The findings of the research revealed that the common grammar errors committed by secondary school pupils in Petauke District are Verb tense subject verb agreement pronoun spellings word order and use of articles double negative preposition and wrong word It was also discovered that Pupils break grammar rules to make grammatical errors The findings of this research may inform educators and language material developers about the grammatical errors pupils make and the rules they break to make such errors The findings might also serve as guidance to teachers on how to assist learners to become better sentence writers Ultimately the project ends with conclusion and recommendations

Parliamentary Papers Great Britain. Parliament. House of Commons,1890 Sessional Papers British Colombia. Parliament,1934 *Reflexive Pronouns. The Acquisition of "Self-Forms" by German Learners of English as L2* Deborah Heinen,2017-03-13 Seminar paper from the year 2016 in the subject English Language and Literature Studies Linguistics grade 1 0 University of Bonn language English abstract Prior linguistic knowledge it seems plausible that the acquisition of a second language can be influenced by the learner s knowledge of structures and rules of his or her first language Especially similarities between languages are probably tending to either facilitate the learning process or to impede it cf Gundel Tarone 1994 87 This cross linguistic influence is called language transfer which can be described as negative when the application of L1 structures or rules on a L2 utterance leads to a linguistically incorrect expression cf Saville Troike 2012 19 Given the fact that similarities between languages might impede the learning process of the L2 the work in hand takes a closer look at reflexive pronouns in English and German As self forms in English and sich forms in German look quite similar but differ in their use they appear as a possible source of error for German learners of English Therefore the leading question of the paper is whether L2 English learners recognize the differences in the use of self forms in English and the use of sich in German The hypothesis is that based on their L1 knowledge German learners of English are likely to make use of reflexive pronouns more often than necessary In other words it is assumed that a negative language transfer is likely to occur due to the formal similarities between the L1 and L2 Further information on the theoretical basis of the study will be given in the second chapter followed by the part on methodology that includes information on the informants the research instruments and the data collection procedure In the following two chapters the results of the study will be presented and with regard to possible explanations and limitations discussed Finally the main findings of the paper will be summarized The reason for conducting this study is in the first place that the problem of language transfer is of great importance for the learner s learning process of English as L2 Especially teachers of English should be aware of common sources of error so they might be able to predict possible linguistic problems and support their students at their best to avoid such mistakes cf Odlin 1990 4 Furthermore previous studies in the field of cross linguistic examinations on reflexive

pronouns mainly referred to binding conditions and the like whereas this paper deals with the frequency and correct application of reflexives by learners of English as L2 *English Language and Literature Teaching in India* S. R. Ganguly, L. S. Ramaiah, 2000 Description English came to India with the East India Company in the seventeenth century Lord Wellesley consolidated the rule of the East India Company around 1820 with his victories over the Marathas and Tipu Sultan Hence the times were propitious for the introduction of English language in India in education and administration The two landmarks for the English Language Teaching in India were the famous Minute on Indian Education 1835 by Thomas Babington Macaulay and The Wood's Despatch 1858 by Charles Wood Thereafter English became the most important subject of higher study in India Much was written about the study and teaching of English Language and Literature in India both by the natives and English men English Language teaching even after achieving Independence 1947 is continuing as an important subject of study as India's window on the world In spite of the importance of the subject there has been no bibliographical control Bibliography and documentation are important tools to provide the total intellectual output that was written and published in the field They reveal the strengths and weaknesses of the subject They are the pathfinders for the further study and research of the study Lack of these tools is a bane to the teachers and scholars There is no bibliography so far on English Language and Literature teaching in India The editors with their long experience at CIEFL undertook this arduous work to fill in the gap It is a happy thing that this reference tool is published on the occasion of the completion of 40 years of the establishment of the Central Institute of English and Foreign Languages Hyderabad and the Silver Jubilee of its deemed university status It is hoped that this bibliography will be of great help to teachers students and scholars in the field of ELLT

Assessment in Singapore: Perspectives for classroom practice Poh Guan Toh, See Cheng Leong, 2014

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