

NAME..... INDEX NO.....

.CANDIDATE'S

SIGN.....

101/2

ENGLISH

DATE.....

PAPER 2

(Comprehension, Literary Appreciation and Grammar)

July/August 2010

Time: 2 ½ Hours

KENYA CERTIFICATE OF SECONDARY EDUCATION
FORM FOUR EVALUATION EXAMINATION

ENGLISH

PAPER 2

2 ½ HOURS

INSTRUCTIONS TO CANDIDATES

- Write your name and index number in the spaces provided below.
- Sign and write the date of Examination in the spaces provided above.
- Answer ALL the questions in this question paper.
- All answers must be written in the spaces provided in this question paper.
- Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

FOR EXMINERS USE ONLY

QUESTION	MAXIMUM SCORE	CANDIDATES SCORE
1	20	
2	25	
3	20	
4	15	
TOTAL SCORE		

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

A reader recently sent an email with some seemingly simple but a valid concern, on a second look. His issue was that of the many job applications he had made through email, only two organisations had bothered to confirm receipt. The companies were of the international kind. The rest have never done so.

This led him to speculate: “Isn’t it easy for someone within the organisation to delete some job applications without the deciding managers ever knowing?” He sounded convinced that such must have been the fate of many of his unacknowledged online job applications.

In the absence of watertight email management mechanisms at recruitment level, this possibility is real. Fate can be sealed with a simple click on the delete icon. It is several times easier than to shred pages of hard copy testimonials in the washroom, like some office administrators would sometimes do in favour of their preferred candidates.

This concern raises the issue of how poor design and management of Internet technology could frustrate many job seekers and even work to the disadvantage of the recruiting organisations.

Let’s start with web sites run by recruitment agencies. Many have database engines designed to guide job seekers in typing in their professional profiles.

A good number of them have frustrating shortcomings. A major one is that they tend to be straight jacket.

They will allow you to key in your academic qualifications and background, ask you to fill in your work experience, and then give you the option to choose only one industry or sector of interest.

A part from killing creativity in job-hunting strategies, this kind of design does not give the job seekers the option to demonstrate the passion they may have for the job they might be interested in. They are given very limited room for expression.

Diversely experienced job seekers are most disadvantaged. That applicants are made to select only one industry of experience or interest is not fair to professionals who have nurtured their competencies across a number of sectors.

Yet this is the emerging reality. Increasing number of jobseekers in the job market are cross-disciplinary professionals. Many are university students who pursue separate disciplines in other colleges.

Online engines for job applications ought to be flexible to this reality and stop categorising jobs into traditional groupings.

Take, for example, the common category labelled as “management.” This in the present job market is a very vague field. Picking it as your choice is one way to kill the interest of human resource personnel in you.

The rigid online placement engines favour mostly job seekers who have gained experience only in industries relevant to their training.

But increasingly in the prevailing job market dynamics, you will find that your competencies are applicable in an industry that is different from the traditional inclination of your training.

Further, universities and professional institutions are introducing new courses. In the process, many of the job application software have been reduced to mere rubber stamps of obsolete procedures that have failed to recognise the dynamics of the job markets and the emerging set of skills and competencies of candidates.

This setback suggests that there is a gap between human resources practitioners and computer software developers and programmers.

The distance is limiting the technological possibilities in managing recruitment. Modern technology can be effectively exploited to satisfy given needs, if only approached with the necessary enthusiasm and skill. It can be used to conduct online psychometric testing, for example.

Designers of these systems should engage the expertise of human resources professionals in building electronic mechanisms that are in concert with the prevailing demands of the market.

The goal should be to have in place systems that explore open combinations of job competencies and job seeker inclinations, so that applicants are not forcefully boxed into pre-designed paths, but given an opportunity to present their unique interests and competencies.

(Adapted from Daily Nation

30th April 2010)

Questions

- a) What is the major sentiment of the reader concerning job application through the Email? (2 marks)

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- b) Change the following question to a statement "Isn't it easy for someone within the organisation to delete some job application without the deciding managers ever knowing?" (1 mark)

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c) For what selfish purpose would the administrators take advantage of the absence of watertight email management mechanism?

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d) In about 40 words summarize the frustrating shortcoming of internet technology in recruiting organisations. (4 marks)

Rough Copy

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Final Copy

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e) In what way is the common categorization labelled as “Management” disadvantageous to job seekers? (2 marks)

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f) According to the passage how can modern technology be effectively exploited to satisfy given needs? (2 marks)

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g) What is the author's attitude towards online job recruitment? (3 marks)

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h) Explain the meaning of the following expression as used in the passage

- Water-tight

.....

.....

- Straight jacket

-

.....

- Cross-disciplinary

-

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- Rubber stamps

-

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2. Excerpt

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

When Waiyaki began to speak again he felt happy. This was the moment to push his plans through. He spoke quietly; clearly, the elation of speaking to a large crowd making him feel light. He briefly outlined his plans for Marioshoni: The rotting roof needed more tin; the children needed desks, pencils, and papers. And then many more schools had to be built. More teachers had to be employed. He sat down, fearing that he had not made his point clear. But the applause that greeted him left him with no doubt about the reception of the short speech.

A moment too soon Kabonyi was on his feet. He did not smile but looked defiantly around him. The battle was on. He was old but his voice was good and steady. Besides, he knew his audience well and knew what to appeal to. He could speak in proverbs and riddles, and nothing could appeal more to the elders, who still appreciated a subtle proverb and witty riddles. Kabonyi again knew his limits. He did not want to bring too many issues together. So he decided to leave the Joshua affair and come to it later as a final blow.

He reminded them of the poverty of the land. The dry months had left people with nothing to eat. And the expected harvest would not yield much. He touched on the land taken by the white man. He talked of the new taxes being imposed on the people by the Government Post now in their midst. And instead of Waiyaki leading people against these more immediate ills, he was talking of more buildings. Were people going to be burdened with more building? With more teachers? And was the white man's education really necessary? Surely there was another way out. It was better to drive away the white man from the hills altogether. Were the people afraid? Were there no warriors left in the tribe? He, Kabonyi, would lead them. That was why he had formed the new Kiama. He would rid the country of the influence of the white man. He would restore the purity of the tribe and its wisdom.

"Or do you think the education of our tribe, the education and wisdom which you all received, is in any way below that of the white man?" He challenged the people, appealing to their pride, to the manhood in them and to their loyalty to the soil.

"Do not be by a youth. Did the tail ever lead the head, the child the father or the cubs the lion?"

Questions

a) Who is Waiyaki speaking to and what is the occasion that is taking place?

(3 marks)

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(1 mark)

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[illegible]

(i) What is the Joshua affair?

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(2 marks)

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e) Identify and explain the major theme that is brought out in this excerpt.
(2 marks)

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f) Paraphrase the following sentence
"A moment too soon Kabonyi was on his feet"
(1 mark)

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g) Identify one stylistic device used in the excerpt and explain its effectiveness.
(3 marks)

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h) With illustrations from the excerpt, explain Kabonyi's attitude towards Waiyaki. (2 marks)

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i) What is the outcome of this meeting? (3 marks)

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3. Poem

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

There is a little hut
Built across from here;
They've mudded two walls
And the rest stands unmade....
For they ran out of mud.

There is a deep gully
Running along the road;
They have filled it halfway
And the rest is still gaping...
For they ran out of mud.

There is a pot by the altar
That they began to mould;-They finished the base
But the neck remains undone...
For they ran out of mud.

Mud! Mud!
Who can find mud?
May be if it were gold
Someone would.

Questions

a) What is the poem about?

(4 marks)

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b) What do the following physical objects represent?

(6 marks)

(i) The hut

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(ii) The deep gully running along the road

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(iii) The pot by the altar

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c) Explain irony in the last stanza

(2 marks)

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(ii) Odour did not complain. He did not report to the police. (Begin: Odour neither.....

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(iii) I wouldn't have come all this way in vain if you had mentioned this to me yesterday

(Begin: Had.....

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b) For each of the following sentences replace the underlined phrasal verb with one word that has the same meaning.

(i) You need to cut down on the expenses

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(ii) The visitor remarked that the little boy took after his father

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(iii) They made up for lost time

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.....

c) Add question tag to the given statements
(3 marks)

(i) I am not expected to do

it.....

(ii) Enjoy your mid-term

break.....

(iii) The students were late in the morning.....

d) Complete the following sentences using the appropriate form of the word in brackets. (3 marks)

(i) We learnt a great deal from the speech; it was very
.....(inform)

(ii) It is against our culture to treat older people
(respect)

(iii) The Of the matter brought the District
Commissioner to their
village. (grave)

e) Identify the mis-spelt words in the following sentences and rewrite them correctly (3 marks)

(i) I will pass the continous texts well.....

(ii) The Prime Minister recieved a bouquet of
flowers.....

(iii) All the fourty thieves had diarrhoea.....

Name _____ Index No: _____

**101/2
ENGLISH
JULY/AUGUST 2010
PAPER 2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
2 ½ HOURS**

**FORM FOUR MID-YEAR CONTINUOUS ASSESSMENT TEST
Kenya Certificate of Secondary Education**

INSTRUCTION TO CANDIDATES

Write your name and index number in the spaces provided above
Answer all the questions in this question paper
All your answers must be written in the spaces provided in this question paper

FOR EXAMINER'S USE ONLY

Question	Maximum score	Candidates score
1	20	
2	20	
3	20	
4	20	
Total score		

This paper consists of 10 printed pages

Please Turn over

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

Smoking is a dangerous and life threatening habit. Yet, many continue engaging in it. They say it gives them a good feeling while others claim that it makes them fit in a crowd. Still, others do it because it is 'fashionable' and provide fun. Perhaps, if these people knew the full extent damage caused by smoking, they would think twice before indulging themselves.

Cigarette smoking is the major cause of lung cancer; approximately 85 to 95% of lung cancer patients are smokers, and most of the reminders are exposed to second-hand smoke. And, unfortunately, lung cancer has no cure, so once you contract, it you are destined for death.

In women, smoking increases the risk of getting cancer of the cervix and uterus. It is more difficult for a smoking woman to conceive and up to three times more likely for her to have a miscarriage. She is more likely to have stillbirths and low birth weight babies because of the carbon monoxide and nicotine that affect development of the foetus. Smoking can also cause premature menopause. Second-hand smoke has also been associated with breast cancer.

In men, smoking reduces the blood flow to the genital areas, resulting in impotence. The chemical compounds contained in tobacco can also damage sperms, thus leading to babies born with defects. Male smokers have been known to have higher oestrogen and lower testosterone levels.

In both men and women, smoking increases the chances of an individual getting a heart disease. It does so by causing high blood pressure and clogging arteries. This eventually leads to heart attack and stroke.

Emphysema is another condition brought about by smoking. This is progressive respiratory disease characterized by coughing incessantly, shortness of breath and wheezing. These then lead to extreme difficult in breathing, a situation that may cause disability and death.

Furthermore, smokers have twice the risk of developing cataracts in their eyes than non smokers. A cataract is a clouding of the eye lens thereby blocking off light and causing blindness. Smoking can also lead to premature loss of the ability to see in fine details and to differentiate colors. All this is brought about by the constant irritation of the eyes by tobacco.

Yet another medical condition associated with smoking is Buerger's disease. Here, blood vessels get blocked thereby cutting off blood flow to certain parts of the body. The affected areas are literally starved to death. This leads to amputatin, especially of legs and hand.

Most of us care about how we look right? Then, we should not smoke, for tobacco interferes with the chemistry of the mouth, with the consequence of the tooth decay, bad breath and discolored teeth. Besides, chemicals in tobacco reduce the ability of the skin to restore itself.

The result is a dry lathery complexion and etched lines around the lips and eyes. These make one look far older than one's actual age.

Lastly smoking leads to lighter and weaker bones by interfering with calcium deposits in the body. A smoker's bones therefore lose density, fracture more easily and take up 80% longer to heal.

Given these multiple adverse effects of smoking, it would be shocking to find someone wanting to start, or to continue, this potentially fatal habit.
(Adapted from the daily nation of 27th December 2005)

2

1. (a) What does the writer think would make people reconsider their smoking habit (2mks)

(b) How do smokers endanger the lives of others?
(4mks)

(c) Add a question tag to the following sentence
(1mk)

Male smokers have been known to have higher oestrogen and lower testosterone levels

(d) Join the following sentences by replacing the first full stop with another punctuation mark

(1mk)

In both men and women smoking increases the chances of an individual getting heart disease. It does so by causing high blood pressure and clogging arteries.

(e) Make notes on respiratory problems caused by smoking
(3mks)

3

(f) Provide a suitable title for this passage
(2mks)

(g) Explain why it might be difficult to tell the real age of a smoker
(2mks)

(h) Given these multiple adverse effects of smoking, it would be shocking to find someone

wanting to start or to continue this potentially fatal habit.
Re-write the sentence beginning with:
It would.....

(i) For each of the following words, provide another that is opposite in meaning
(3mks)

(a) Premature

(b) Clogging

(c) Incessantly

2. Read the extract and then answer the questions that follow.

She was waiting him at the next valley. Her heart beat as she saw him approach. She did not know what she would tell him. For she felt guilty at her failure to go to Marishoni on the day she had promised to see him. She had wanted to go but it would have been a big risk. Her father had been at home at the time. Waiyaki had never been out of her mind since that day they met in

4

the moonlight. She was always excited, at the thought of him. And her eyes shone so that sometimes Mariamu asked her what she was dreaming about. She did not know what was happening to her but she knew that since that accidental meeting she had not been the same again. And now she felt a strange longing for something that not even the river could give her.

For the last two weeks she had wanted to meet him, if only to greet him and pass. She had not been able to see him and she feared going to his school. Today she had not gone to church and was strolling aimlessly when she saw him walking

towards the valley. But when she saw hi stand with Kamau she passed at a safe distance.

And Waiyaki was pleased to see her. He had not set eyes on her since that night. And there she now stood, quiet and rather reserved. She did not appear as she had in the moonlight. But he could see that she was beautiful. He approached her hesitantly, his heart beating. She smiled. He thought it a beautiful smile.

“Are you well?”

“I am well. And you?”

“I am well too.”

There was silence between them. They did not look directly at one another

“I waited for you.”

“I am sorry I could not come.” She hesitated a little. “I had much work at home and I -I

could not get time.”

Waiyaki understood, or rather, he thought he did. He did not press the point further.

“It is all right. You can come another day.”

Well - I don’t know - maybe. If I get a chance.”

2.(a) Place this excerpt in its immediate content
(4mks)

(b) Why did Nyambura fail to go to Marishoni? How does she feel about it?
(3mks)

(c) In about fifty word, summarize how we can fell that Nyambura loves Waiyaki (4mks)

(d) Why did Nyambura pass at a distance from Kamau and Waiyaki?
(2mks)

(e) Change the following statement into a question
(2mks)
And Waiyaki was pleased to see her

(f) Give two character traits of each for both Waiyaki and Nyambura as seen in
this excerpt (4mks)

(g) Rewrite the following sentence according to the instructions given
(1mk)

But he could see that she was beautiful.

Begin: Beautiful

6

3. Read the following poem and answer the questions that follow

SYMPTOMS OF LOVE

Love is a universal migraine
A bright stain on the vision
Blotting out reason
Symptoms of true love
Are leanness jealousy
Laggard dawns.

Are omens and nightmares-
Listening for a knock
Waiting for a sign

For a touch of her fingers
In a darkened room
For a searching look.

Take courage lover!
Could you endure such pain
At any hand but hers?

(Literature: reading fiction, poetry and drama McGraw hill,
2000)

(a) Identify the persona in this poem (2mks)

(b) What is the persona's attitude towards love? Explain your answer (3mks)

(c) Describe the tone of the poem giving evidence to support your answer (4mks)

7

(d) Identify and illustrate any four figures of speech used in the poem. Comment on their effectiveness (6mks)

(e) Describe the mood of the poem with illustrations to support your answer (3mks)

(f) Explain the rhetorical question at the end of the poem (2mks)

4. **GRAMMAR**

(a) Rewrite the following sentences according to the instructions given after each. (3mks)

(i) I'll be back tomorrow (write into indirect speech)

8

(ii) You ought to pay more attention
(supply the correct question tag)

(iii) John did not show up for the meeting. Kamau as well did not.
(Rewrite the sentence as one starting: Neither)

(b) In each case, give a phrasal verb that means the same as the word underlined (3mks)

(i) The suspect confessed after a long interrogation

(ii) Only very irresponsible parents can abandon their children

(iii) It is wrong to despise the less fortunate.

(c) Use the correct form of the word in brackets to complete the sentences (3mks)

(i) It _____ (cost) three hundred shillings a year

(ii) The news came as a _____ to use all (reveal)

(iii) The principal was accused of _____ of funds (manage)

(d) Correct the error in each of these sentences (2mks)

(i) At midday, in the middle of the day, we went for early lunch

(ii) The two twin sisters are identical twins

9

(e) Fill in the blank spaces with appropriate prepositional phrase made with the word in

brackets (3mks)

(i) They crossed the river _____ a boat (means)

(ii) _____ the school rules and regulations every student should be in full school

uniform (accordance)

(iii) _____ the prefect's negligence, he was demoted (account)

(f) Explain the meaning of the following demoted expression (1mk)

(i) The money recovered from the bank robber was a drop in the ocean

NAME DATE
.....

INDEX NO. CANDIDATE'S SIGNATURE
.....

101/2
ENGLISH
PAPER 2
(Comprehension, Literary appreciation and Grammar)
JULY/AUGUST, 2010

MBOONI WEST DISTRICT JOINT EVALUATION TEST

Kenya Certificate of Secondary Education, 2010

ENGLISH
PAPER 2
TIME: 2½ HOURS

INSTRUCTIONS

- a. Write your name and index number in the spaces provided above.
- b. Answer ALL the questions in this question paper in the spaces provided

FOR EXAMINER'S USE ONLY

Question	Maximum score	Candidate's score
1	20	
2	25	
3	20	

4	15	
	80	

This paper consists of 10 printed pages.
Candidates should check to ensure that all pages are printed as indicated and no questions are missing

© 2010, Mbooni West District Joint Evaluation Test

1. Comprehension on unseen text

Read the passage below and answer the questions that follow

20 Marks

A short guy is a disadvantaged individual. And no, the disadvantage is not about reaching high surfaces. He can always stand on his toes or even get a stool. But what would he do when he is discriminated against or taunted on account of his being short; and when tall guys consider it something of a moral responsibility to remind the short fellow over and over that he is inferior?

Apparently, a short man, besides being irritable, is a psychological wreck, thanks to some syndrome of sorts.

Then there is a legion of misinformed women out there who declare to anyone who cares to listen that death would be a welcome alternative to dating a short man. Never mind that most are themselves as short as one can get. In their opinion, which they are entitled to anyway, tall is handsome, strong and literally oozes masculinity while short is the opposite. With limited choice of possible mates, restrictions on probable mates and slew of wrongful generalizations, affirmative action would be in order here.

But as they taunt, vilify, and harass short guys on the basis of height, the tall ones conveniently forget that no one chose how tall they would be.

Elementary biology has it that we are all victims of genetic accidents; how tall one becomes is wholly subject to chance. Appearance and other human characteristics are an aggregation of parental traits at best, or a mutation at worst like when only one member is short in a family of tall fellows. It therefore speaks volumes about the gray matter upstairs in anyone chest thumping about being tall. Once, when the disciplined forces were hiring, I offered myself for consideration. I was subjected to all sorts of strenuous exercises, running round and round the field in the midday sun like I had gone berserk, shutting my eyes alternately, and a host of other impossible strange routines, only to be turned away at the end of the day for the simple reason that my height did not add up.

Merchants of rumours and falsehood have been at it again. After unleashing the “shorter the monkey the longer the tail” rumour, they are back with another mind-boggling one: that these long - tailed short monkeys are poor lovers. While endowment does not necessarily equal performance, such are generalization of the absurd; something akin to the misplaced belief that all

Africans live on trees. If anything, as one Literary Great apply put it, a tiger does not declare its turpitude, it pounces.

And the politics of generalizations do not end there. The short guy is also said to be irritable and hence the worst possible choice for a boss or even mate. Who wants to spend time with someone who will be over the roof at the slightest provocation? Not that the myth is gospel truth, but it has resulted in a further restriction of the short guy's already limited choice of a mate.

As if this is not enough, stiff competition for short ladies silently rages, pitting tall guys against short ones. Despite their wide appeal, the tall fellows have an inexplicable penchant for short ladies. Factor in the belief that it is something of a misnomer to date a taller lady, the decision by some short ladies to give a not interested verdict for short men, and you have remote, dwindling chances of short men getting a mate.

Maybe it is time the short in stature considered coming together to fight this wholesale discrimination on account of their height, over which they have no control. An association would be the perfect gateway to affirmative action. Surely, what has height got to do with love, temperament and everything else for that matter?

Questions:

- a. Why does the writer think the short guy is disadvantaged?

2

Marks

- b. Explain the irony of some women discriminating the short man

2

Marks

- c. According to the writer, what determines a person's height?

2

Marks

- d. Why does the writer give his experience when the disciplined forces were hiring?

2

Marks

- e. "There is a legion of misinformed women out there who declare to anyone who cares to listen that death would be a welcome alternative to dating a short man" (Rewrite the sentence using 'prefer')

1

Mark

- f. What two reasons are given why it might be difficult for short men to get mates?

2

Marks

- g. What solution is given by the writer to end the discrimination of the short man?

2

Marks

- h. What is the attitude of the writer towards people who discriminate against the short man?

(3

Marks)

i. Explain the meaning of the following words and phrases as used in the passage:

a) Legion

b) Aggregation

c) Chest thumping

d) Inexplicable penchant

(4

Marks)

2. Comprehension based on set text

Read the extract below and answer the questions that follow:

25 Marks

Father

The way of shields and spears

Is now ended

What is left?

The battle of wits

The battle of the mind

I, we, all want to learn

Old men and women strained their ears to catch the sweet words, their hands pressed hard in their hearts or their chins. Kabonyi was writhing within. His heart and soul burnt with anger. The 'boy' was making a favourable impression while he meant to denounce him. The 'boy' had been seen in the church of Joshua and had been seen standing with Joshua's daughter. Kabonyi had meant to shame the boy before the crowd.

But the children sang on, voicing the cry of many, speaking aloud the silent cry of generations everywhere, generations that feel their end is near unless there are changes. Were they mourning for a dead glory? Were they sorrowing over a tribe's destruction or were they hailing the changes that had yet to come? Sorrow or yearning was in their eyes. And they could see this reflected in the glittering eyes of the saviour.

The children finished singing and sat. Everywhere strange silence reigned. Then from every corner the cry was taken up and all sang with one accord:
Gikuyu naa Mumbi
Gikuyu naa Mumbi
Left a land virgin and fertile
O, come all -

When Waiyaki began to speak again he felt happy. This was the moment to push his plans through. He spoke quietly; clearly, the elation of speaking to a large crowd making him feel light. He briefly outlined his plans for Marioshoni. The rotting roof needed more tin; the children needed desks, pencils, paper. And then many more schools had to be built. More teachers had to be employed. He sat down, fearing that he had not made his point clear. But the applause that greeted him left him with no doubt about the reception of the short speech.

A moment too soon Kabonyi was on his feet. He did not smile but looked defiantly around him. The battle was on. He was old but his voice was good and steady. Besides, he knew his audience well and knew what to appeal to. He could speak in proverbs and riddles, and nothing could appeal more to the elders, who still appreciated a subtle proverb and witty riddles. Kabonyi again knew his limits. He did not want to bring too many issues together. So he decided to leave the Joshua affair and come to it later as a final blow.

He reminded them of the poverty of the land. The dry months had left the people with nothing to eat. And the expected harvest would not yield much. He touched on the land taken by the Whiteman. He talked of the new taxes being imposed on the people by the government post now in their midst. And instead of Waiyaki leading the people against these more immediate ills, he was talking of more buildings. Were people going to be burdened with more buildings? With more teachers? And was the Whiteman education really necessary? Surely there was another way out. It was better to drive away the white man from the hills altogether. Were the people afraid? Were there no warriors left in the tribe? He, Kabonyi, would lead them. That was why he had formed the new kياما. He would rid the country of the influence of the white man. He would restore the purity of the tribe and its wisdom.

Questions:

- a. Place the above extract in its immediate context

4 Marks

- b. What is the importance of the song used in the extract?

2 Marks

- c. Who is the 'boy' and when had he been seen in the church of Joshua and standing with Joshua's daughter?

5 Marks

- d. "Were they mourning a dead glory?" Explain the meaning of this question as used in the extract

2 Marks

- e. Rewrite the following sentence beginning as shown:

1 Mark

But the applause that greeted him left him with no doubt about the reception of the short speech.

(Begin: No

- f. What are the main points of Kabonyi's speech? Give your answer in note form. 4 Marks

- g. Identify and illustrate any two character traits of Kabonyi revealed in this extract. 4 Marks

- h. What is the attitude of the parents towards education after Waiyakis' speech? 3 Marks

3. Read the poem given below and answer the questions that follow:

20 Marks

AFTER THE WAR

The outcome? Conflicting rumours
As to what faction murdered
The one man who, had he survived
Might have ruled us without corruption.
Not that it matters now:
We're busy collecting the dead.
Counting them, hard through it is
To be sure what side they were on
What's left of their bodies and faces
Tells of no need but for burial
And mutilation was practiced
By right, left and centre alike.
As for the children and women
Who knows what they wanted
Apart from the usual things?

Food is scarce now, and men are scarce
Whole villages burnt to the ground
New cities in disrepair.

Their war is over. Somebody must have won.
Somebody will have won. When peace is declared.

- a. According to the poem what are the consequences of war?

4

Marks

- b. What techniques has the poet employed and of what effect are they?

6

Marks

- c. What is the poet's attitude towards war?

2

Marks

- d. What meanings do the following lines convey?
i. Food is scarce now, and men are scarce.

2

Marks

- ii. Whole villages burnt to the ground.

2

Marks

e. From the poem, why would you say that war is a no win situation?

2

marks

f. What is the poet's mood?

2

Marks

4. Grammar

15

Marks

a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning:

i. The president did not make such a statement at any point in his speech.
(Begin: At no)

ii. "The only reason that I am selling my house in Karen is that I am being transferred to Nakuru," he said. "Let me know as quickly as possible if you decide to buy it". (Rewrite in reported speech)

b) Use the correct form of the words in brackets to complete the following sentences:

i. Jane is a good dancer but she often dances _____ (provoke)

1

Mark

ii. After the accident Mueke went to wash his _____ (blood) head.

1

Mark

c) Explain the difference in meaning between the following sentences:

2 Marks

i. When they got out of the car they stopped to talk

ii. When they got out of the car they stopped talking.

d) Replace the underlined words, with a phrasal verb which begins with the word given in brackets to convey the same meaning:

2 Marks

i. I liked our neighbour from the start (take).

ii. Hellen resembles her mother (take).

e) Fill in each of the blank spaces in the sentences below with the correct word from the choices given in brackets

2 Marks

i. Nobody but _____ (she/her) was allowed in.

ii. After an hour we were still _____ (awaiting / waiting) the bus to arrive.

f) Fill the blanks in each of the following sentences with an appropriate preposition:

g) 2 Marks

i. The carpenter made a shelf _____ wood.

ii. I must leave _____ dawn to reach the station in time.

h) Punctuate the following correctly:

Mother I said I am listening she replied am I really going away

3 Marks

Name..... Index
No.....
School..... Candidate's
sign.....

Date.....

101/1
ENGLISH
Paper 1
FUNCTIONAL SKILLS
July/August 2010
2 Hours

**TESO NORTH DISTRICT JOINT EVALUATION TEST -
2010**

Kenya Certificate of Secondary Education (K.C.S.E)

101/1
ENGLISH
Paper 1
FUNCTIONAL SKILLS
July/August 2010
2 Hours

Instructions to candidates.

1. Write your name and index number in the spaces provided above.
2. Answer all the questions in this question paper.
3. All your answers must be written in the spaces provided in the question paper..

FOR EXAMINER'S USE ONLY.

QUESTI ON	MAXIMUM SCORE	CANDIDATE S SCORE
1	20	

2	10	
3	30	
TOTAL SCORE		

his paper consists of 8 printed pages. Candidates should check the question paper to Ensure that all the pages are printed as indicated and no questions are missing.

FUNCTIONAL WRITING.

1. J and J security firm, a fast growing security firm, seeks to recruit guards for its newly established firm based in Nyeri North District.

The guards will be responsible for;

- Guarding office, banks and houses within the district.
- Transporting cash from banks to various pay points.
- Transporting luggage and mails to different parts of the district.

The ideal candidates must:-

- Have at least a KCSE education with a mean grade of C.
- Attained a minimum of grade C+ in English and Kiswahili.
- Be fluent in both languages.
- Be computer literate.
- Have a clean driving licence.
- Be at least 25 years of age.
- Be a good team player.
- Withstand long working hours.

Interested candidates should send their letters of application and curriculum vitae to reach the undersigned not later than 10th August, 2010.

Write a curriculum vitae that would accompany your letter of application.

(20mks)

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2. ***Read the passage below and fill in each blank space with an appropriate word.***

The future of university education was the subject of _____1_____ among academics in Nairobi this week. Some illuminating suggestions were made and should be implemented

The issues included declining state funding of _____2_____ universities, deteriorating quality of scholarship due _____3_____ inadequate learning and teaching resources and insufficient lecturers.

Several suggestions were _____4_____. Among them was the need to discard the popular parallel degree programmes and instead admit all students as a unit.

The second was to change university courses at market rates. Currently-they are

heavily subsidized by the state and the costing is uniform irrespective of the inputs. The third was to increase fees _____5_____ ask parents to pay more _____6_____ They do today.

In addition the experts sought the revision of the statutes to redefine the role of the commission for Higher Education. They also want _____7_____ Joint Admissions Board to be purged.

Most of these suggestions are not new; they have been on the cards for quite a while. Unfortunately there is lack of will to implement _____8_____.

Even so revitalizing university education is an idea _____ 9 _____
time came long ago. The growth in the number of public and private universities
in the past two decades, triggered largely by rising demand has had both
positive and negative _____ 10 _____.

3. (a) ***Read the story below and then answer the questions that follow.***

A long time ago, there was a child who used to trouble his
parents at night by crying. The mother tried to stop him from crying but in
vain. Then, the mother warned the child and said, "If you don't stop
crying, I'll throw you out to the wizard!" But the child kept on crying.
When the mother could stand it no longer, she stood up and threw the
child outside. Unfortunately, there was a wizard who was listening outside
and he picked the child up and ran with him. Suddenly, the father realized
that the child's cries were dying away. He stood up, took his panga and
went after the wizard. When the wizard heard the footsteps following him,
he quickly placed the child in the fork of nearby tree and ran away. From
that day, the child never cried again.

(i) Explain the tone of the mother as she warns the crying baby.

(2mks)

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(ii) How would you demonstrate the wizard's movements?

(2mks)

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(iii) Suppose you were to narrate this story, how will you make it interesting. (4mks)

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(iv) Describe how you will introduce this story to your audience. (2mks)

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(v) State two things that will assist you to know if your audience is interested in the story you are telling. (2mks)

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3. (b) Underline the word that does not have the same pronunciation as the other two. (4mks)

- | | | |
|------------|-------|------|
| (i) Higher | hire | heir |
| (ii) Rain | reign | rein |
| (iii) Paws | pause | pose |
| (iv) None | nun | non |

(ii) Pick out two pairs of words with long vowel sounds.

(2mks)

Car, cat, fast, purse, heard, head, led, gene.

3. (c) Peter Piper picked a peck of pickled paper but if Peter Piper picked a peck of pickled pepper where is the peck of pickled pepper Peter picked.

(i) identify the above genre.

(1mk)

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(ii) What sound features are employed in the above genre.

(2mks)

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(iii) Give your own example of the above genre.

(1mk)

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3. (d) Read the following conversation and, in note form, write down the short comings. (8mks)

Teacher: Who permitted you in? Go back out and knock the door.

Student: I knocked but you looked busy.

Teacher: I said go out!

Student: I am sorry then.

Teacher: What did you want?

Student: I want to go home.

Teacher: What do you mean/ you want to go home?

Student: Teacher, what are many questions for? Just let me go home!

Teacher: I wish you had the slightest of manners. You sound so uncouth...

Student: (Interrupting) You have no right to insult me.

Teacher: Did I hear your right?

Student: You are wasting my time old man. I am off.

Teacher: Come back here! (the student takes off)

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ENGLISH**Paper 2****(Comprehension, Literary Appreciation and Grammar)****July/August 2010****2 ½ Hours****INSTRUCTION TO CANDIDATES.**

Write your name, name of your school and index number in the spaces provided above.

Sign and write the date of examination in the spaces provided above.

Answer all the questions in this question paper.

All your answers must be written in the spaces provided in this question paper.

FOR EXAMINER'S USE ONLY

Question	Maximum score	Candidate's score
1	20	
2	25	
3	20	
4	15	
Total score 80		

This paper consists of 12 printed pages.

Candidates should check the question paper to ensure that all pages are printed as indicated and no questions are missing

1. ***Read the following passage and answer the questions that follow.***

One aspect of the major religions of the world, which has surfaced from time to time, is the ascetic tradition. This means the idea of withdrawing oneself from the struggle of life to live in seclusion, poverty and sometimes hunger in order to find true holiness. This tradition implies withdrawal from full participation in the challenges of the life process, with its risks and dangers, with its joys of success and brief sorrows of failure and loss.

Such a tradition, however, is wholly meaningless in African thought. In fact, the African approach is to live in the thick of the battle of life here

and now. The African's religion involves full participation of sectors of the community - Man, Nature, Spirits - in the life process. Similarly, in people's songs at rituals of birth, death and marriage, at the beginning of rains, at harvest, and during the hunt, we see the philosophy or world view is celebrated and confirmed. John S. Mbiti has written: 'Because traditional religion permeates all departments of life, there is no formal distinction between the sacred and the secular, between the religious and the non-religious, between the spiritual and the material areas of life.' What the professor has called 'African religions' is akin to what I understand by the phrase, the 'philosophy of life of a people. Indeed, it is the living and celebrating of these fundamental ideas which constitute culture.

Understood in this way, then, culture cannot be what the Romans made of it something cut off from a people's daily life. The Western tradition has sustained this practice to the present day. African governments on their part, have not only followed suit, but turned it into 'commodity, 'a 'thing' which can be bought and sold, imported and exported, imprisoned in museums, cathedrals and art galleries, where people do not normally live, but visit when there is a show. What is the meaning, the significance, of a Yoruba religious mask hanging on a concrete wall of an apartment building in Los Angeles, USA? The chiefly regalia of a Kabaka or a Mukama do not make sense in a museum at Oxford, heaped together with all types of royal artefacts collected from other parts of the continent. The funeral drums and the rattle-gourds grow tired for lack of proper care (for which curator can, by heating, tune the drum for a dance?). Moreover the spirits of these drums must die because of the everlasting silence. Drums are for drumming and not merely for gazing at; they are for dancing and celebrating life in festivals. What message do visitors to these museums and art galleries get? Most likely they learn nothing. However, a great

number of them leave the museum boasting that they have seen fantastic pieces of African 'things'!

These so-called 'things' do not speak in foreign tongues. They have nothing to communicate to strangers, outsiders who are therefore not *dhano* (human) because they can not participate in the philosophy of life that the drums, the rattle gourds, the regalia or the sculpture celebrate. These items do not operate in solo, alone, away from home, in the absence of the people who, steeped in the world-view of that society, created them to fulfill definite purposes. On the contrary, each one is an essential piece of a complete, deeply felt, enjoyable festival. Each in its distinct and unique way, contributes to the meaningfulness of the whole society and the life of the individual person in that society.

*Adapted from Artist the Ruler by Okot
p'Bitek;*

(a) State the characteristic of the major religions of the world mentioned in the passage.

(2mks)

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(b) In note form state what the major world religion teaches on how to attain holiness. (4mks)

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(c) How does African religion contrast with other religious mentioned in the passage? (2mks)

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(d) What is the author's attitude to museums of African artifacts? (2mks)

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(e) Illustrate and comment on the effectiveness of the following as used in the passage:(4mks)

(i) Rhetoric question

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(ii) Quotation from authority

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(f) Rewrite the following sentences as instructed.

(2mks)

(i) The western tradition has sustained this practice to the present day (Rewrite in passive)

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(ii) The so-called 'things' do not speak in foreign tongues. (Replace the underlined words with suitable word)

(2mks)

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(g) What is culture according to the author?
(1mk)

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(h) Explain the meaning of the following words and phrases as used in the passage. (3mks)

(i) Permeates

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(ii) Akin

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(iii) Operate in solo.

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2. ***Read the following passage and answer the questions that follow:-***

Kinuthia and Waiyaki walked along Honia River in silence. Waiyaki was overwhelmed by the warmth and enthusiasm with which his news had been received by the elders. Kinuthia looked at Waiyaki's contracted face. He said. "When they come we must present them to the gathering of parents next year."

"Yes, yes, we shall." And then, suddenly, Waiyaki turned to Kinuthia. "We must build up the hills. We must capture this enthusiasm. We must build schools ... and a college, a great big college ..."

Kinuthia was moved not so much by the words as by the way in which Waiyaki said them. There was fire and conviction in them. Yet he wondered if Waiyaki knew that people wanted action now, that the new enthusiasm and awareness embraced more than the mere desire for learning. People wanted to move forward. They could not do so as long as their lands were taken, as long as their children were forced to work in the settled ridges, as long as their women and men were forced to pay hut tax. He did not want to tell this now, but he would tell him. One day. For Kinuthia was convinced that Waiyaki was the best man to lead people, not only to a new light through education, but also to new opportunities and areas of self-expression through political independence. Waiyaki was the best man to lead the Kiama. Even now his spirit was responsible for the power the Kiama and Kabonyi exercised on the people. Did Waiyaki know this? As Kinuthia beheld the fire in the Teacher's eyes, he wondered if the vision of a new light had not blinded him. But he believed in him and he wanted to share in this vision and share in the task of its fulfillment.

Kinuthia, however, did not know the extent of Waiyaki's dreams and vision. How could he know unless he entered those regions of the heart where doubts and fears struggled in the darkness, where you suddenly

lost sight of your hopes and success, shaken to the roots as you woke up at night, or even as you walked along the paths in the country?

Ngugi wa Thiongo - The river

between.

(a) Place the extract in its immediate context.

(3mks)

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(b) "When they come we must present them to the gathering" who is Kinuthia and Waiyaki referring to?

(1mk)

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(c) In not more than fifty words summarise the things Kinuthia feels Waiyaki has been

blinded to by the new light.

(5mks)

Rough copy.

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Fair copy

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- (d) With your knowledge of the text state the reasons why kinuthia feels that waiyaki was the best man to lead the Kiama.

(4mks)

(e) What is Kinuthia's attitude to Waiyaki as depicted in this extract.
(2mks)

(f) “...the power of the Kiama and Kibonyi exercised on the people”
Explain the above in
the light of what takes place in the text.
(3mks)

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- (g) Explain any two themes evident in this extract.
(4mks)

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- (h) “Kinuthia looked at Waiyaki’s contracted face” why was Waiyaki’s face contracted?(1mk)

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- (i) Explain the meaning of the following as used in the extract.
(2mks)

- (i) Build up the hills.

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(ii) Enthusiasm.

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3. ***Read the following poem and questions that follow.***

When my friend sees me
He swells and pants like a frog
Because I talk the wisdom of the bush!
He says we from the bush
Do not understand civilized ways
For we tell our women
To keep the hem of' their dresses
Below the knee.
We from the bush, my friend insists,
Do not know how to 'enjoy':
When we come to the civilized city,
Like nuns, we stay away from nightclubs
Where women belong to no men
And men belong to no women
And these civilized people
Quarrel and fight like hungry lions!

But, my friend, why do men
With crippled legs, lifeless eyes,
Wooden legs, empty stomachs
Wander about the streets
Of this civilized world?

Teach me, my friend, the trick,
So that my eyes may not
See those whose houses have no walls
But emptiness all around;
Show me the wax you use
To seal your ears
To stop hearing the cry of the hungry;

Teach me the new wisdom
Which tells men
To talk about money and not love,
When they meet women;

Tell your God to convert
Me to the faith of the indifferent,
The faith of those
Who will never listen until
They are shaken with blows.

I speak for the bush:
You speak for the civilized –
Will you hear me?

- (i) State the two societies mentioned in the poem.
(2mks)

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(ii) the imagery used in the poem.
(2mks)

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(iii) How has the poet used the word 'friend' in the poem?
(2mks)

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(iv) What is the message of this poem?
(4mks)

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(v) What is persona's attitude toward the friend?
(2mks)

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(vi) Explain the tone of this poem.
(2mks)

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(vii) Explain why the persona does not admire the civilized world.
(4mks)

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(viii) Explain the following words as used in the poem.

(i) "... the wisdom of the bush"

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(ii) "They are shaken by blows"

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GRAMMAR. (15MKS)

(a) Rewrite the following sentences according to instructions given after each. (3mks)

(i) But for Mr. John Busiege, the ministers should have had a pleasant journey.

(Begin if)

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(ii) The residents have succeeded in cleaning up the estate, what is more, they have made it the cleanest in the entire region.

(Rewrite using.... Not only...)

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(iii) The teacher found out how intelligent Otieno was when he started the discussion.

(Begin: It was not....)

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(b) Complete the following sentences using the correct form of the word in brackets. (3mks)

(i) Swiss watches are known for their _____
(precise)

(ii) The criminal's _____ (scandal) behaviour in court appalled the judge.

(iii) She was full of _____ (indignant) at the cruel threats of the gang of prisoners.

(c) Replace the underlined words as instructed after each.
(3mks)

(i) All his friends were at the airport to escort him (replace with a phrasal verb)

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(ii) Eventually she owned up (use one word to replace the underlined words)

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(iii) Simon was shocked by the news of the closure of Uchumi supermarket. (replace with a phrasal verb)

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(d) Complete the following sentences, avoiding unnecessary repetition (3mks)

(i) If parents won't care for their children, it is hard to think who _____

(ii) I started fending for myself when I was ten years old, and I still _____

(iii) Achieng makes better curry than Lois _____

(e) Rewrite the following correctly. (3mks)

(i) The students were too frightened that they could not move.

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(ii) The headmaster gave me advice I shall never forget.

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(iii) Tom did not reply the letter I wrote him last year.

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Name..... Index

No.....

**School..... Candidate's
sign.....**

Date.....

**101/2
ENGLISH**

Paper 2
(Comprehension, Literary Appreciation and Grammar)
July/August 2010
2 ½ Hours

RARIEDA DISTRICT JOINT EVALUATION TEST - 2010
Kenya Certificate of Secondary Education (K.C.S.E)

ENGLISH
Paper 2
(Comprehension, Literary Appreciation and Grammar)
July/August 2010
2 ½ Hours

INSTRUCTION TO CANDIDATES.

Write your name, name of your school and index number in the spaces provided above.

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2	25	
3	20	
4	15	
Total score 80		

This paper consists of 12 printed pages.

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1. ***Read the following passage and answer the questions that follow.***

One aspect of the major religions of the world, which has surfaced from time to time, is the ascetic tradition. This means the idea of withdrawing oneself from the struggle of life to live in seclusion, poverty and sometimes hunger in order to find true holiness. This tradition implies withdrawal from full participation in the challenges of the life process, with its risks and dangers, with its joys of success and brief sorrows of failure and loss.

Such a tradition, however, is wholly meaningless in African thought. In fact, the African approach is to live in the thick of the battle of life here and now. The African's religion involves full participation of sectors of the community - Man, Nature, Spirits - in the life process. Similarly, in people's songs at rituals of birth, death and marriage, at the beginning of rains, at harvest, and during the hunt, we see the philosophy or world view is celebrated and confirmed. John S. Mbiti has written: 'Because traditional religion permeates all departments of life, there is no formal distinction between the sacred and the secular, between the religious and the non-religious, between the spiritual and the material areas of life.' What the professor has called 'African religions' is akin to what I understand by the phrase, the 'philosophy of life of a people. Indeed, it is the living and celebrating of these fundamental ideas which constitute culture.

Understood in this way, then, culture cannot be what the Romans made of it something cut off from a people's daily life. The Western tradition has sustained this practice to the present day. African governments on their part, have not only followed suit, but turned it into 'commodity, 'a 'thing' which can be bought and sold, imported and exported, imprisoned in museums, cathedrals and art galleries, where people do not normally live, but visit when there is a show. What is the meaning, the significance, of a

Yoruba religious mask hanging on a concrete wall of an apartment building in Los Angeles, USA? The chiefly regalia of a Kabaka or a Mukama do not make sense in a museum at Oxford, heaped together with all types of royal artefacts collected from other parts of the continent. The funeral drums and the rattle-gourds grow tired for lack of proper care (for which curator can, by heating, tune the drum for a dance?). Moreover the spirits of these drums must die because of the everlasting silence. Drums are for drumming and not merely for gazing at; they are for dancing and celebrating life in festivals. What message do visitors to these museums and art galleries get? Most likely they learn nothing. However, a great number of them leave the museum boasting that they have seen fantastic pieces of African 'things'!

These so-called 'things' do not speak in foreign tongues. They have nothing to communicate to strangers, outsiders who are therefore not *dhano* (human) because they can not participate in the philosophy of life that the drums, the rattle gourds, the regalia or the sculpture celebrate. These items do not operate in solo, alone, away from home, in the absence of the people who, steeped in the world-view of that society, created them to fulfill definite purposes. On the contrary, each one is an essential piece of a complete, deeply felt, enjoyable festival. Each in its distinct and unique way, contributes to the meaningfulness of the whole society and the life of the individual person in that society.

*Adapted from Artist the Ruler by Okot
p'Bitek;*

(a) State the characteristic of the major religions of the world mentioned in the passage.

(2mks)

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(b) In note form state what the major world religion teaches on how to attain holiness. (4mks)

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(c) How does African religion contrast with other religious mentioned in the passage? (2mks)

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(d) What is the author's attitude to museums of African artifacts?
(2mks)

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(e) Illustrate and comment on the effectiveness of the following as used in the passage:(4mks)

(i) Rhetoric question

.....
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(ii) Quotation from authority

.....
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.....

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

(i) The western tradition has sustained this practice to the present day (Rewrite in

passive)

.....

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.....

(ii) The so-called 'things' do not speak in foreign tongues.

(Replace the underlined
words with suitable word)

(2mks)

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(g) What is culture according to the author?

(1mk)

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(h) Explain the meaning of the following words and phrases as used in the passage. (3mks)

(i) Permeates

.....

.....

.....

(ii) Akin

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(iii) Operate in solo.

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2. ***Read the following passage and answer the questions that follow:-***

Kinuthia and Waiyaki walked along Honia River in silence. Waiyaki was overwhelmed by the warmth and enthusiasm with which his news had been received by the elders. Kinuthia looked at Waiyaki's contracted face. He said. "When they come we must present them to the gathering of parents next year."

"Yes, yes, we shall." And then, suddenly, Waiyaki turned to Kinuthia. "We must build up the hills. We must capture this enthusiasm. We must build schools ... and a college, a great big college ..."

Kinuthia was moved not so much by the words as by the way in which Waiyaki said them. There was fire and conviction in them. Yet he wondered if Waiyaki knew that people wanted action now, that the new enthusiasm and awareness embraced more than the mere desire for learning. People wanted to move forward. They could not do so as long as their lands were taken, as long as their children were forced to work in the settled ridges, as long as their women and men were forced to pay hut tax. He did not want to tell this now, but he would tell him. One day. For Kinuthia was convinced that Waiyaki was the best man to lead people, not only to a new light through education, but also to new opportunities and

areas of self-expression through political independence. Waiyaki was the best man to lead the Kiama. Even now his spirit was responsible for the power the Kiama and Kabonyi exercised on the people. Did Waiyaki know this'? As Kinuthia beheld the fire in the Teacher's eyes, he wondered if the vision of a new light had not blinded him. But he believed in him and he wanted to share in this vision and share in the task of its fulfillment.

Kinuthia, however, did not know the extent of Waiyaki's dreams and vision. How could he know unless he entered those regions of the heart where doubts and fears struggled in the darkness, where you suddenly lost sight of your hopes and success, shaken to the roots as you woke up at night, or even as you walked along the paths in the country?

Ngugi wa Thiongo - The river

between.

(a) Place the extract in its immediate context.

(3mks)

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(b) "When they come we must present them to the gathering" who is Kinuthia and Waiyaki referring to?

(1mk)

(c) In not more than fifty words summarise the things Kinuthia feels Waiyaki has been

(5mks)

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(d) With your knowledge of the text state the reasons why kinuthia feels that waiyaki was the best man to lead the Kiama.

[illegible][illegible]

(f) “....the power of the Kiama and Kibonyi excercised on the people”

Explain the above in

the light of what takes place in the text.

(3mks)

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(g) Explain any two themes evident in this extract.

(4mks)

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(h) “Kinuthia looked at Waiyaki’s contracted face” why was Waiyaki’s face contracted?(1mk)

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(i) Explain the meaning of the following as used in the extract.
(2mks)

(i) Build up the hills.

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(ii) Enthusiasm.

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3. ***Read the following poem and questions that follow.***

When my friend sees me
He swells and pants like a frog
Because I talk the wisdom of the bush!
He says we from the bush
Do not understand civilized ways
For we tell our women
To keep the hem of’ their dresses
Below the knee.
We from the bush, my friend insists,
Do not know how to ‘enjoy’:
When we come to the civilized city,
Like nuns, we stay away from nightclubs
Where women belong to no men

And men belong to no women
And these civilized people
Quarrel and fight like hungry lions!

But, my friend, why do men
With crippled legs, lifeless eyes,
Wooden legs, empty stomachs
Wander about the streets
Of this civilized world?
Teach me, my friend, the trick,
So that my eyes may not
See those whose houses have no walls
But emptiness all around;
Show me the wax you use
To seal your ears
To stop hearing the cry of the hungry;

Teach me the new wisdom
Which tells men
To talk about money and not love,
When they meet women;

Tell your God to convert
Me to the faith of the indifferent,
The faith of those
Who will never listen until
They are shaken with blows.

I speak for the bush:
You speak for the civilized –

Will you hear me?

(i) State the two societies mentioned in the poem.

(2mks)

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(ii) the imagery used in the poem.

(2mks)

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(iii) How has the poet used the word 'friend' in the poem?

(2mks)

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(iv) What is the message of this poem?
(4mks)

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(v) What is persona's attitude toward the friend?
(2mks)

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(vi) Explain the tone of this poem.
(2mks)

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- (vii) Explain why the persona does not admire the civilized world.
(4mks)

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- (viii) Explain the following words as used in the poem.

(i) "... the wisdom of the bush"

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(ii) "They are shaken by blows"

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GRAMMAR. (15MKS)

- (a) Rewrite the following sentences according to instructions given after each. (3mks)

(i) But for Mr. John Busiega, the ministers should have had a pleasant journey.

(Begin if)

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(ii) The residents have succeeded in cleaning up the estate, what is more, they have made it the cleanest in the entire region.

(Rewrite using.... Not only...)

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(iii) The teacher found out how intelligent Otieno was when he started the discussion.

(Begin: It was not....)

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(b) Complete the following sentences using the correct form of the word in brackets. (3mks)

(i) Swiss watches are known for their _____
(precise)

(ii) The criminal's _____ (scandal) behaviour in court appalled the judge.

(iii) She was full of _____ (indignant) at the cruel threats of the gang of prisoners.

(c) Replace the underlined words as instructed after each.
(3mks)

(i) All his friends were at the airport to escort him (replace with a phrasal verb)

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(ii) Eventually she owned up (use one word to replace the underlined words)

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(iii) Simon was shocked by the news of the closure of Uchumi supermarket. (replace with a phrasal verb)

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(d) Complete the following sentences, avoiding unnecessary repetition
(3mks)

(i) If parents won't care for their children, it is hard to think who _____

(ii) I started fending for myself when I was ten years old, and I still_____

(iii) Achieng makes better curry than Lois_____

(e) Rewrite the following correctly.

(3mks)

(i) The students were too frightened that they could not move.

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.....(ii) The headmaster gave me advice I shall never forget.

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(iii) Tom did not reply the letter I wrote him last year.

NAME:.....INDEX NO.....

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SCHOOL.....SIGNATURE.....

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101/2

ENGLISH PAPER 2

COMPREHENSION, LITERARY APPRECIATION

AND GRAMMAR

2½ HOURS

BOMET/CHEPALUNGU DISTRICT
SECONDARY SCHOOLS' M.CATS
Kenya Certificate of Secondary Education 2010

101/2
ENGLISH PAPER 2
JULY / AUGUST 2010

INSTRUCTIONS TO CANDIDATES

- ❖ Answer **ALL** questions in this question paper.
- ❖ All your answers must be written in the spaces provided in this question paper.

For Examiner's Use Only

Questions	Maximum Score	Candidate's Score
1	20	
2	25	
3	20	
4	15	
Total score		

1. COMPREHENSION

Read the passage below and then answer the questions below.

CULTURE AND INTEGRATION

There is a curious conflict in our world today. The mass media and *sophisticated* jet travel have made it possible for millions in the world to learn about different countries, their attractions, problems and the people's ways of life. At the same time, many societies are trying to safeguard and develop their unique cultures in response to the *onslaught* of foreign values. Are these developments actually contradictory or can they exist side by side comfortably?

To some people accessibility to different cultures helps to foster greater understanding between peoples. However, other people feel that tourism, for example, is the source of a dangerously *superficial* view of society. These two camps differ as to what mental image is carried by the tourist. The latter will argue that tourists merely carry memories of game parks, wild animals, waiters, tour guides and curio sellers, but not anything of substance as regards values of the local people. Similarly, it is felt that mass media reports and features do not always portray a positive picture of developing countries which had *embraced* tourism as an industry.

As a reaction to this controversy, some countries have rightly adopted an attitude of *scepticism* when it comes to exposing people to foreign ideas and values. This scepticism is justified by what the developing countries have noticed to be a calculated scheme by foreign media to water down developing countries' attempts to revive their culture and uplift their standards of living. In no known tradition of human society can one find absolute preservation for the sake of preservation, for we learn from the past in order to have a clear picture of the present, and *map out strategies* for the future.

Culture, like language, is dynamic. The change occurs when people from different communities come into contact with each other thereby exchanging various aspects of culture. The change that a particular people incorporates in their culture should be that which would make it easier for the particular people to live in harmony with themselves and the larger human community

Within countries themselves, there may also be a struggle to retain ethnic identities, while at the same time aiming for national unity. There is a lot to

be said for *natural diversity* of languages and dialects within a country; such variety is healthy. There has also to be acceptance of the fact that some individuals will marry outside their ethnic groups and bring about a compromise between language and customs. Unfortunately, such compromises are often fiercely resisted, with one group claiming that its ways are superior to that of another group. Such attitudes cannot be changed overnight.

However, through individual personal relationships, such barriers can gradually disappear: that is where the young people of today come in. Their education and experience combined will gradually produce a generation confident in its own ways and *receptive* to other people and ideas. Therefore, to solve the conflict mentioned earlier, there is need for the younger generation to develop a deeper understanding and appreciation of each other's cultures. However, in all this, the indigenous culture must take the central position. Like a *sturdy* tree, we need to sink deep roots then branch outwards seeking new sources of growth; otherwise our cultures will wither and perish.

Questions

- a) In what way can tourism provide a superficial view of a country?

(2mks)

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- b) In about **30 words** explain in your own words the conflict mentioned by the writer at the beginning.

(4mks)

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..... Why do developing countries object
to their people being exposed to foreign ideas and values?

(2mks)

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c) According to the writer, how might a cultural conflict arise within a
country? (2mks)

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d) According to the passage, what is the relationship between education and
culture?

(2mks)

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e) What is the writer's attitude to purity of culture?
(3mks)

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f) Identify and explain a metaphor used in the passage
(3mks)

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g) Give the meaning of the following words and phrases as used in the passage. (3mks)

- (i) Sophisticated.....
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- (ii) Superficial.....
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- (iii) Map out strategies.....
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2. LITERARY APPRECIATION

Comprehension passage from compulsory text: “The River Between,” Ngugi wa Thiong’o

Nyambura became alarmed at the passion in Muthoni. She spoke gently; ‘Father and mother.....’

‘Look, please, I – I want to be a woman. I want to be a real girl, a real woman, knowing all the ways of the hills and ridges.’

‘But father, remember him.’

‘Why! Are we fools? She shook Nyambura. ‘Father and mother are circumcised. Are they not Christians? Circumcision did not prevent them from being Christians. I too have embraced the white man’s faith. However, I know it is beautiful, oh so beautiful to be initiated into womanhood. You learn the ways of the tribe. Yes, the white man’s God does not quite satisfy me. I want, I need something more. My life and your life are here, in the

hills that you and I know.” She spoke now, looking beyond Nyambura as if to some other people. Then she lowered her voice and whispered severely, ‘Father said that at the mission there is that man. Livingstone – and many women. Those are his wives, and do you think that he, a man, would marry a woman not circumcised? Surely there is no tribe that does not circumcise or how does a girl grow into a woman? Muthoni had now released herself from the grasp. She now stood and looked away from Nyambura.

QUESTIONS

- a) Place this excerpt in its immediate context
(4mks)

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- b) Why does Nyambura remind her sister of their father?
(2mks)

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c) Describe the character of Muthoni from this excerpt.

(4mks)

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d) Make notes on the importance of circumcision according to Muthoni.

(4mks)

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- e) Comment on Muthoni's friendship with Nyambura as shown in this excerpt.
(2mks)

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- f) Explain any **two** themes discussed in the excerpt
(4mks)

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g) Comment on the use of any **two** stylistic devices used in this excerpt.
(4mks)

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h) Add a question tag to the following statement. "Surely there is no tribe that
does not circumcise....."
(1mk)

3. POETRY

Read the following poem and answer the questions that follow
(20mks)

I Speak for the Bush, By Everet Standa

When my friend sees me

He swells and pants like a frog
Because I talk the wisdom of the bush
He says we from the bush
Do not understand civilized ways
For we tell our women
To keep the hem of their dresses
Below the knee
We from the bush, my friend insists
Do not know how to 'enjoy'
When we come to the civilized city,
Like nuns, we stay away from night clubs
Where women belong to no men
And men belong to no women
And these civilized people
Quarrel and fight like hungry lions!

But, my friend, why do men
With crippled legs, lifeless eyes,
Wooden legs, empty stomachs
Wonder about the streets
of this civilized world?

Teach me, my friend, the trick
So that my eyes may not
See those whose houses have no walls
But emptiness all around;
Show me the wax you use
To seal your ears
To stop hearing the cry of the hungry

Teach me the new wisdom
Which tells men
To talk about money and not love
When they meet women

Tell your God to convert
me to the faith of the indifferent
The faith of those
who will never listen until
They are shaken with blows

I speak for the bush
You speak for the civilized
will you hear me?

QUESTIONS

a) Who is the persona in the poem?

(2mks)

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b) List down **three** differences between "I" and 'my friend'

(3mks)

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c) Identify and explain any **three** images used in the poem

(6mks)

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d) What **three** problems do people face in the ‘civilized city’?
(3mks)

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e) What is the attitude of the persona towards the ‘civilized’?
(2mks)

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f) Describe the tone of this poem.
(2mks)

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g) Rewrite the last stanza as one sentence
(2mks)

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4. GRAMMAR
marks)

(15

a) Rewrite the following sentences as instructed
(3mks)

- (i) Judas betrayed Jesus

Begin: Jesus.....
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- (ii) I have some work. I must do it

Rewrite as one sentence using an infinitive

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- (iii) He will burst into tears if you tease him.

Rewrite in the past tense

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(b) Use the words in the brackets to complete the following sentences
(3mks)

- (i) Most of her crimes are(forgive)
(ii) The club refused(admit) to anyone wearing
school uniform
(iii) Her only fault is(indolent)

c) Use a preposition to complete the following sentences
(3mks)

- (i) The buffalo charged Lilian
(ii) The thief was oblivious.....trap

- (iii) Lazy students prefer sleep studies

d) Use a phrasal verb to replace the underlined words

(3mks)

- (i) The school programme has been altered.

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.....

- (ii) I cannot understand what he is saying.

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.....

- (iii) The meeting was cancelled at the last minute.

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.....

e) Use the words in the brackets to complete the following sentences

(3mks)

- (i) I(write) since morning.

- (ii) He.....(like) showing off though I detest it.

- (iii) She.....(pray) for three days by tomorrow.

Name.....

Index No.

School

101/2

ENGLISH

(Comprehension, Literary Appreciation and Grammar)

Paper 2

JULY/AUG. 2010

Time: 2 ½ Hours

**BORABU - MASABA NORTH DISTRICTS JOINT EVALUATION TEST -
2010**

Kenya Certificate of Secondary Education (K.C.S.E)

ENGLISH

(Comprehension, Literary Appreciation and Grammar)

Paper 2

JULY/AUG. 2010

Time: 2 ½ Hours

INSTRUCTIONS TO CANDIDATES

- Answer ***all*** the questions in this paper
- All your answers ***must*** be written in the blank spaces provided in this question paper

FOR OFFICIAL USE ONLY

Question	Maximum	Score
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1	20	
2	25	
3	20	
4	15	
Total Score	80	

*This paper consists of 12 printed pages.
Candidates should check the question paper to ensure that all pages are printed as indicated
and no questions are missing*

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

The theme of this year's World Water Day touches on quality, a key issue about water. Water quality impacts life on many fronts. It touches on all aspects of ecosystems and human well-being such as the health, food to be produced, economic activities, ecosystem health and biodiversity. Therefore, water quality also is influential in determining human poverty, wealth and education levels.

Although some form of use (such as water used for generating electricity in hydropower stations) may not require high water quality standards, this vital commodity must be of high purity level to be used by human beings. Water required for recreation, fishing, drinking, and habitat for aquatic organisms can only serve the deserved purpose if its quality is sufficiently high. Water quality is determined by its physical, chemical and biological characteristics

The United Nations notes that, worldwide, water quality is declining mainly due to human activities. Increasing population growth, rapid urbanization, discharge of new pathogens and new chemicals from industries and invasive species are key factors that contribute to the deterioration of water quality. In addition, climate change will further affect water quality.

Major risks are the lack of water quality data and monitoring worldwide as well as lack of knowledge about the potential impact of natural and anthropogenic pollutants on the environment and on water quality. The lack of prioritization of water quality in many countries has resulted in decreased allocation of resources, weak institutions and lack of coordination in addressing water quality challenges.

Deterioration of water quality occurs when existing municipal and industrial water treatment and/or sanitation infrastructure is overloaded or the relevant infrastructure is absent or outdated and waste water is discharged directly into the environment from where it finds its way into surface or groundwater.

Enhancing and expanding infrastructure can be costly and therefore, in general is not keeping up with rapid development. Waste water management therefore is emerging as a major global challenge. In addition, agricultural and industrial production result in new pollution problems that have become one of the biggest challenges facing water resources in many parts of the world.

Water quality can be affected by organic loading (such as sewage), pathogens including viruses in waste streams from human and domesticated animals, agricultural run off and human wastes loaded with nutrients (such as nitrates and phosphates) that give rise to eutrophication and oxygen stress in waterways, salinization from irrigation and water diversions, heavy metals, oil pollution synthetic and persistent engineered chemicals (such as plastics and pesticides) and medical drug residues among other pollutants

Once certain thresholds are exceeded, the system may change to a very different state and collapse, For example, excessive nutrient loading in freshwater and coastal ecosystems may cause abrupt and extensive changes, possibly leading to algal blooms and oxygen depletion which makes most animal life impossible

Prevention of water pollution must therefore be the first priority to sustain water quality. The other options are treatment and restoration. While treatment in some cases is necessary in natural environments due to contamination (pollution caused by environmental influences, such as arsenic), it usually becomes more complex when tackling pollution caused by human activities.

Questions

- a) Why is water quality a key issue
(2mks)

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- b) Why must water be of high purity levels
(4mks)

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- c) Water quality is determined by its physical, chemical and biological characteristics

(Rewrite this sentence in the active voice)

(1mk)

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- d) According to the passage, what are the key factors that contribute to the deterioration of water quality

(3mks)

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- e) When does deterioration of water quality occur
(2mks)

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- f) Make notes on the factors that affect water quality
(5mks)

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- g) Explain the meaning of the following words as used in the passage
(3mks)

(i) Impacts

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(ii) Invasive

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(iii) Thresholds

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2. ***Read the passage below and answer the questions that follow***

“Why does the Kiama want me?” Waiyaki asked again as soon as they had stepped out.

“Oh, I don’t know exactly, ” Kamau answered vaguely, yet with a note of finality that invited no more questions. Waiyaki’s mind was behind with his mother. Then he remembered the frightening images that had passed through his mind while he had lain awake in bed. He looked around in the darkness and felt a terror of nothing pursue him.

“It is a dark night,” he commented.

“It is dark,” Kamau agreed. These two never held a long conversation not unless there was a third person. Kinuthia had always been the third person. Kamau saw in Waiyaki the hawk that always snatched his piece of meat when he himself was about to eat it. How would he ever rise or succeed as long as Waiyaki was in the way? He came to hate him. The hatred had grown slowly, gathering violence as the years dragged along. And yet Kamau felt more and more powerless to fight against Waiyaki. He could never quite rouse himself to the effort.

The lone hut to which they went was a distance from Kabonyi's group of mud huts. The outside was dimly lit by a small lantern that was put on a stone near the fireplace. In the fireplace were glowing pieces of wood which gave an oppressive warmth to the hut. Waiyaki was aware of figures lurking in the edges of darkness and he took them for the elders.

"Is it well with you all?"

"It is well."

There was not the same warmth of response and they did not call him the teacher, a title which was now his name. He sat on a stool and wondered what was coming.

It was Kabonyi who first spoke. He was old, very old, yet his eyes had that glitter in them that made you think they were the only live things in him. But he had energy and you could detect this in his voice. He spoke about the ridges, the initiation ceremonies that were under preparation. Now this ancient custom was about to be ruined by certain impurities in the land. The disease in the ridges had started with Joshua. The death of Muthoni had been the first contamination.

Questions

- a) Explain what happens just before this extract
(2mks)

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- b) "Oh I don't know exactly," Kamau answered vaguely yet with a note of finality that invited no more questions. Explain why the author uses the word "vaguely"
(3mks)

(1mk)

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- Why do you think Waiyaki asked this specific question?

[illegible]

- (4mks)

- 114

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ii) Kamau

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- g) Give the meaning of the following words as used in this excerpt
(2mks)

- Rouse

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- lurking

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- h) Identify and illustrate an instance of imagery in this extract
(3mks)

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

This House We Built

This house we built
With the sweat of our veins
And the genius of our brains
Has crumbled -
Crumbled like a rickety ship
Hit by a gale in the high seas

This house we built
Was for all of us:
Old and young,
Fat and thin-
But alas!
It was never to be!
It is only the few fat ones
Who sit around the glowing, flaming fire,
Belching ignominiously
While the many thin ones -
With tiny, trembling, bony bodies,
And chattering teeth
Cower
Crestfallen
In the periphery -
Miles away from
The enticing warmth of the fire.

This house we built
Has been spoilt
To the hilt:
It has gaping holes in its walls;
Termites and ants, and weevils
Now feast,
In Haste,
Unhindered, upon its once sturdy foundation.

This house we built
Is in dire need of repair, renovation, and refurbishment:
The floor needs recarpeting,
The roof cries for re – patching:
Let's get rid of the lice in our feet,
And the termites and ants and weevils,
And revitalize the pillars
Of this house we built.

Questions

- a) What is the poem about?
(3mks)

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[illegible][illegible]

d) With illustration from the poem, explain the attitude of the persona towards the “few fat ones”

(4mks)

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e) With evidence from the poem, explain the tone of the speaker
(2mks)

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f) What is the mood of the poem?
(2mks)

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4. **GRAMMAR**

a) Complete the following sentences using the appropriate form of the words in brackets

(4mks)

- (i) He does his work with _____ (precise)
- (ii) Such _____ is boring (repeat)
- (iii) These speakers do not have _____ (clear)
- (iv) It was a strange _____ (occur)

b) Use appropriate pronouns to fill the blank spaces. Do not use the pronoun 'you' (4mks)

- (i) Peter and _____ won our matches
- (ii) I wish I were _____
- (iii) _____ voters will support our MP.
- (iv) He and _____ are brother and sister

c) Change the following sentences into the active voice
(2mks)

- (i) The best composition was written by John

.....
.....
.....

- (ii) The house on the hill was built by Ali

.....
.....
.....

d) Punctuate the following sentences
(2mks)

- (i) Mr Kamau our principal is a strict person

.....
.....
.....

(ii) How many times have I warned you not to dirty your clothes
mother asked
my little sister

.....
.....
.....

e) Add question tags
(3mks)

- (i) Let's go and play _____
- (ii) It is still early _____
- (iii) They ought to have done better _____

NAME:.....INDEX
.....DATE.....

SCHOOL:.....
SIGNATURE.....

101/2
ENGLISH
PAPER 2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
JULY / AUGUST, 2010
2½ HOURS

**JOINT INTER-SCHOOLS EVALUATION TEST
(JISSET)
Kenya Certificate of Secondary Education 2010**

101/2
ENGLISH
PAPER 2
JULY / AUGUST 2010

INSTRUCTIONS TO CANDIDATES

- ❖ Answer **ALL** questions in this question paper.
- ❖ All your answers must be written in the spaces provided in this question paper.

For Examiner's Use Only

Questions	Maximum Score	Candidate's Score
1	20	
2	25	
3	20	
4	15	
	Total score	

1. Read the following passage and then answer the questions that follow.

(20mks)

There are those individuals who when stressed out either grind their teeth or pick at their nails. I pick at my face, scouring it for a pimple or in their absence, anything else to exfoliate.

And so you see, it is during one such tour that I unearthed the horrific - a discovery I best articulated in a panicked email to a friend: "Help me". I said: "It's official... I'm growing a beard!"

A topic of my laughter amongst my friends facial hair always just that - something to laugh about. But now, having discovered a few strands of my own, it suddenly didn't seem too funny. I was in a hairy situation and I didn't like it.

Indulge me for a moment and understand where I am coming from-I am not referring to a microscopic fuzz this here was a very bold and aggressively developing mane, which I could either pluck, shave, tweeze, have electrolysis performed on or darn it, just grow and groom.

I would not have been the only one. The problem of unwanted facial hair extends to approximately 41 million women in the United States and more than a few I have bumped into at Nakumatt supermarket in Nairobi.

And some of these bearded ladies have been smart, leaving their mark in history. There was Lady Olga, born in 1874 as Jane Barnell, who had a 65-year long career as a side show attraction, travelling with the Ringling Brothers and Barnum and Bailey. And remember Vivian Wheeler, the Illinois woman who for her 11 inch beard, made it into Guinness Book of world Records for having the "longest Female Beard Hair?" Having shaved since the age of seven, Vivian endured four marriages before letting "Rapunzel" grow.

But be as it is, beard and all, nature is still kinder to women than men. Despite challenges such as comparatively lower access to wealth, employment, healthcare and education. Women are still on top when it comes to living it out.... Life that is. Not only are women ahead in numbers but they also have a greater life expectancy than men. In the US, for instance, where the life expectancy averages 79 years for women, it is about 72 for men, and women over the age of 65 outnumber men by a ratio of three to two.

This is particularly interesting when one considers the numerous physical and cultural advantages men have over women. We are shorter and hence more prone to weight gain and poorer hence less likely to get medical care. Even in the US, older women are the single poorest group with 35 percent living alone and 52 percent widowed as compared to men, where only 14 percent live alone and 23 percent are widowers.

So how does this happen? Men it seems are doomed well from the start. Not only do they die more frequently than girls in infancy but in each subsequent year of life. Come puberty many speed it up. Succumbing to what has been termed "testosterone toxicity"-the increase in testosterone that prompts boys to thump their chests and take greater risks than girls-nothing like knitting when you can jump off a wall!

In their 40s, many begin to see symptoms of heart disease such that by the time they are aged 55 to 64, they are twice as likely to die from heart disease and accidents as women of the same age. And in developing countries they are also four times as likely to commit suicide.

If women are, indeed, the weaker sex, little evidence proves it. While their husbands puff on a Kiraiku (unfiltered tobacco roll), our Kamba women fetch firewood, water, cultivate and cook meals. And in our cities others work longer hours for peanuts- hand washing clothes and scrubbing floors to feed families they only see in evening as their second job-That of parenting begins.

Despite all this, women have been conditioned to rely on men and to paradoxically believe that they are lifeless - crippled, without the support and companionship of a man. While our longer lives don't necessarily translate into healthier lives (we have

our share of osteoporosis, diabetes, hypertension and HIV/AIDS) our worth amounts to more than we hear. It is exhibited in our inner strength and in our ability to grow stronger when weakened.

Isn't it time we learned from Madame Jeanne Calmert who died at the age of 122? Her life, teaches us one thing - it is that women shouldn't count on marriage to finance their old age - ladies you may try it but he'll be long gone when you are old. You may have a companion, a loving dog. Perhaps, but you'll otherwise be alone in your rocking chair, stroking your beard.

Questions

- a) Why does a topic that makes the writer laugh cause her misery?
(2marks)

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- b) Punctuate the following sentence correctly.
Women face challenges such as lower access to wealth employment healthcare and Education
(2marks)

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.....
.....
.....

- c) Women are indeed, the weaker sex, little evidence proves it. (Rewrite this sentence starting with Little evidence
(1mk)

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.....

- d) Specify two areas the passage singles out when women outperform men.
(2marks)

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.....

e) Explain the irony behind men's shorter lifespan
(3marks)

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f) Not only are women ahead in numbers but they also have a greater life expectancy
(Write two sentences from the sentence given without using conjunctions.)
(2mks)

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g) In note - form, state in what ways the lives of men are doomed?
(4marks)

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h) Explain the meaning of the following words as used in the passage
(4marks)

(i) Exfoliate

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.....

(ii) Microscopic fuzz

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.....

(iii) Succumbing

.....
.....

(iv) Symptoms

.....
.....

2. THE RIVER BETWEEN By Ngugi wa Thiong'o (25 mks)

When Waiyaki began to speak again, he felt happy. This was the moment to push his plans through. He spoke quietly; clearly, the elation of speaking to a large crowd making him feel light. He briefly outlined his plans for Marioshoni; the rotting roof needed more tin; the children needed desks, pencils, paper. And then many more schools had to be built. More teachers had to be employed. He sat down, fearing that he had not made his point clear. But the applause that greeted him left him with no doubt about the reception of the short speech.

A moment too soon Kabonyi was on his feet. He did not smile but looked defiantly around him. The battle was on. He was old but his voice was good and steady. Besides, he knew his audience well and knew what to appeal to. He could speak in proverbs and riddles, and nothing could appeal more to the elders, who still appreciated a subtle proverb and witty riddles. Kabonyi again knew his limits. He did not want to bring too many issues together. So he decided to leave the Joshua affair and come to it later as a final blow.

He reminded them of the poverty of the land. The dry months had left the people with nothing to eat. And the expected harvest would not yield much. He touched on the land taken by the white man. He talked of the new taxes being imposed on the people by the Government post now in their midst. And instead of Waiyaki leading people against these more immediate ills, he was talking of more buildings. Were people going to be burdened with more buildings? With more teachers? And was the white man's education really necessary? Surely there was another way out. It was better to drive away the white man from the hills altogether. Were the people afraid? Were there no

warriors left in the tribe? He, Kabonyi, would lead them. That was why he had formed the new Kiama. He would rid the country of the influence of the white man. He would restore the purity of the tribe and its wisdom.

"Or do you think the education of our tribe, the education and wisdom which you all received, is in any way below that of the white man?"

He challenged the people, appealing to their pride, to the manhood in them and to their loyalty to the soil.

"Do not be led by a youth. Did the tail ever lead the head, the child the father or the cubs the lion?"

A few people applauded. And then there was silence

Questions

a) Identify the occasion during which the events in the excerpt took place.

(1mk)

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.....

b) Make notes on Waiyaki's plan for Marioshoni.

(3mks)

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c) "The battle was on." Which battle was being referred to?

(2mks)

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d) What makes Kabonyi an effective speaker in the extract?
(4mks)

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e) State three evils of colonialism highlighted in the excerpt
(3mks)

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f) What is Kabonyi's attitude towards Waiyaki?
(2mks)

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g) He was old but his voice was good and steady. (Rewrite beginning: Although)
(2mks)

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h) Explain the significance of the rhetorical questions used in the extract
(4mks)

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- i) Identify the "Joshua affair" mentioned in the extract and explain the irony in Kabonyi's decision to leave it and come to it later as a final blow

(4mks)

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3. THE TROUBLED WARRIOR By Alexander Muigai (20 MARKS)

I'll put down my hoe
Let them call me lazy
I'll lay aside my stick
Let my cattle rove alone
I'll bid farewell my girl
And my laughing sister
Despite their sweet tears
I'll part from my younger brother
Then i'll go and kneel down
Before the two heaps of stones
Where my parents lie;
I'll plead with them to call
The blessings of their gods
On me, a troubled youth
Before I go in the pursuit.

Then I'll gird my loin-cloth
Sling my bow and the sword
Of my clan spear in hand
I'll go to face the foe
The dewy grass shall be;
My couch; on the cold rock
My head shall rest;
The damp night air shall blanket me

And to the wild beast
I'll be a guest
I will drink from the wandering stream
Suck on wild fruits
Till I have faced my foe
I'll be ashamed to face my home
Courage hate and my enemy's fate
Drive me on. Mighty he stands
But curse be on me if
I show him my naked heels:
No! Never, never!
Come, death before surrender
But I'll slay -him-this I know.

Then I'll dry my bleeding
Sword on thirsty tongue;
And proclaim victory
The will of my fathers
Thus, all having been done,
And my poor heart settled
I'll venture to go home.
I'll take up my hoe and dig
I'll pick up my stick and herd;
I'll court my girl and wed,
Having done my duty.

Questions

- (a) Briefly explain the subject matter of this poem.
(4mks)

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(b) According to the second stanza, state the challenges which the persona is likely to face
(3mks)

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(c) What drives the warrior to face his foe without retreating?
(2mks)

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(d) Discuss the relevance of the title. "The Troubled Warrior".
(3mks)

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.....
(e) Describe two character traits of the persona in this poem
(4mks)

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.....
(f) Explain the meaning of the following lines:

- i) Then I'll go and kneel down before the heaps of stones
(2mks)

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.....
.....

- ii) The damp night air shall blanket me
(2mks)

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.....
.....

4. GRAMMAR
(15mks)

a. Fill in the blank spaces with the most appropriate preposition (3mks)

- i) My classmate insisted ----- coming with me for the half term.
ii) The company was restrained from disposing -----its property by a court order.
iii) The fire victims writhed -----terrible pain as the rescuers provided first Aid.

b. Rewrite the following sentences according to the instructions given after each (7mks)

- (i) The M.P arrived for the ceremony. The opposition group walked out in protest.
(Begin, Hardly.....)

.....
.....

- (ii) "You look sick," Vie told Joy. (Rewrite in indirect speech.)

.....
.....

- (iii) It was the first time the team performed well. (Begin: Never before-----)

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.....

- (iv) The employees were requested not to make their workplace dirty.
Rewrite using the word "dirty" as a verb.

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.....

- (v) I am prettier than she is------(Add a question tag)

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- (vi) I did not go out on Sunday. I did not speak to anybody either. (Join
into one sentence using neither)

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- (vii) Luckily, the kidnappers freed her (Rewrite as a negative
statement).

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c. Complete the blank spaces with the correct form of the word in brackets.

(3mks)

- a) When Peter was demoted as a monitor, he was delighted but -----
(apprehend)

- b) The former mayor was asking for favours but the current one is -----
(corrupt)

- c) Hardly had the baby ----- down when the mother began to clean the house
(lie)

**d. For each of the following sentences fill in the blank spaces with a phrasal verb, which begins with the word in brackets to convey the same meaning.
(2mks)**

- a) The rude child ----- (cuts) her parents discussions
b) He ----- (take) the first when the gangsters struck

NAME:.....INDEX
.....DATE.....

SCHOOL:.....
SIGNATURE.....

101/2
ENGLISH
PAPER 2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
JULY / AUGUST, 2010
2½ HOURS

**BELGUT/AINAMOI ASSESSMENT
EXAMINATION
Kenya Certificate of Secondary Education 2010**

101/2
ENGLISH
PAPER 2
JULY / AUGUST 2010

INSTRUCTIONS TO CANDIDATES

- ❖ *Write your name and index No. in the spaces provided above.*
- ❖ *Sign and write the date of examination in the spaces provided above.*
- ❖ *Answer **ALL** questions in this question paper.*
- ❖ *All your answers must be written in the spaces provided in this question paper.*

For Examiner's Use Only

Questions	Maximum Score	Candidate's Score

1	20marks	
2	25 marks	
3	20 marks	
4	15 marks	
Total score 80		

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

Kenya needs 6.4 billion trees to achieve the desired 10 per cent forest cover; but for sustainable growth, it will need to push the cover to 40 per cent.

The 10 per cent is the minimum standard forest cover worldwide per country which should be maintained at all times. The additional 30 per cent is for commercial purpose and is meant to protect the 10 per cent from depletion.

Sweden has a 60 per cent forest cover; one of the largest in the world, and has maintained this growth for a century now. Forests are the most important natural resource in Sweden; they contribute 12 percent of export income and employ more than 100,000 people.

When comparing with Sweden, a forest takes 80 years to mature, while in Kenya it takes only about 10 to 15 years. A cold climatic condition in Sweden inhibits growth of trees, while warm climatic conditions in Kenya enhance speedier growth.

Achieving a 10 per cent forest cover will mean that each Kenyan will be required to grow 13 trees per month for two years. Growing trees as opposed to planting trees- the former means tending a tree to maturity while the later in the act of the plant into the ground.

‘Planting a tree takes about five minutes, growing a tree, however is a different matter. It takes resources, commitment and time to care for a tree to maturity and that is the method we should be adopting.’ Says Isaac Kalua the founder Green Africa Foundation. The question therefore is how will Kenya grow its 6.4 billion trees?

First it is possible to achieve the 10 percent forest cover in two years, of course with everyone's participation. Secondly for sustainable forestry, Kenya should target an 80 per cent forest growth.

This will mean private-ownership of forests; in Sweden for example 51 per cent of forests are owned by private, small scale owners often known as 'family forestry' which translates to about 350,000 private owners. The private companies own 24 per cent and the state 25 percent of the country's forest.

In other words, Kenya needs to create a forest industry, which entails producing forests for timber, medicinal value, wood-fuel and charcoal production, for carbon sequestration, and also a large source of seedlings.

Agroforestry is an ancient agricultural farming practice in Kenya, which incorporates both food farming and tree planting. But most farmers would rather invest in food farming or livestock because of the high economic value attached to the by-product. Farmers therefore need to buy into the idea of tree-farming and that trees have economic value.

'We concentrated on fruit trees and trees that produce oil. The tree-seedlings we give farmers are drought resistant, take less time to mature and produce in large quantities,' explains Kalua. The government's forestation policy is now encouraging agro forestry as a strategy to achieve a forest cover of 20 per cent by 2020.

There are currently 19 carbon sequestration projects in Africa, seven are based in Kenya, Uganda and Tanzania. In Kenya the project is at Lake Victoria basin (western Kenya Integrated Ecosystem Management Project).

The World Bank's BioCarbon Fund is currently the biggest investor of carbon sequestration. International prices for carbon credits range from \$3.50 per ton in America and \$15.80 per ton in European markets. Africa has yet to benefit from the international carbon credit market.

Kenya's charcoal industry is estimated to be worth Sh. 30 billion, provides employment to 700,000 people and supports 200,000 dependants currently.

Unfortunately because it is unregulated business, the government losses Sh. 5.1 billion in tax and is a major contributor to deforestation in Kenya.

i) Why does Kenya need to push the forest cover to forty per cent growth?

(1mk)

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.....

.....

ii) Suppose Kenya achieves the ten per cent forest cover target, by what percentage will Sweden be ahead of it in terms of forest cover?

(1mk)

.....

.....

.....

iii) What has inspired Sweden to maintain the forest growth for a century?

(2mks)

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iv) According to the passage how does the growth of forest in Kenya contrast with the one in Sweden?

(2mks)

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v) What does Kenya need to do in order to grow its 6.4 billion trees?
(2mks)

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vi) Rewrite the following sentence as instructed. When comparing with Sweden a forest takes eight years to mature while in Kenya it takes only about ten to fifteen years. (Begin: As.....)
(1mk)

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vii) According to the passage how does the forest industry benefit Kenya? (3mks)

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viii) List down the benefits of charcoal industry in Kenya as explained in the passage and mention how it adversely affect the economy of the country. (3mks)

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ix) According to the passage what does Agro forestry entail? (2mks)

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x) Explain the meaning of the following expressions as used in the passage. (3mks)

- Natural resource

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- Sustainable forestry

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- Tree farming

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

“Suppose your father-”

“We are not talking about my father,’ Kamau interrupted. Waiyaki turned his head slightly and detected a frown on Kinuthia’s face. There was a tense atmosphere in the room. Then suddenly Kinuthia laughed. He was joined by Kamau. Long ago these two had fought on the question of fathers.

“You should be patient, Kamau,” Waiyaki put in. He too was joining in the laughter. Kinuthia resumed almost at once.

“Of course I mean your father as an example for example, you see.”

“I shall take my father, for example, if you like. He is the head of the family.

Suppose another man, Karanja or Njuguna for example, comes in and we offer him hospitality. Suppose after a time he deposes my father and makes himself the head of the family with a right to control our property. Do you think he has any moral right to it? Do you, Waiyaki? And do you think I am bound by any consideration to obey him? And if conditions become intolerable, it lies with me to rebel, not only against him but also against all that is harsh, unfair and unjust. Take Siriana Mission for example, the men of God came peacefully. They were given a place. Now

see what has happened. They have invited their brothers to come and take all the land. Our country is invaded. This Government post behind Makuyu, is a plague in our midst. And this hut-tax.....”

i) Where is the discussion being held?

(1mk)

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ii) Explain why Kinuthia repeats the phrase ‘for example.’

(2mks)

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iii) What events led to the three men working together?

(3mks)

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iv) “.....long ago these two had fought on the question of fathers.”

What incident in the novel does this relate to?

(2mks)

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v) Write notes on the aspects of colonialism contained in other parts of the novel.

(4mks)

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vi) “We are not talking about my father,” Kamau interrupted. Rewrite as reported speech.

(1mk)

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vii) In about 50 words summarise Kinuthia's feelings towards the Whiteman as shown in the extract.

(4mks)

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viii) Identify and explain **one** use of irony in this extract.

(3mks)

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ix) What happens to worsen the relationship between Kamau and Waiyaki by the end of the novel?
(3mks)

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x) What does Kinuthia mean by “ This Government post behind Makuyu is a plague in our midst. Give two examples from other parts of the novel to support your answer
(2mks)

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.....

3. Read the following poem and answer the questions that follow.

TWICE POORER

Looks of despair showed
on the gloomy faces,
as he lay on his death bed
life sneaking out of him.

His heart drew to a stop
and a stampede ensued,
as women scramble out
to announce his departure.

You could detect
some hollow wails
in the frenzy.

They poured into the home
some drawn by deep sorrow
others propelled
by prospective feasting.

Interminable rituals
followed the three days
of heightened sorrow,
as mourners brought
famed musicians.

Days and nights
drummed and sang away,
to fascinate him
despite the earth on his
chest.

some came
to help drain the pool
of grief
but had eyes screwed on property
to determine portability.

J.K Agunda.

(i) Describe the poet's feelings towards the mourners.

(3mks)

.....

.....

.....

(ii) **Explain** the irony of the situation presented in this poem.

(3mks)

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(iii) With illustrations describe **two** character traits of the mourners.

(4mks)

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(iv) Identify and explain how **two** metaphors have been used in the poem. (4mks)

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(v) Explain the meaning of the following lines in the context of the whole poem. (6mks)

- some holler wails (line 10)

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- to determine portability(line 30)

.....

.....

.....

- Interminable rituals (line 16)

.....

.....

.....

4. (a) Rewrite each of the following sentences according to the instructions given

after each. Do not change the meaning

(3mks)

- i) Lucy was determined to pass KCSE. She dedicated a lot of her time to studies. (Join into one sentence using: *so.....that*)

.....

.....

.....

- ii) They did not have much money. They worked hard and kept their children in school.(Rewrite as one sentence using the words: *in spite*)

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.....

- iii) Kimani did not see the play. Miriam did not see the play. (Join into one sentence using: *Neither.....nor.....*)

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.....

(b) Select from the words in bracket the one which completes the sentence correctly.

(3mks)

- 1) Letipa had been..... (lying, laying) on the sofa all day.
- 2) Kemuto dreaded.....(loosing, losing) the opportunity.
- 3) Do you at times pass by the (Stationery, stationary) store?

(c) Complete each of the following sentences using the correct form of the word in brackets.

(3mks)

- i) The clerks completed the work in two months.
(register)
- ii) The guest speaker was not well received on.....at the school. (arrive)
- iii) The driver nearly caused a accident when the car rammed into a bus. (fate)

(d) Each of the following sentences has an error. Identify the error and rewrite the sentences correctly.

(3mks)

- i) My family has stayed in Lamu since 1960.

.....
.....
ii) He hanged his trousers in the sun.
.....

.....
iii) The new building had its roof blown off.
.....
.....

(e) Replace each of the underlined expression in the following sentences with one word

(3mks)

i) They had been friends for so long that when they fell out their husbands were shocked.
.....

ii) The wall caved in after the blast.
.....

iii) After working hard for three months, they came up with a new formula.
.....

Name..... Index

No.....

School..... Candidate's

sign.....

Date.....

101/2

ENGLISH

Paper 2

(Comprehension, Literary Appreciation and Grammar)

July/August 2010

2 ½ Hours

NYAMIRA NORTH DISTRICT JOINT EVALUATION TEST

Kenya Certificate of Secondary Education (K.C.S.E)

101/2

ENGLISH

(Comprehension, Literary Appreciation and Grammar)

July/August 2010

2 ½ Hours

Instructions to candidates

1. Write your name, index number, school and date in the spaces provided above
2. Sign and write the date of the examination in the spaces provided above
3. Answer all the questions in the spaces provided
4. All writing **must** be clearly shown in the spaces provided

FOR EXAMINER'S USE ONLY

Question	Maximum Score	Candidate's
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		Score
1	20	
2	25	
3	20	
4	15	
TOTAL	80	

This paper consists of 12 printed pages. Candidates should check the question paper to Ensure that all the pages are printed as indicated and no questions are missing.

Question One

Read the following passage then answer the questions after it

If someone had suggested in 1986 that President Museveni would be in office more than two decades later, he would have been taken out and shot, or locked away in a mental asylum.

The man who led the National Resistance Army to power was a revolutionary, not a politician. He had waged a people's liberation war to rid the country of "sectarianism, backwardness and corrupt leadership."

There was little to suggest that Mr. Museveni had any ambitions beyond restoring security, establishing the rule of law and breathing life into the economy. He openly mocked African leaders who flew to the United Nations in their private jets while their subjects walked around barefoot in stark poverty.

He chided previous regimes for importing expensive furniture and whiskies from European capitals and promised to buy his cutler and furnish state House with cheap, locally available goods.

Having organized Resistance Councils in liberated areas, the left - wing revolutionary leader spoke of taking power and giving it back to the people to be exercised in a democratic fashion. However two decades later, President Museveni is still in power and planning to seek re-election in 2011 which would stretch his reign to 30 years. The revolutionary who argued, in 'What is Africa's

problem', that one of the biggest challenges facing the continent was leaders who overstayed in office, had the constitution changed in 2005 to allow him stand for another term in office.

Many observers are now united in the reality that President Museveni has no intention of handing over power on a silver platter, at least not in the near future.

"He is a political survivor; he knows how to survive and is so determined such that if there is anything in his way he must get rid of it", says Mwambutsya Ndebese, a political historian at Makerere University.

"His ultimate goal has always been power and how to maintain it."

That long term — term strayed of accumulating and retaining power has been achieved through short term tactics. When the NRA came to power in 1986, it was promised to be a short term process of normalization to prepare the country for elections within a couple of years.

In 1989, with growing questions about how many years were required to normalize the country, the lifespan of the National Resistance Council was extended and focus turned to the need for a new Constitution.

In 1994 a constituent assembly was elected and a new constitution, widely applauded for its progressive clauses, including a two term limit to the presidency, promulgated in 1995, paving the way for elections in 1996.

President Museveni, then at the zenith of his political powers after 10 years; in office, ran for his 'first' term against Paul Kawanga Ssemogerere and won, despite allegations of foul play.

In 1999, Museveni's former comrade - in - arms Dr Kizza Besigye wrote a stinging paper accusing the ruling Nation Residence Movement (NRM) of betraying the ideals of the war of liberation and not allowing internal debate and dissent. President Museveni was re-elected on the ticket of professionalizing the army, and in an election marred by irregularities.

Those, like former minister-turned opposition leader Jaberu Bidandi Ssali, who shared Dr. Besigye's sentiments but had given the president the benefit of the doubt to stand for his last term limit, were caught unawares when pro-

Museveni loyalists started campaigning to lift the two term limit on the presidency, from around 2003 - with covert but ultimately overt support from within from President Museveni. "What stands out is a very unfortunate character of a leader who has a big problem of living his word," Says Bidandi Ssali, who was dropped from cabinet minister after he publicly opposed the lifting of the term limits. Prof. Edward Rugumayo, who has known Mr. Museveni since 1970, is more charitable in his towards the president.

"I know him as a man who has been consistent in genuine wanting to get the power to manage and transform this country," he says.

Aggrey Awori, who ran against Mr. Museveni in 2001, but has since joined government as the ICT minister, says of the president: "A very determined fellow; knows what he is doing, where he has come from and where he is doing." Others, however express no surprise about Mr. Museveni's long stay in power and his power and his shifting positions on that and other issues.

Maj John Kazoora, who joined the NRA out of university in the early 1980s, but has since joined the opposition, says: "I don't need to tell that to you; he said it himself that he is a chameleon and people didn't take it seriously. He was speaking to young people at Makerere before the Bush War. Everything he said was wrong, everything he fought against he has surpassed. He told us in the bush that the 1966 Buganda crisis was a political one and did not require a military solution but he has done the same sending in the military."

NRM officials say they have achieved most of the 10-point programme they promised as part of the fundamental change, and made progress on others.

Critics say President Museveni and his government have acquired the same extravagant tastes of previous regimes, presided over rampant corruption and state patronage and failed to achieve good governance. (Adapted from Daily Nation January 29, 2010)

Questions

(a) Why was it assumed that President Museveni could not be in office for more than two

decades?

(2mks)

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(b) Make notes on Museveni's ambitions after assuming power

(3mks)

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(c) What is ironical in Museveni's chiding previous regimes?

(3mks)

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(d) Rewrite the following sentence using the word 'Being

He is a political survivor, he knows how to survive and he is so determined. (1mk)

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(e) What prompted the need for a new constitution?

(2mks)

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(f) According to the passage, what was Museveni expected to do after liberating his country?

(2mks)

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(g) What has Museveni been accused of by Bisiyige?

(2mks)

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(h) Why does Kazoora insist that the National Resistance Army leader is a chameleon?(2mks)

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(i) Explain the meaning of the expressions as used in this passage

(3mks)

(i) comrade in arms

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.....(ii) caught unawares

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.....

.....(iii) has a big problem of living his word

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Question Two

Read the following excerpt and answer the questions that follow.

Another silence fell between them. His whole body was on fire. "My sister was initiated there" she said abruptly. She made him feel guilty.

"You still remember her - "

"How can I forget her? I loved her."

"Were you only two in your family?"

"Yes; now I am alone."

"I am also alone in my family. All my sisters are married. The youngest, whom I loved most, died a long time ago. I was then young- "

Nyambura felt pleased because of this exchange of confidence. Waiyaki did not know what else to say.

"You will be late for the meeting."

She did not move. Then quietly, as if speaking to herself, she said, "She was brave, very brave. Do you remember her?"

"I do, always."

"Her last words."

"Yes ..."

And Waiyaki's mind went back to that scene a few years back when they had carried Muthoni to Siriana. And he remembered her frail body, her black shining eyes, and her last message: "Tell Nyambura I see Jesus." Now he could see her again, clearly. And he remembered her agony. Waiyaki always felt that Muthoni had found something, something that filled her soul and made her endure everything: Muthoni had tried to find salvation for herself, a surer ground on which to stand. Where did he stand? The yearning came back to him, expressing itself in slow but mounting waves of desire. And he fixed his eyes on Nyambura and for a moment thought he could see Muthoni the night when they

had met in the darkness on the eve of the initiation. He took a step towards Nyambura and stood close to her. He took her right hand in his and at once burst out, "Nyambura, I love you"

It was really a whisper. Nyambura saw the light in his eyes and for a second she was afraid; she could not believe her ears. But it was good that he loved her. She wanted to fall into his arm, still she feared. And now she felt a painful sorrow come into her heart as if from nowhere. A tear dropped down her left cheek. She did not try to hold it back and a second fell down the right cheek. Waiyaki pressed her hand and she returned the pressure so that he felt he would die. In a blind moment of passion he took her into his arms and pressed her close to his breast while tears from her eyes fell onto his shoulder. Nyambura did not resist but allowed herself to be held by him, the only man who could save her from her misery. Neither spoke. They were one. Waiyaki thought his quest was over.

"Will you marry me?" he whispered.

Nyambura rested on his broad breast. She wanted to say, "Yes." She longed to say this. It would cost her nothing. Only her breath. Slowly she came to her senses. She disengaged herself from him. She was no longer crying.

"Tell me, oh, tell me," implored Waiyaki, hope and fear mixing together. There was another silence.

"No," she said at last, faintly.

It cost her a lot of effort to whisper this. But she knew she had to. It was impossible to marry him. Unless she rebelled. She didn't want to rebel like her sister. Waiyaki felt hurt.

"Why? Don't you love me?"

"I do, I do," her heart said. "But can't you see we cannot marry? Can't you?" Aloud she said, "Father will not allow I cannot disobey him. He knows that we have met before. Through rumours."

He was looking aside now and could not see the tears that flowed freely down her face. If she continued, she would sob. It was better for them to part. But she wanted him and it was painful to her that she had to leave. Quickly she

moved way before it was too late. She left him standing in the same position, staring at the same place. It pained her all the more and she stood irresolutely. She knew she had to go.

“Nyarnbura! Nyambura!” Oh, she was gone. What had he wanted to tell her? He retraced his steps and went home, seeing nothing, feeling nothing. He just walked.

Questions

- (a) Place this extract in its immediate context
(4mks)

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- (b) What did Muthoni mean by;
(3mks)

“Tell Nyambura I see Jesus?”

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- (c) She knew she had to go (Add a question tag)
(1mk)

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- (d) Describe any two character traits of Nyambura as brought out in this extract (4mks)

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- (e) What is the symbolic significance of Muthoni's death earlier in the story? (3mks)

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(f) (i) In not more than 30 words summarise Nyambura’s feelings about her marriage to Waiyaki

(4mks)

Rough Draft

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Fair copy

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(ii) “The only man who could save her from her misery”. In note form briefly explain the

source of Nyambura’s misery

(3mks)

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(g) Identify and explain any one theme brought out in this extract

(3mks)

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Question Three

Read the following poem and answer the questions that follow.

I My husband rejects me
 Because he says
 That I am a mere pagan
 And I believe in the devil.
 He says
 I do not know
 The rules of health,
 And I mix up
 Matters of health and superstition

- II Ocol troubles my head.
 He talks too much
 And he heaps insults on me
 As well as my relatives
- III But most of his words are senseless,
 They are like songs
 Of children's plays
 And he treats his clansmen
 As if they are enemies.
 Ocol behaves
 As if he is a witch!
- IV It is true
 White man's medicines are strong,
 But Acoli medicines
 Are also strong
- V The sick get cured
 Because his time has not yet come:
 But when the day has dawned
 For the journey to Pagak
 No one can stop you,
 White man's medicines
 Acoli medicines
 Acoli medicines,
 Crucifixes, rosaries,
 Toes of edible rats,
 The horn of the rhinoceros
 None of them can block the path
 That goes to Pagak!
- VI When death comes
 To fetch you

She comes unannounced,
She comes suddenly
Like the vomit of dogs,
And when she comes
The wind keeps blowing
The birds go on singing
And the flowers
Do not hang their heads.
The agoya comes afterwards,
He sings to tell
That death has been that way!

VII When Mother Death comes
She whispers
Comes,
And you stand up
And follow
You get up immediately,
And you start walking
Without brushing the dust
On your buttocks

VIII You may be behind
A new buffalo-hide shield,
And at the mock-fight
Or in battle
You may be matchless.

IX You may be hiding
In the hole
Of the smallest black insect,
Or in the darkest place
Where rats breast-feed their puppies,
Or behind the Agoro hills

Questions

(i) Who is the persona in the poem?

(2mks)

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(ii) Give reasons why the persona blames Ocoli;

(2mks)

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(iii) What things do people use to ward off death? Are these things effective?

(2mks)

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(iv) What do you understand by the following lines

(2mks)

(i) "the wind keeps blowing"

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(ii) "for the journey to Pagak"

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(iii) "And the flowers"

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(iv) "Do not hang their heads" (line 43 to 46)

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(v) The writer starts with one theme which leads to another. What are the two themes? (2mks)

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(vi) What is the attitude of the persona towards the subject matter?
(2mks)

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(vii) Identify and explain the mood of the poem
(2mks)

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(viii) Identify and explain the effectiveness of any two stylistic techniques employed in the above poem

(6mks)

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Question Four
Grammar

(a) Rewrite the following sentences as instructed. Do not change their meaning. (3mks)

(i) Charles did not turn up for the election. Mogaka as well did not.
(Rewrite the sentence as one starting with: Neither.....)

.....
...

(ii) “Are you taking part in the walk?” Madam asked.
(Rewrite in indirect speech)

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...

(iii) The child would have drowned if it were not for the quick action taken by the life saver
(Rewrite beginning: But.....)

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.....

(b) Use the correct phrasal verb from the word given in brackets to complete each of the following sentences.
(4mks)

(i) Traditions are unwritten laws that have been _____ (pass)
from one generation to
another.

(ii) My sister is one of the cadets of _____ (pass) parade.

(iii) He must have been naïve to _____ (fall) such a young man.

(iv) She encouraged them to _____ (make) after their quarrel.

(c) Use the word in brackets in its most appropriate form
(4mks)

(i) Swiss watches are known for their _____ (precise)

(ii) It is difficult to bribe him because he is known to be _____
(corrupt)

(iii) _____ has not yet returned home some parts of the country
since the post
election violence. (normal)

(iv) The irrational behaviour has earned him great _____
(notorious)

(d) Fill in the blank spaces with most suitable preposition
(2mks)

(i) My son is a trader who deals _____ imported perfumes

(ii) Oblivious _____ the danger lurking ahead, the children made their
way through the forest

(iii) We took the plants _____ the green house

(iv) My brother is very good _____ hockey

(e) Rewrite the sentences filling the blanks with adjectives in brackets in their
correct order (2mks)

(i) I am intending to use a _____ oil.
(colourless, olive,
cooking, a little)

(ii) You can use this _____ (imported,
enormous, blue, red,
fancy) umbrella.

END

NAME:.....INDEX
.....DATE.....

SCHOOL:.....
SIGNATURE.....

101/2
ENGLISH
PAPER 2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
JULY / AUGUST, 2010
2½ HOURS

**KISUMU NORTH AND EAST DISTRICTS JOINT
TEST
Kenya Certificate of Secondary Education 2010**

101/2

END

ENGLISH
PAPER 2
JULY / AUGUST 2010

INSTRUCTIONS TO CANDIDATES

- ❖ *Write your name and index No. in the spaces provided above.*
- ❖ *Sign and write the date of examination.*
- ❖ *Answer **ALL** questions in this question paper.*
- ❖ *All your answers must be written in the spaces provided in this question paper.*

For Examiner's Use Only

Questions	Maximum Score	Candidate's Score
1	20	
2	25	
3	20	
4	15	
Total score 80		

1. COMPREHENSION

Read the following comprehension and answer the questions that follow

Environment friendly buildings are becoming the in-thing globally. The greens or green buildings are slowly finding space in Kenya, with three firms vying for the pioneer tag.

With many companies in Sub-Saharan Africa adopting green building, the trend is building potential that could **spur** future industry growth, according to a report released last year by US construction market analysis company, McGraw-Hill construction.

It says office and residential property markets will lead the green building revolution in the region and, even in a sluggish market, present a key area for market growth.

In Kenya, the building that has been hyped to be moving towards energy-neutral concept is the United Nations Environment Programme Nairobi office, which aims to produce as much energy as it uses through solar panels.

Soft drinks giant Coca-cola initiated the trend among **multinationals** when it set up a sh700 million headquarters in Nairobi to oversee its operations in 27 East and Central African countries.

Standard Chartered Bank is expected towards the end of the year to move into its sh2.3 billion “green” building in Westlands with a capacity of 1,000 staff.

In developed countries sustainable construction (the construction of environment friendly buildings) is one of the fastest growing industries. Construction companies are seeking certification by the US green Building Council’s Leadership in Energy and Environmental Design (LEED).

The green buildings save a significant amount in terms of funds spent on utilities because they use less energy and water compared to the conventional buildings.

As Stanchart exits its old building on Moi Avenue, built in early 1960s, it hopes that the new seven-storey structure will accommodate future changes. “We are building this with the future in mind,” says Mr. Ward Richards, the project manager. Some of the features that stand out include being able to withstand high levels of earthquakes. Mr. Richards says it will be bomb proof as well.

Just like Coca-cola's, Stanchart's building will harvest water, which will be treated and directed into the main system. The two buildings have a facility for rain-water harvesting, which is also used in irrigating gardens.

There are devices fixed in the bathrooms to avoid unnecessary flushing of water. When somebody visits the rooms, infra-red rays sense their presence to release water to clean up the bowls. Solar system heats water for their kitchen, canteen and **gymnasium**, with plenty of open spaces and ventilation throughout the building.

Security is taken care of by infrared rays that keep watch of the buildings and send signals to the building manager. Then there is a water system that sprinkles easily wherever there is a fire threat within the building both as a warning and a fire fighter.

"This is not only for the global concern over climate change but also a bid to address power and water shortages. We have taken issues of energy conservation seriously," Mr. Richards says.

Buildings and infrastructure globally contribute 40 percent of greenhouse-gas emissions responsible for climate change, more than what transportation or manufacturing contribute.

(Adapted from Daily nation of 23rd Feb. 2010)

Comprehension questions

1. Mention three firms in Kenya that are pioneering the Green Buildings

(3mks)

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2. How does the energy-neutral concept operate in buildings?

(2mks)

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3. How does the green building address water and power shortages?

(4mks)

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4. In about 50 words state the advantages of the green buildings.

(6mks)

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5. "This is not only for the global concern over climate change but also a bid to address power and water shortages. We have taken issues of energy conservation seriously," Mr. Richards says. Write in reported speech

(1mk)

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6. Explain the negative effect(s) of buildings and infrastructure to climate change.

(1mk)

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7. Explain the meaning of the following words as used in the passage

(3mks)

i. Spur

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ii. Multinationals

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iii. Gymnasium

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

Waiyaki stopped trembling and hated himself for showing fear.

Chege repeated slowly:

“You see, when Mugo became bitter, he refused to tell them more.” Chege made another pause. His face and eyes were set as if he was trying to recall something long-forgotten.....He was now standing just behind Waiyaki. He bent down and touched his son on the shoulder. Waiyaki realized that his father’s hand was trembling slightly. Chege withdrew his hand quickly and then with a loud tremor in his voice went on:

“Now, listen, my son. Listen carefully; for this is the ancient prophecy....I could not do more. When the white man came and fixed himself in Siriana, I

warned all the people. But they laughed at me. Maybe I was hasty. Perhaps I was not the one. Mugo often said you could not cut the butterflies with a panga. You could not spear them until you learned and knew their ways and movement. Then you could trap them, you could fight back. Before he died, he whispered to his son the prophecy, the ancient prophecy: "Salvation shall come from the hills. From the blood that flows in me, I say from the same tree, a son shall rise. And his duty shall be to lead and save the people!" He said no more. Few knew the prophecy. Perhaps Kabonyi, who has betrayed the tribe, knows about it. I am old, my time is gone. Remember that you are the last in this line.

"Arise. Heed the prophecy. Go to the mission place. Learn all the wisdom and all the secrets of the white man. But do not follow his vices. Be true to your people and the ancient rites."

"Father –" Waiyaki called out when he had recovered from the shock. He felt weak and small. He did not know what he wanted to say.

"You go there. I tell you again, learn all the wisdom of the white man. And keep on remembering, salvation shall come from the hills. A man must rise and save the people in their hour of need. He shall show them the way; he shall lead them."

"But-but-they don't know me. I am a child and they rejected Mugo...."

"Let them do what they like. A time will come-I can see it coming-when they shall cry for a saviour...."

It was late in the day when Chege and Waiyaki descended the hills. They reached home both feeling exhausted. To Waiyaki the whole experience seemed a dream. What had he, a mere boy, to do with a saviour? Was he to go about in the ridges crying, "Listen! A leader shall come from the hills to save you."

And then for a time he began to doubt the sanity of his father. Perhaps the whole thing had been an old man's dream almost laughed at the serious manner in which his father had taken it all. But there was no mirth in his heart. Instead he felt a heaviness making him a man. In body, he was still a boy.

When the time came, Waiyaki vanished from the hills without the knowledge of any but his father. He went to Siriana, where, one term later, and almost by a miracle, he was joined by Kamau and Kinuthia, his fellow herdsboys.

The three were destined to live and learn together under the Reverend Livingstone of Siriana Mission, which had now grown into a big institution. Many boys from the hills and beyond, from Kiambu and Murang'a, came there for a portion of the white man's magic.

For many seasons they learned and worked hard. Waiyaki made quick progress and impressed the white missionaries, who saw in him a possible brave Christian leader of the church. But who knew that things were changing faster than the vision of Livingstone, than the boy's expectation and imaginings?

(Extracted from **The River Between**. Ngugi wa Thiong'o. Heinemann Educational Books Ltd. 22 Bedford square, London WC1B 3HH 1965)

Questions

- a) Why has Waiyaki been trembling? (3 mks)

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- b) In about 80 words, summarize what Chege has told Waiyaki about Mugo. Use the information given in this excerpt and elsewhere in the novel

(8 mks)

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c) What advice does Chege give his son Waiyaki? Present your answer in note form

(4 mks)

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d) Explain the meaning of the following statement: "Instead he felt a heaviness making him a man. In body, he was still a boy."

(2 mks)

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e) Which metaphor is used to describe education? How appropriate is the comparison?

(4 mks)

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f) What is ironical about Livingstone's plan for Waiyaki? (4 mks)

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

One weeping forest, under the wing of the evening,
The night all black, has gone to rest happy;
In the sky the stars have fled trembling,
Fireflies which shine vaguely and put out their lights;
On high the moon is dark; its white light is put out
The spirits are wandering,
Elephant - hunter, take your bow
Elephant - hunter, take your bow

In the frightened forest the tree sleeps, the leaves are dead,
The monkeys have closed their eyes, hanging on the branches on
high,
The antelopes slip past with silent steps
Eat fresh grass, prick their ears attentively,
Lift their heads and listened frightened.
The cicada is silent and stops his grinding song.
Elephant - hunter, take your bow
Elephant - hunter, take your bow

In the forest lashed by that great rain,
Father elephant walks away heavily: baou, baou,
Careless without fear, sure of his strength,
Father elephant whom no one can vanquish
Among the trees which he breaks, he stops and starts again.
He eats, roars, overturns the trees and seeks his mate.
Father elephant, you have been heard from afar
Elephant - hunter, take your bow
Elephant - hunter, take your bow

In the forest where no one passes but you,
Hunter, lift up your heart. Leap and walk
Meat is in front of you, the huge piece of meat,
The meat which makes glad the heart,
The meat which walks like a hill,
The meat that will roast on the hearth,
The fine red meat, and the blood that is drunk smoking.
Elephant – hunter, take your bow
Elephant – hunter, take your bow

Questions

(a) What is the poem about? (2mks)

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(b) When is the poem performed? (2mks)

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(c) Describe different feelings about the night as expressed by the persona.
(4mks)

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(d) Identify THREE stylistic devices used in the poem and give their illustrations.

(6mks)

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(e) What is the persona's attitude towards the hunter?

(2mks)

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.....
(f) Describe the people's feelings as they wait for the meat?

(2mks)

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.....
(g) Explain the meaning of the following lines:

Fireflies which shine vaguely and put out their light

(1mk)

.....
.....
Meat that walks like a hill

(1mk)

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.....
(h) What is the function of this oral poem?

(1mk)

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4. GRAMMAR

(a) Add prefixes to the following words and write them out correctly.

(i) Mobile -----

(ii) Spell -----

(b) Complete the following sentences using the correct form of the adjectives in the brackets.

(i) These turbines are moving -----than I thought (slow)

(ii) We will give you ----- (little) money than you asked for.

(c) Fill in the blanks in the following sentences with a suitable phrasal verb which means the same thing as the words in the brackets

(i) -----the information. (search)

(ii) They ----- the engagement. (terminated)

(iii) Students who bully others never -----it. (punished)

(d) Fill in the blanks with the correct form of the verb from the brackets.

(i) The little girl ----- (hang/hung) the coat on the nail.

(ii) After he had ----- (swam/swum) in the sea, he began to feel cold.

(e) Insert the correct preposition in the blanks to complete the sentences below.

(i) The authorities are seriously concerned ----- drug abuse in our urban centres.

(ii) That was his last cow. I am really sorry ----- him.

(iii) I have placed the coffee table ----- the shade of that tree over there.

(f) Write the following sentences in the active voice (3mks)

(i) The audience was thrilled by the new song

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.....

(ii) The young man was saved from being trampled to death by the warden.

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(iii) The Neopolitan prince was despised by the chief's daughter

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.....

THIKA DISTRICT PROVINCIAL SCHOOLS

NAME: -----

INDEX:-----

CANDIDATE'S SIGNATURE-----

DATE: -----

101/2

ENGLISH

PAPER 2

(Comprehension, literary
Appreciation and Grammar)

JULY, 2010

TIME: 2 ½ HOURS

INSTRUCTIONS

- ❖ Write your name and Index in the space above.
- ❖ Answer all questions in the spaces provided.

FOR EXAMINER'S USE ONLY

Question Candidates S	Maximu m	
1	SCORE	
2	20	
3	25	
4	20	
	15	

TOTAL SCORE	

NAME _____ ADM _____ CLASS _____

Q1. Read the passage below and answer the questions that follow.

During the last couple of decades, the developing world has made enormous economic progress. This can be seen most clearly in the rising trend of incomes and consumption: between 1965 and 1985 consumption per capital in the developing world went up by almost 70 percent. Broader measures of well-being confirm this picture- life expectancy, child mortality and educational attainment have all improved markedly.

Against that background of achievement. It is all the more staggering – and all the more shameful – that more than one billion people in the developing world are living in poverty. Progress in raising average incomes, however welcome, must not distract attention from this massive and continuing burden of poverty.

The same is true of the broader measurers of well-being. Life expectancy in sub-Saharan Africa is just 50 years; in Japan it is almost 80. More than 110 million children in the developing world lack access even to primary education while in the developed world, anything less than universal enrollment would rightly be regarded as unacceptable. The starkness of these contrasts attests to the continuing toll of human deprivation.

It should be noted that even in the developing world, poverty levels differ from region to region, country to country and even location to location within the same country. For example, nearly half of the world's poor live in South Asia, a region that accounts for less than one third of the world's population. Sub-Saharan Africa accounts for a smaller, but still highly disproportionate share of global poverty. Within regions and countries, the poor are often concentrated in certain places: in rural areas with high population densities. Often, the problems of poverty, population, and the environment are intertwined; earlier patterns of development and pressure of rapidly expanding populations mean that many of the poor live in areas of acute environmental degradation.

It is also true that the weight of poverty falls most heavily on certain groups. Women in general are disadvantaged. This is because in poor households, they often shoulder more of the workload than men, are less educated, and have less access to remunerative activities. Children, too, suffer disproportionately, and the future quality of their lives is **compromised** by inadequate nutrition, health care, and education. This is especially true for girls, for their primary school enrolment rates are less than 50 percent in many African countries.

Obviously, reducing poverty is the fundamental objective of economic development in any country. It is estimated that in 1985, more than one billion people in the developing world lived in absolute poverty. Clearly then, economic development has a long way to go. Knowledge about the poor is essential if governments are to adopt sound development strategies and more effective policies for attacking poverty. How many poor are there? Where do they live? What are their precise economic circumstances? Answering these questions is the first step toward understanding the impact of economic policies on the poor.

QUESTIONS

- (a) What evidence does the author give to show that incomes and consumption trends are rising in the developing world?
(2 marks)

- (b) What is the author's attitude towards the progress made so far by the developing world?
(2 marks)

- (c) What is the significance of mentioning Japan?
(1 mark)

- (d) According to the passage what should governments do to address poverty?
(3 marks)

(e) What is the contribution of high population towards increase in poverty? (2 marks)

(f) Rewrite the following sentence in the singular.
“They are also less educated, and have less access to remunerative activities.” (1 marks)

(g) In about 35 words, summarise the reasons for women and children being disadvantaged. (6 marks)

(h) Explain the meaning of the following words as used in the passage. (3 marks)

- (a) Staggering
- (b) Compromised
- (c) Life expectancy

Q2. THE RIVER BETWEEN *By Ngugi Wa Thiong'o*

READ THE PASSAGE BELOW AND ANSWER THE QUESTIONS THAT FOLLOW.

(25 marks)

A moment too soon Kabonyi was on his feet. He did not smile but looked defiantly around him. The battle was on. He was old but his voice was good and steady. Besides, he knew his audience well and knew what to appeal to. He could speak in proverbs and riddles, and nothing could appeal more to the elders, who still appreciated a subtle proverb and witty riddles. Kabonyi again knew his limits. He did not want to bring too many issues together. So he decided to leave the Joshua affair and come to it later as a final blow.

He reminded them of the poverty of the land. The dry months had left the people with nothing to eat. And the expected harvest would not yield much. He touched on the land taken by the white man. He talked of the new taxes being imposed on the people by the Government post now in their midst. And instead of waiyaki leading people against these more immediate ills, he was talking of more buildings. Were people going to be burdened with more buildings? With more teachers? And was the white man's education really necessary? Surely there was another way out. It was better to drive away the white man from the hills altogether. Were the people afraid? Were there no warriors left in the tribe. He, Kabonyi, would lead them. That was why he had formed the new Kiama. He would rid the country of the influence of the white man. He would restore the purity of the tribe and its wisdom.

Or do you think the education of our tribe, the education and wisdom which you all received, is in any way below that of the white man?

He challenged the people, appealing to their pride, to the manhood in them and to their loyalty to the soil.

“Do not be led by a youth. Did the tail ever lead the head, the child, the father, the cubs or the lion?”

A few people applauded. And then there was silence (Kabonyi too had stirred something in their hearts). Soon they began to talk. Some saw a lot of truth in what Kabonyi had said. They knew they were not cowards. And surely it was easier to drive away the white man and return to the old ways! But others, especially the young people, were on Waiyaki's side. Waiyaki himself was hurt. Kabonyi had touched on a sore spot, the question of youth. When Waiyaki stood up again the old defiance came back. The courage that had made him famous among the boys of his riika was now with him. At first he just looked at the people and held them with his eyes. Then he opened his mouth and began to speak. And his voice was like that of his father. No – it was like the voice of the great Gikuyu of old. Here again was the savior, the one whose words touched the soul of the people. People listened and the hearts moved with the vibration of the voice. And he, like a shepherd speaking to his flock, avoided any words that might be insulting. In any case, how could he repudiate Kabonyi's argument? Waiyaki told them that he was their son. They all were his parents. He did not want to lead. The elders were here to guide and lead the youth. And youth had to listen. It had to be led in the paths of wisdom. He, Waiyaki, would listen. All he wanted was to serve the ridges, to serve the hills. They could not stand aloof. They could never now remain isolated. Unless the people heeded his words and plans, the ridges would lose their former dignity and would be left a distance behind by the country beyond.

Questions

1. What had happened immediately before and after this excerpt? (4 marks)

2. Why is Kabonyi against Waiyaki's leadership?

(3 marks)

3. From the rest of the novel what would we say is ironical in Kabonyi's life? (3 marks)
4. Make notes on the reasons given by Kabonyi against building more schools. (6 marks)
5. What does this passage reveal about the character of Waiyaki? (2 marks)
6. What is referred to as "the Joshua affair"? (2 marks)

7. (a) Kabonyi had touched on a sore spot, the question of youth.
(Rewrite starting "A sore spot....." (1 mark)
- (b) He reminded them of the poverty in the land. (Change the sentence into the Passive). (1 mark)
8. Identify a stylistic device used in this passage and comment on its effect. (3 marks)

Q.3 POETRY

READ THE POEM BELOW AND ANSWER THE QUESTIONS THAT FOLLOW:

(20 marks)

MISSING AND WANTED by B. Agongaz

Mary – my daughter
She was dark, when she was young,
In fact, she had a lot of colour – a lot of pigment,
Tall, full body and stately carriage,
A fine pair of whole fulsome lips under
A snub shaped African nose,
A village belle she was - she was beautiful.

But now like the adder,
The top layer of her skin is off
And she now looks like a pitiable returnee from
The leper colony,
Her dark African lips are red like a raw
Tropical ulcer,
Her shiny nails look like talons of some
Unknown scavenger in a savanna wilderness.

She is my first and only child,
She was a student at the college of Christ's knowledge,
She was last seen on a Saturday night outside
Safari hotel, with the parish priest,
She had on a pair of red trousers in a pair of straps
Of leather for shoes. On her head, was hair of dead horse
Long rotten
Those who tried to talk with her say her reply is: "I have been"
Our elders used to say
"A missing dog hears not the whistle of the hunter"
But if by accident,
You know Mary's whereabouts,
Please report at the nearest police post – a handsome

Reward
Awaits you

Questions

1. Who is the persona in this poem? (2 marks)

2. Identify any **two** themes tackled in the poem. (4 marks)
3. What satire is in the line “she was a student at the college of Christ’s knowledge?” (2 marks)
4. (i) Identify the style in line 7 of the second stanza. (2 marks)
- (ii) What effect does the above style have in the poem? (2 marks)
5. What is the attitude of the persona towards Mary? (2 marks)

6. Explain the meaning of the following;
(i) Belle (1 marks)
- (ii) "A missing dog hears not the whistle of the hunter" (1 marks)
7. (a) Comment on the tone of the poem. (2 marks)
- (b) Explain the relevance of the title. (2 marks)

Q 4. **GRAMMAR** (15 marks)

(I) **REPLACE THE UNDERLINED WORDS WITH APPROPRIATE PHRASAL VERBS.** (3 marks)

8. (a) She was completely deceived by him.

(b) I don't think his jokes ever quite succeeded.

(c) I recall my school days with great pleasure.

(II) **REWRITE THE FOLLOWING SENTENCES ACCORDING TO INSTRUCTIONS GIVEN.**

(3 marks)

(a) We shall close school tomorrow. (add a question tag)

(b) If it was not for the referee's bias, we would have won the tournament. (Begin: But.....)

(c) I like coffee more than tea. (Rewrite and use 'Prefer')

(III) **PUNCTUATE THE FOLLOWING.**

(3 marks)

(a) Mary said the mother go get me some sugar

(b) I am very tired today therefore I want to go straight to bed

(c) He of course said he would definitely come on Sunday

(IV) **FILL IN THE BLANK SPACES WITH THE MOST APPROPRIATE WORD(S).**

marks)

(2

(a) If we had gone to bed early last night, we----- rested enough.

(b) If I ----- the recruiting officer, I would not take bribes.

(V) **WRITE DOWN THE PLURALS OF THE FOLLOWING WORDS (S).**

(2 marks)

(a) Talisman -

(b) Secretary - general -

(VI) **CORRECT THE FOLLOWING.**

(2 marks)

(a) You are going where.

(b) Please return back my book.

NAME: _____

INDEX NUMBER _____

CANDIDATE'S SIGN _____

DATE: _____

**101/2
ENGLISH**

**(COMPREHENSION, LITERARY APPRECIATION AND
GRAMMAR)
JULY/AUGUST 2010**

MATHIRA JOINT EXAMINATIONS

**ENGLISH
PAPER 2
2 ½ HRS**

INSTRUCTIONS TO CANDIDATES

- a. Write your name and index number in the spaces provided.
- b. Sign and write the date of the examination in the spaces provided above.
- c. Answer ALL the questions in this paper.
- d. All your answers must be written in the spaces provided in this paper.
- e. This paper consists of 10 printed pages.
- f. Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

FOR EXAMINERS USE ONLY.

Question	Maximum Score	Candidates Score
1	20	
2	25	
3	20	
4	15	
TOTAL SCORE		

COMPREHENSION PASSAGE

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

Why is there so much talk about global warming? Well, simply because the average temperature of our planet has been rising gradually over the last 100 or so years. Scientists have identified the culprit as increased levels of carbon dioxide in the atmosphere.

Now, the atmosphere comprises mainly of nitrogen (about 78 percent) oxygen (21 per cent), carbon dioxide (0.04%) and smaller amounts of other gases.

The total mass of all this air around the planet is about 5 million billion tones, thus carbon dioxide weighs about 200 billion tones only.

Emissions from fuels add about 30 million tones of carbon dioxide to the atmosphere. Now that's a small amount compared to 200 billion total; but it is enough to cause worry. If this situation continues for 100 years, the total amount will rise by 3 billion tones - about 15 per cent.

Now carbon dioxide is not a bad thing. Together with other gases, it helps keep our planet warm and habitable. In fact, if there were no atmosphere, the earth would be a cold place. The intensity of solar radiation is about 1000 watts per square meter. An object heated at the rate would maintain a stable temperature of negative 20 degrees Celsius and that would be inhabitable.

The problem is that carbon dioxide is a very poor conductor of heat. It has about half the conductivity of nitrogen. Secondly, it is heavier than most naturally occurring gases, therefore it remains in the lower atmosphere (it is one of the reasons why carbon dioxide is used in fire extinguishers).

These two properties make this gas a very good "blanket" around the earth. Thus increasing its quantity in the atmosphere raises the average temperature of our planet by a big amount.

"Big" here means about a degree or so, but it has catastrophic effects on the planet. For example, ice melts at zero degrees Celsius. Increasing the average temperature by one degree will melt naturally occurring ice and the water thus formed will flow to the oceans; sea levels rise and any islands are submerged.

This is not a simple problem and simply reducing carbon dioxide in the atmosphere might not be a permanent solution. The process of extracting energy by chemical reaction (for example, burning a fuel) always produces a gas as an exhaust.

Thus even if we were to get an alternative fuel to replace oil, we would still have to deal with global warming because of the increased mass of the atmosphere. An increase in any gas will increase the size of the atmospheric blanket and therefore raise global temperatures.

But firewood might hold a key. The reason is that a tree absorbs carbon dioxide while growing and then releases it when burned. It is no wonder that there has been so much interest in biofuels in recent years.

(Adapted from The Sunday Nation - 20/12/2009)

1. What have scientists found out as causing global warming? (3 mks)

2. Describe the composition of the atmosphere. (5 mks)

3. Explain the merits and demerits of the emission of carbon dioxide. (5 mks)

4. How does firewood solve the problem of global warming? (2 mks)

5. The process of extracting energy by chemical reaction (for example, burning a fuel) always produces gas as an exhaust. (Rewrite the sentence replacing the brackets with an alternative punctuation mark.) (1 mk)

6. Explain why the word “blanket” has been quoted. (1 mk)

7. According to the passage, which fuel emits most carbon dioxide? (1 mk)

8. Explain the meaning of the following words as used in the passage. (2 mks)

i. inhabitable

ii. catastrophic

2. The River Between: Ngugi wa Thiong’o

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

"Therefore, brothers and sisters, I tell you today, come to Jesus. Stand by Him. You see Him being taken to the Cross. Are you going to desert Him? Are you going to deny Him like Peter? Remember life here on earth is one of trials, and of hardship. Satan will come to you at night, in your own house, in your field, or even in church here, and he will whisper to you, calling you back to the old ways. 'Njoroge and Joshua,' he will say, 'follow me. This broad and easy road you see here, this, my son, is the right way.' Remember, do not hearken to that voice. Let us march with one heart to the New Jerusalem. In the fourteenth chapter of the book of St John, Jesus says: 'Let not your heart be troubled: Ye believe in God, believe also in me. In my Father's house are many mansions: if it were not so, I would have told you. I go to prepare a place for you.'

"That place is now ready for you and me, for the faithful, the happy band of pilgrims who will remain on the path, braving all the hardships ... And today, O brother, if you hear his voice, harden not your heart ..."

1. Explain briefly what had happened prior to this excerpt. (3 mks)

2. Who spoke these words? (1 mk)

3. Identify and show the effects of any two stylistic devices used in the excerpt. (4 mks)

4. In note from, summarize the message of the speaker to the brothers and sisters in the excerpt. (6 mks)

5. Describe the character of the speaker. (4 mks)

6. (i) "I go to prepare a place for you." (1 mk)
(Rewrite in reported speech)

- (ii) Let us march with one heart to the New Jerusalem. (1 mk)
(Add a question tag)

7. According to your knowledge of the novel, which group of people would be opposed to this kind of message? Give reasons for your answer. (3 mks)

8. What is the meaning of the following as used in the excerpt? (2 mks)
a. old ways

b. one heart

Question 3

Read the following poem and then answer the question that follow.

Argument with God

My child was struggling for life in hospital,
And I worried, tense and tried,
Sat in silent prayer,
In violent silence arguing with my God.

God, I said,
Why do you allow him to suffer so?
Why him all the time?

Why?
God was silent!
 Not a word from him,
 Not a word!

Maybe I thought.
God is angry with me.
 I'll appease my God
I'll promise to be good,
Try and be good at least,
Surely God would then respond,
 God, I pleaded.
Please God.
 To be good is hard,
But I'll try.
 But

My child must live,
Live free from pain,
 God
You know how I love him, don't you?
Don't you? Don't you? Don't you?
 But
God is dumb:
 Like my child
Then I said to myself,
God is just,
I'll appeal for justice,
 God, I called,
Though you are silent,
I am sure you hear me,
Be fair, be just
Let him live strong and happy.
 Then

I saw on the wall
A cockroach pregnant with egg,
In the loins of labour,
Bringing forth new life.
 I snatched a newspaper,
And hit the cockroach.
It fell on its back,

Struggling for life,
And I crushed it
 With the heel of my shoe.

All the time I was praying,
Violently pleading for life,
The life of my child.

Henry Barlow.

a. Who is the persona in the poem? (2 mks)

b. What is the poem about? (4 mks)

c. Identify the use of irony in the poem. (2mks)

d. How is God portrayed in the poem? (4 mks)

e. Maybe, I thought.
 God is angry with me
 I'll appease my God.

Paraphrase the above lines. (3 mks)

f. What is the tone of the poem? (2 mks)

g. (i) Identify the stylistic device used in the second last line. (1 mk)

(ii) Explain the meaning of the following line. (2 mks)
'In violent silence arguing with my God.'

GRAMMAR

4. a. Rewrite the following sentences according to the instructions given. (5 mks)

(i) Waiyaki did not go back to Siriana. (rewrite as a question)

(ii) The farmer fed the cows this morning. (change into passive voice)

(iii) I have never gone to Nairobi. (Begin: Never)

(iv) The small boy was _____ by a lorry. (run)
(Use the verb in the brackets to form an appropriate phrasal verb to fill in the blank)

(v) The government warned the wananchi repeatedly but they insisted on drinking the illicit brew. (use 'in spite of')

- b. Fill in the blank spaces with the correct preposition. (3 mks)

i. The twins divided the sweets _____ themselves.

ii. Okonkwo shouted angrily _____ Nwoye for misbehaving.

iii. The blind beggar had a cane _____ his hands.

- c. The following sentences contain wrongly stated idioms. Correct the idioms. (3 mks)

(i) We found out that the pretender was not worth his sugar.

(ii) During the riots, all hell broke open when the police came.

(iii) The greatest issue of contention in the proposed new constitution is the inclusion of the kadhis courts.

d. Underline the verbs used in the following sentences and indicate whether they are transitive or intransitive. (2 mks)

i. The fierce dog went for the thief.

ii. Old men and women strained their ears.

e. Use the correct form of the word given in brackets. (2 mks)

i. The teacher on duty _____ walked towards the dormitory when he heard students screaming. (haste).

ii. The whole story that the girl told her mother was incredulously _____ (believe)

Name..... **Index**
No...../**.....**
School..... **Date**
.....
Candidate's Signature.....

101/2
ENGLISH
(COMPREHENSION, LITERARY APPRICIATION AND GRAMMAR)
Paper 2
July / August
Time: 2 ½ Hours

NANDI CENTRAL DISTRICT JOINTS EVALUATION
TEST- 2010
Kenya Certificate of Secondary Education
(K.C.S.E)

ENGLISH
Paper 2
July / August
Time: 2 ½ Hours

INSTRUCTIONS TO CANDIDATES

- Write your Name and Idex Number in spaces provided above.
- Sign and write the date of examination is spaces provided above

- Answer ALL the questions in this question paper.
- All your answers MUST be written in the spaces provided in this question paper.

FOR EXAMINERS USE ONLY

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

*This paper consists of 8 printed pages.
Candidates should check the question paper to ensure that all pages are printed as indicated
and no questions are missing*

**Read the passage below and answer the questions that follow:
(20 marks)**

The study of literature involves much more than just reading the prescribed literary text. Literature is about life and so the study of it leads one to questions concerning what aspect of life the work is about. Further questions that should concern the student's mind are the reasons why the work was written, how it has been written, and how successfully it has fulfilled the writer's intention. It is therefore, important that a student of literature reads a text intelligently for it is only then that he can identify the various important literary aspects of that text.

Studying literature is therefore as specialized as studying biology or any other subject

Retelling the story is only the **initial** stage in the study of that story.

Analysing the story critically is what studying that story really means.

Generally, analysis starts from a search for the themes of the story.

This search is an attempt to relate the work to life. A story about a local farmer whose hard work transforms a village's life style may actually have self-reliance as the key to rural development as its theme. The same story could be treating the theme of self-determination or rural transformation. This means that a story of the length of a novel can have as many themes as the author is able to knit neatly into it. A short story, however, is generally restricted to only one theme, though some writers are able to include two or even more themes.

When the question concerning why the author wrote the story has been answered, the student of literature next concerns himself with how it is told. This question leads the student to find out when, where and how the story begins. This is an important stage of the study because what happens during the story and at the end of it really depends on these initial activities. If, for instance, a story starts in a cowshed, moves to a classroom and ends at the reception desk of an institution, a student of

literature should analyse this **progression** and **ascertain** how far it fits in with the general setting, characterization and events of that story. Any new events or characters that do not provide further insights into the unfolding situations already presented and developed, only serve to weaken the story. Another important aspect deserving students' attention is the setting of a story. One wants to know not only how the story develops but also in what geographical, social or economic environment the events are taking place. A student of literature needs to find out some information on the time and place of the writing of the story.

This knowledge is invaluable as it provides insight into the relationships in the story, and the general way of the life depicted. For instance, a study of Elechi Amadi's *Sunset in Biafra* can only be fully appreciated when the student is aware of the events of the civil war in Nigeria.

While reading a literary text, a student of literature should also identify the various characters, who may or may not resemble people familiar to the reader. They may be very strange, being peculiar to the environment and time but they are never so strange as to elude identification. In some cases, the reader may find himself empathising with a character, and, therefore, seeing the world of the text from that character's point of view. When analysing a text, questions that initially come to mind arise from a direct interpretation of that text. The meaning arrived at at this stage is normally one the author conveys to the reader directly which is known as the literal meaning. A closer analysis involves the student of literature in delving into what is generally referred to as the implied meanings. These are meanings conveyed to the reader through indirect references. In order, therefore, to appreciate these implied meanings, one needs to have sound knowledge of the language the text is written in.

Appreciation of a text at this level obliges the student to not only analyse the speaker's utterances but also the circumstances in which they are made and the overall impression created by them on the speaker's audience. The general mood these utterances generate in their context

needs to be identified and commented upon in the light of the text as a whole. If, for instance, a writer creates suspense by depicting a character withholding information eagerly awaited by another character, it is useful to analyse the contribution of that device to the understanding and enjoyment of the novel.

Attitudes are also generally suggested using carefully chosen vocabulary and sentence structure. A writer may decide to convey to the reader a contemptuous attitude of a particular character to another by making the character use sarcastic statements and interjections in every conversation between them. At the same time the author himself can convey a similar attitude by using unfavourable nouns, verbs, adjectives and adverbs every time the character comes up in the story. Situations of mockery or dramatic irony will generally be reserved for such a character.

Of course, not all readers will have the same reaction to a given text. A student is, in fact, encouraged to develop his own opinion on a given text. To arrive at this, he is urged to read widely and familiarize himself with various works of criticism on the same text he is reading. The student, in this case, will generally find that critics use **conventional** literary terms frequently. He will also find that they assume that anyone reading their essays knows every term used. This assumption, therefore, obliges the student of literature to become familiar with common literary terms. Critics will, for instance, use terms like flashback, satire or protagonist and lack of sound knowledge of what these terms mean will make it difficult for the student to understand the argument. In his own analysis of texts, moreover, a student with sound knowledge of literary terms finds it easier to analyse literary texts than one who has to go into long-winded and vague explanations, descriptions and comparisons.

Finally, it is important to remember that studying literature is studying language in context. It is studying the way the author manipulates language that should concern the student of literature.

This, in effect, means that the student's sensitive response to the vocabulary used, the grammar, paragraphing and textual Structure in the given story is as important as the knowledge of literary terminologies. Sound knowledge of the language of the text is, thus, at the root of all confident studies of literature.

a) What does the study of literature entail?

(2mks)

.....

.....

.....

.....

.....

b) Why should one read a literary text intelligently?

(2mks)

.....

.....

.....

.....

.....

c) From your reading of this passage, what do you think the term "theme" refers to ? (2mks)

.....

.....

.....
.....

.....
tag) d) This search is an attempt to relate the work to life. (Add a question
(1mk)

.....
.....

.....

e) Explain why a student of literature needs to look for extra
information on the setting of the text that he is analysing.
(2mks)

.....
.....
.....

.....

f) Explain the expression “seeing the world of the text from the
characters point of view”.

(2m
ks)

.....
.....
.....

.....

g) Identify one method a write may use to create suspense in a story.
(1mk)

.....

.....

h) In about 50 words, explain how the writer encourages a student to react to a given text.

[illegible]

j) Explain the meaning of the following words as used in the passage.

(4mks)

(i) Initial

.....

.....
(ii) Progression

.....

.....
(iii) Ascertain

.....

.....
(iv) Conventional.

.....

.....

2. Read the excerpt below and then answer the questions that follows.

"I shall take my father, for example, if you like. He is the head of the family. Suppose another man, Karanja or Njuguna for example, come in and we offer him hospitality. Suppose after a time he deposes my father and makes himself the head of the family with a right to control our property. Do you think he has any moral right to it? Do you, Waiyaki? And do you think I am bound by any consideration to obey him? And if conditions become intolerable, it lies with me to rebel, not only against him but also against all that is harsh, unfair and unjust. Take Siriana Mission for example, the men of God came peacefully. They were given a place. Now see what has happened. They have invited their brothers to come and take all the land. Our country is invaded. This Government Post behind Makuyu, is a plague in our midst. And this hut-tax He was exhausted. He looked around defiantly and yet sorrowfully. Then he began to breathe hard. He was becoming excited again. He waved his hands in the air and then gave a thud on the table. He let his eyes roll around as if he were speaking at a big political rally. Waiyaki had never seen Kinuthia like this before. And why should they, who had been educated at Siriana, be so vehement against it? It was just like his father, who had sent him to the Mission to which he had all his life objected.

Perhaps life was a contradiction. Waiyaki felt something stir in him as he listened to Kinuthia. Perhaps Kinuthia was speaking for the sleeping hills, for the whole of Gikuyu country. Then he suppressed the feeling and thought of the new drive in education. Perhaps this was the answer to a people's longings and hopes. For a moment he became lost in his contemplation of education and the plans he had in mind

"Come, Waiyaki. Tell us about this new Kiama."

It was Kamau who asked. Waiyaki lost his vision but he still watched the rain. This rain was a blessing; and the famine which people had feared would come if the drought had continued would now be averted. From the scoops flowed little narrow streams that ran through the grass. They mingled and flowed on to join the main stream, like a small river, like Honia Or like a flood. Only this one would end and Honia river would forever flow.

And the small river went down making a small murmuring sound, talking to itself or to the ground. "Noah's flood" Waiyaki thought.

Kinuthia spoke.

"Yes. I think such a Kiama, to preserve the purity of our tribal customs and our way of life, should be formed now."

Waiyaki had heard about this Kiama. He knew the drive came from Kabonyi. Waiyaki feared they would give him a place in the leadership of this Kiama, which was meant to embrace all the ridges. He did not feel enthusiastic about it. He wanted to concentrate on education. Perhaps the teaching of Livingstone, that education was of value and his boys should not concern themselves with what the government was doing or politics, had found a place in Waiyaki's heart. It rained on, the downpour almost slashing the sun-scorched grass. What was it? And still it rained, with the little streams gathering and joining together. He saw what they were doing-

Carrying away the soil.

Corroding, eating away the earth. Stealing the land.

And that was the cry, the cry on every ridge. Perhaps the sleeping lions would sleep no more, for they were all crying, crying for the soil. The earth was important to the tribe. That was why Kinuthia and others like him feared the encroachment of the white man. They feared what had happened in Kiambu, Nyeri and Murang'a. The new settlers at Siriana wore the same face. And Waiyaki was thinking, was Mugo wa Kibiro right? One day the white man would go. And for a time Waiyaki remembered his father and that prophecy.

a) Explain what happens just before this excerpt.
(3mks)

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b) What ironical instance is brought out in paragraph two?
(2mks)

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c) Identify and explain any **two** themes founds in the excerpt.
(4mks)

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[illegible]

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- f) Explain the symbolic meaning of the song in the excerpt.
(1mk)

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- g) He did not feel enthusiastic about it. (Add a question tag)
(1mk)

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- h) With illustrations from any other part of the story, explain the
prophecy that Waiyaki
remembers.
(2mks)

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- (i) Describe Kinuthia's character, as depicted in this excerpt.
(4mks)

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(j) Explain the meaning of the following expressions as used in the
except. (2mks)

(i) a thud

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(ii) averted

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(iii) enthusiastic

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(iv) the encroachment of the white man

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3. Read the poem below and answer the question that follow.

MONANGAMBA.

On that big estate there is no rain
it's the sweat of my brow that water's the crops

On that big estate there is coffee ripe
and that cherry - redness
is drops of my blood turned sap.

The coffee will be roasted,
ground, and crushed,
will turn black, black with the colour of the contract labourer.

Black with the colour of the contract labourer!

Ask the birds that sing,
The streams in carefree wandering
And the high wind from inland:

Who gets up early? Who goes to toil?
Who is it that carries on the long road
The hammock or the bunch of kernels?
Rotten maize, rotten fish,
Ragged clothes, fifty shillings
Beating for biting back?

Who?

Who makes the millet grow
And the orange groves to flower?
Who?

Who gives the money for the boss to buy
cars, machinery, women
And Negro heads for motors?

And the birds that sing,
The streams in carefree wandering
and the high wind from inland
will answer.

Mongambee ee.....

Ah! Let me at least climb the palm trees
Let me drink wine, palm wine
And fuddled by my drunkenness forget.
Mongambee ee.....

Questions

- a) Explain who Monagamba is
(3mks)

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b) Identify two instances of repetition and explain their effectiveness.
(4mks)

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c) State two problems that the persona experiences in the hands of his boss.
(4mks)

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- d) Describe the tone of this poem.
(2mks)

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- e) Describe the character trait of the boss as depicted in the poem.
(2mks)

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- f) Explain the meaning of the following lines as used in the poem .
(3mks)

- (i) It's the sweat of my brow that waters the crop.

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(ii) that cherry – redness is drops of my blood turned sap.

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(iii) Black with the colour of the contract labourer

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g) How does the persona solve his problems?
(2mks)

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4. **GRAMMAR**

a) *Use the correct form of the words in the brackets.*
(2mks)

(i) The mediator made a break through between
the _____ parties (war)

(ii) The fans seemed to have _____ appetite for more hits
(satisfy)

b) *Rewrite the following sentences as instructed .*
(4mks)

- (i) "Shall we call the ambulance for you Mary," they asked.
Rewrite in reported speech)

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- (ii) Many people will continue suffering .
The anarchy is not stopped forthwith.
(combine the sentences beginning. Unless.....)

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- (iii) If the tourists leave enmasse the economy will decline drastically.
(Begin should ...)

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- (iv) My father bought a _____+table (round, glass,
huge, beautiful) fill the gap by rearranging the adjectives in the
correct order

- c) *Use the most appropriate preposition to fill in the gap in each
sentence. (2mks)*

(i) The container was hosted _____ place by
crane.

(ii) Global communication was transformed _____
the invention of the internet.

- d) *Complete the sentence with the correct form of the verb given in
brackets. (3mks)*

(i) A concerted effort from all skakeholders _____ for good
parenting.(be)

(ii) The counsellors have _____ an extensive healing programme
(began)

(iii) The tout _____ the luggage amid protests (fling)

e) *Explain the difference in meaning of the following pair of sentences.*
(2mks)

(i) I only heard the news in brief.

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(ii) I only heard the news briefly.

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f) *Correct the errors in the following sentences.*
(2mks)

(i) Sheila is more prettier than Susan.

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(ii) When the snake heard my footsteps, it went away.

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Name.....

Index No.....

School.....

Candidate's sign.....

Date.....

101/1

ENGLISH

PAPER 1

(Functional skills)

JULY / AUGUST 2010

Time: 2 Hours

NYAHURURU DISTRICT JOINT EVALUATION TEST - 2010

Kenya Certificate of Secondary Education (K.C.S.E)

101/1

ENGLISH

PAPER 1

(Functional skills)

JULY / AUGUST 2010

Time: 2 Hours

INSTRUCTIONS TO CANDIDATES

1. Write your name and Index number in the spaces provided above.
2. Sign and write the date of examination in the spaces provided above.
3. Answer ALL the questions in this question paper.
4. All your answers must be written in the spaces provided in this question paper

FOR EXAMINERS USE ONLY

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	10	
3	30	
	TOTAL SCORE	

This paper consists of 8 printed pages.

Candidates should check the question paper to ensure that all pages are printed as indicated and no questions are missing

1. As the head prefect in your school you intend to call a prefect's meeting to deliberate on discipline, and impeding prefects reshuffle. Send a Memo to the following prefects. (20mks)

- i) Dining Hall Prefect
- ii) Games captain
- iii) Academics Prefect

Indicate the agenda of the meeting and remind them to carry a copy of the minutes of the previous meeting.

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2. Read the passage below and fill in each of the blank spaces with the most appropriate word (10mks)

234

_____6_____ the Internet's convenience, a breeding ground for scam artists continues to _____7_____ each year as well. Identity thefts have increased to an overwhelming 10 million _____8_____ per year and many of them are the result of phishing-not surprisingly, the employment industry is _____9_____ attack as well.

Knowing what to look for and how to stop fraud can be the best deterrent to ensuring you have a safe experience while conducting your _____10_____ search.

3. a) Read the oral narrative below and then answer the questions that follow.

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 very big river, 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

She went down up to the 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 and a lot of food grew and the people began to feel better. Now when 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 here

Adapted from: The Oral Literature of the Gikuyu by Wanjiku Kabira and Karega Mutahi

i) If you were to narrate this narrative to a live audience, explain how you would

make the narration as interesting as possible
(4mks)

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ii) How would you say the following line “What shall we do?”
(2mks)

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iii) Which word(s) would you stress in the following sentence.
Very heavy rains fell on this land
(2mks)

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b) Suppose you were asked to make a speech at a friend’s graduation party. What would you
do to maintain the audience’s attention?
(5mks)

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c) Pronunciation

From the list below circle words with a long vowel

blew bet book gate

(5mks)

pit feel purse go
be bait load Male

d) Indicate intonation in the following sentences. Write F and R against each sentence to

represent falling and rising intonation respectively.

(4mks)

- i) Who was shouting at the back of the classroom?
- ii) Walk out!
- iii) Is it raining?
- iv) He's alive!

e) Read the conversation below between Judy and a Peer Counsellor and then answer the questions that follow

(8mks)

Peer Counsellor: (Motioning her to a seat). Hallo Judy. How are you getting on?

Please have a seat and don't be anxious.

Judy: Don't tell me its all over school now. I will kill you.....

Peer Counsellor: (Interrupting) Please relax. Well, you swore me into secrecy and I

have kept my part of the bargain. No cause for alarm.

Judy: So then, why do you want to see me? You mean it can show?

Peer Counsellor: Calm down. You are just in the early stages and please keep up

appearances. The school closes next month.

Judy: (Looking disturbed). One more month and the whole world will

know. I need to procure.....

Peer Counsellor: Don't even go there.... will you be able to live with the guilt?

Remember things can also go wrong and you may die.

Judy: (Visibly agitated) Then, tell me what to do.

Peer Counsellor: Please calm down. All is not lost. You just tripped; You never fell.

These days Judy, girls are accepted back to school after giving birth

so you need not worry. All will be fine. In the
meantime, just
relax for your baby.

Judy: (Sighs) Thank you for being there for me.
Remember not a word to
a soul.

Peer Counsellor: You can trust me Judy. Good day.

Judy: Good day.

Judy? i) How does the peer counselor establish good rapport with
(2mks)

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portray? ii) What good conversational skills does the peer counselor
(4mks)

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iii) Identify **two** shortcomings in Judy's speech
(2mks)

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Name.....

Index No.

School

Date.....

Sign.....

101/2
ENGLISH
COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR
PAPER 2
JULY / AUGUST 2010
Time: 2 ½ Hours

SIAYA DISTRICT JOINT EVALUATION TEST -
2010

Kenya Certificate of Secondary Education
(K.C.S.E)

101/2
ENGLISH
COMPREHENSION, LITERARY
APPRECIATION AND GRAMMAR
PAPER 2
JULY / AUGUST 2010
Time: 2 ½ Hours

INSTRUCTIONS TO CANDIDATES

- Write your name and Index number in the spaces provided above. Sign and write the date of examination in the spaces provided above.
- Answer ALL the questions in this question paper
- ALL your answers must be written in the spaces provided in this question paper.

EXAMINERS USE.

Question	Maximum Score	Candidates Score
1	20	
2	25	
3	20	
4	15	
Total Score		

This paper consists of 8 printed pages.

Candidates should check the question paper to ensure that all pages are printed as indicated and no questions are missing

Read the following passage and answer the questions that follow.

There are today all over the world thousands of factories where all the various things we use, and which form part of our modern civilization are made. In almost every one or more of the great army of industrial chemists to be found at work in these laboratories. His work may be merely to test the purity of the materials which are being used and made in the factory, but more often it is to experiment and try to find out new and better ways of making them.

Everyone of this chemist has been thoroughly trained for his work. He may be trying to find something new but he knows how to set about it and is able to understand and interpret the new results he get from his

experiment. He is rather like a man with a very good map and a every good compass, setting out to explore a new country. Now, rather under three hundred years ago, there was no map of this country at all. The old chemists of the middle ages had plenty to say about what they thought it was like but, their experiment had explored to outer fringe of it. Later, the followers of the Paracelsus penetrated a little further, but no one knew what the country was really like.

Then in the 17th century there came a man who at least put forward a plan for

exploring unknown land of chemistry. This Man was the Hon. Robert Boyle, an Irish man, born 1627. His father was the great Earl of cork and Robert was his seventh son. As a boy while he was at school, he was made very ill by a wrong dose given by an apothecary (pharmaceutical chemist). This made him fear physicians more than the disease, and he determined to gain for himself some knowledge to medical drugs. When his father died he returned from Europe, and having money and leisure, he devoted himself for the rest of his life to scientific **pursuits**.

Boyle was a very powerful experimenter, and he very soon came to know that chemical knowledge at that time was in a very **muddled** state and that most of the views had no foundation in fact. In 1661 he published his famous book called the "Sceptical Chemist", and it is largely because of this book that he has been called by later generations the "Father of Modern chemistry". What is a sceptical chemist? A sceptical chemist is one who questions everything and takes nothing for granted. This book of Boyle was written as a conversation between this sceptical chemist and two others one of this was a follower of Aristotle who believed there were four elements air, fire, earth and water. And the other was follower of Paracelsus who believed there were three elements: sulphur, mercury and left behind salt.

In Boyle's book each of these men in turn proclaims his beliefs and brings forth evidence he can to support them. Then the sceptical chemist proceeds to pull their arguments to pieces. He describes experiments which he had done himself which show that there is no ground whatsoever for assuming that the number of elements is either three or four, in fact, he says it is quite impossible yet to fix a limit to the number of substances which can be considered elementary. The thing to do, he says is to stop talking and repeating what somebody else had said, and set to work to find out by experiment what substances are elements. By an element he means that a substance which cannot be split into two or more different parts. Here then was a plan of action for the explanation of an unknown country and it proved to be a very excellent one. Actually Boyle himself did not have a great deal of chemical knowledge; most of his experiments concerned physics rather than chemistry. What he did for chemistry was

to point out the only way which could lead to any further advance into the new territory.

Search for the elements was his doctrine and search by careful personal observation and experiment. And for the next 150 years chemist in both England and the rest of Europe carried on this search until at the beginning of the 19th century not three nor four but fifty chemical elements were known, while today the number is over 100.

Questions

- a) How does industrial chemist contribute to modern civilization?
(2mks)

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- b) What relationship is there between an industrial chemist to a man with a map and compass?
(2mks)

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- c) What does the author mean by saying that “there was no map of this country”? (2mks)

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d) Then the sceptical chemist proceeds to pull their arguments to pieces (rewrite in the past tense)
(1mk)

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e) Explain what the author means by "Fear physicians more than disease"? (2mks)

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f) Rewrite the following sentences in plural "Everyone of these chemists has been

thoroughly trained for his work”

(lmk)

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g) In about 60 words, summarize Boyle’s contribution to the advancement of chemistry.

(5m

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h) How was Boyle different from the other scientists of his time?
(2mks)

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i) Explain the meaning of the following words as used in the passage
(3mks)

i) Muddled

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ii) Proclaims

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iii) Pursuits

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Question 2

They were free. Age and youth had become reconciled for this one night. And you could sing anything and talk of the hidden parts of man and woman without feeling that you had violated the otherwise strong social code that governed peoples' relationships, especially the relationship between young and old, man and woman.

Waiyaki still felt uneasy. Something inside him prevented him from losing himself in this frenzy. Was it because of Muthoni? He wondered what Livingstone would say now if he found him or if he saw the chaos created by the locked emotions let loose. And the words spoken! Even Waiyaki was slightly embarrassed by this talk of forbidden things. Perhaps this was so because the mention of forbidden things at any other time was a social taboo. Of course, Waiyaki knew that nothing bad would happen in spite of the talk. It was actually a taboo to go with a woman on such occasion.

And then Muthoni appeared on the scene. The singing increased in volume and excitement. And she was a wonder. Where had she learned this? Waiyaki wondered as he watched from the side. She danced, sang, describing love, telling of relationship between a man and a woman, scenes and words of lovemaking. The missionaries in Siriana would

certainly have condemned her to eternal hell. Waiyaki gazed at her. Something slightly stirred in him. In the yellow light she seemed beautiful and happy, a strange kind of elation.

Somebody pulled him into the circle. It was Kinuthia. "Dance", the girl shouted, pulling him along the circle and repeating some of the hip motions for him. At first that thing inside him kept him aloof, preventing him from fully joining the stream. Although his body moved and his mouth responded to the words, his soul did not fully participate. Then, from a corner he heard his name. They were singing for him, some praising him and others making jibes at him. The name was taken up by the drummers and the soloist.

The frenzy and shrieks were up again. And suddenly he felt as if a hand soft and strong had held his soul and whipped it off. It was so strange that he felt his emotions and desires temporarily arrested in a single timeless moment; then released. Waiyaki was nothing. He was free. He got everything. He wanted only this thing now, this mad intoxication of ecstasy and pleasure. Quick waves of emotions flashed through his flesh, through his being.

Questions (25 marks)

a) Name a rite Waiyaki underwent before this ceremony.

(1mk)

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b) Explain Waiyaki's embarrassment and why he feels haunted by the memory of

Livingstone
(3mks)

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- c) What is happening in the second paragraph of this extract?
(4mks)

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- d) What is strange about Muthoni's performance?
(2mks)

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e) Explain the authors attitude towards the rite of circumcision as communicated in this

extract

(2mks)

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f) “Muthoni has a lasting influence on Waiyaki’s thinking and behaviour”.

Explain other occasions in the novel where this influence is indicated

(4mks)

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g) Waiyaki knows that nothing bad would happen in spite of the talk.

Change

this statement to direct speech.

(1mk)

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h) Identify and illustrate the prominent trait about Muthom evident in this excerpt? (2mks)

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i) Explain any one feature of style prominent in the excerpt?

(3mks)

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j) Identify three aspects of culture discussed in the novel.

(3mks)

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QUESTION 3 POETRY

ONCE UPON A TIME

Once upon a time dear son
They used to laugh with their hearts
And laugh with their eyes, but now they only
Laugh with their teeth
While their ice-cold-block-eyes
Search behind my shadow

There was a time indeed
They used to shake hands with their hearts
But that's gone son
Now they shake hands without hearts
As their hands search my empty pockets
'feel at home', 'come again'
They say but when I come
Again and feel at home, once, twice
There will be no thrice
For then I find the doors shut on me.

So I have learned many things, son
I have learned to wear many faces
Like dresses, home face, office face,
Cocktail face
With all their conforming smiles
Like a fixed portrait smile

And I have learned too
To laugh with only my teeth
And shake hands without my heart
I have also learned to say 'Goodbye'
When I mean 'Good riddance'
To say 'Glad to meet you'
Without being glad: and to say 'it has been
Nice talking to you' after being bored
But believe me son I want to be what I used to be when I was like you

I want to unlearn these muting things
Most of all, I want to re-learn
How to laugh, show me how
I used to laugh and smile
Once upon a time when I was like you

Questions

- a) Who is speaking in the poem?
(2mks)

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b) What is the poem about?

(3mks)

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c) Identify any two images that emphasise what the persona is saying.

(2mks)

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d) Explain two poetic devices used in the poem

(4mks)

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e) Explain the following lines as used in the poem

(4mks)

i) Like fixed portrait smile

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ii) I want to unlearn these muting things

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iii) Laugh with their teeth

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iv) Laugh with their eyes

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f) What is the relationship between the persona and the son?

(2mks)

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- g) Describe the tone of the poem?
(2mks)

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- h) Suggest an alternative title to the poem
(1mk)

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QUESTION 4 GRAMMAR

A. Use the correct form of the words given in the brackets to fill the gaps

i) The old man escaped from the accident.
(miracle)

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ii) He failed due to his(able) to understand
the question.

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iii) The PM was popular for his character.
(conscience)

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iv) The children played during the party.
(merry) (4mks)

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B. Replace the underlined word with a suitable phrasal verb formed
from the word

provided in the brackets.

(5mks)

i) We must remove the cause of the trouble(deal)

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ii) They sat up till midnight discussing their plans for their holiday. (talk)

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iii) How many people attended the meeting? (turn)

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iv) He did his best to follow the principles of his religion. (live)

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v) The news about the death of his wife so shocked him that he immediately
fainted. (pass)

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C. Construct two sentences to give two meanings of each of the following words. (6mks)

i) Fan

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ii) Bow

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iii) Book

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Name.....

Index No...../.....

School.....

Candidates Signature.....

Date.....

**101/2
ENGLISH**

Paper 2
July 2010
2 ½ Hours

NAKURU / RONGAI DISTRICT K.C.S.E TRIAL
EXAMINATIONS-2010
Kenya Certificate of Secondary Education (K.C.S.E)

101/2
ENGLISH
(Comprehension, Literary Appreciation and Grammar)
Paper 2
July 2010
2 ½ Hours

INSTRUCTIONS TO CANDIDATES

- Write your name and Index Number in the spaces provided above.
- Sign and write date of examination in the spaces provided above.
- Answer all questions in the question paper
- Answers to all questions must be written in the spaces provided
- Candidates should check the question papers to ascertain that all pages are printed as indicated and no questions are missing.

FOR EXAMINERS USE ONLY

Question	Maximum score	Candidates Score
1	20	
2	25	
3	20	
4	15	
TOTAL		
SCORE		

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

The question to which Kenyans will respond as they vote for or against the proposed constitution at the referendum will be known today. The Interim Independent Electoral Commission and the Parliamentary Select Committee on constitution review meet today to frame the question.

In 2005, Kenyans were asked; Are you for or against the ratification of the proposed new constitution?

Supporters of the No vote, who were given the Orange symbol by the Electoral Commission of Kenya, garnered 3.5 million votes against the Yes supports whose symbol was Banana who got 2.5 million

This was a 58.12 per cent win for the No campaigners against the Yes campaigners' 41.8 percent

Yesterday, IIEC Chairman Ahmed Isaack Hassan said his team would meet with PSC at 2.30p.m.

Mr. Hassan could not, however, say when the electoral body would set the date for the referendum. The IIEC has effectively taken the baton for the last phase on the road to a new constitutional dispensation which involves preparing the public for the referendum. The public vote has to take place within 90 days from the publication of the proposed constitution.

Attorney General Amos Wako published the proposed constitution last Thursday. Mr. Hassan's team is required to frame the referendum question within seven days and have the voter's registers ready in 21 days. The Committee of Experts (CoE) will also have 30 days to conduct civic education and politicians will only be allowed to campaign afterwards.

Speaking at Kenyatta International Conference Centre when he published the proposed constitution, Mr. Wako termed the campaigns for the 'Yes' and 'No' votes as premature and asked politicians to refrain from holding rallies until after civic education.

If Kenyans endorse the proposed constitution at the referendum which is expected not later than August 6, President Kibaki will be required to promulgate it with 14 days.

Mr. Hassan also said the electoral body will today release the final tally of the voters following the end of the manual registration yesterday.

The registration was extended by four days, giving a chance to millions of people who had missed the Wednesday deadline. The extension had been requested by organizations such as the Federation of Women Lawyers - Kenya chapter.

Mr. Hassan said an additional 1.5 million voters were expected to enter the voter's roll in the four extra days. By last Wednesday, before the extension, 11,771,068 voters had enrolled.

And as the focus turns to the referendum. MPs pushing for the rejection of the proposed constitution want the CoE barred from conducting the civic education. The group claims that the Nzamba Kitonga led committee would be crusading for the adoption of the document to justify its work.

MPs Kiema Kilonzo (Mutito), Charles Keter(Belgut), Isaac Ruto (Chepalungu) and Mithika Linturi (Igembe South) said the committee could not be trusted to impartially educate Kenyans on the contents of the proposed constitution.

"For purposes of objectivity, it is important for a different neutral body to be given the task to conduct civic education ahead of the referendum," Mr. Keter said yesterday during a funeral in Nzambani,, Kitui.

Mr. Kilonzo said the matter had been complicated further by the endorsement of the proposed constitution by some foreign countries, which were also funding the enactment of new law under the Agenda Dour reforms.

In an apparent reference to the united States, the Mutito MP said the CoE could not take positions contrary to the ones taken by some of those funding the Agenda four reforms

The US government, through Ambassador Michael Rannebergers, has endorsed the document.

Elsewhere, CoE official Gad Awuonda asked lawyers to play an active role in civic education so that Kenyans can vote with their conscience during the referendum. However, Mr. Lawrence Karanja , chairman of LSK Rift valley , branch said lawyers needed financial backing to carry out civic education.

(Adapted from Daily Nation, May 2010)

Questions

(a) Who are in charge of formulating the question on referendum? (2mks)

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- (b) Give the symbols for the “No” and “Yes” votes used in the 2005 referendum, and state their votes (2 mks)

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.....

- (c) When is the present referendum likely to take place (2mks)

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- (d) Rewrite the following sentence in direct speech (2mks)

Yesterdays IIEC Chairman Ahmed Isaack Hassan said his team would meet with PSC at 2.30 p.m. (2mks)

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.....
.....

- (e) In not more than 35 words summarize the steps that IIEC is required to take after the constitution has been published before the referendum (3mks)

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.....

- (f) Rewrite the following sentence using the word “suppose” (2mks)

“If Kenyans endorse the proposed constitution at the referendum which is expected not later than August 6, President Kibaki will be required to promulgate it within 14 days.”

.....
.....

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- (g) Explain the meaning of the following words as used in the passage (5mks)
- (i) Ratification.....
 - (ii) Referendum
 - (iii) Dispensation.....
 - (iv) Endorse.....
 - (v) Promulgate
- (h) From the information given in the passage, what do you understand by the term
"Civic education" (2mk)
-
-

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

Joshua fumed with fury. He would not let her finish. And Waiyaki was still in a dream. But still he was hurt and a burning anger was urging him to go out. Outside he heard a faint noise. At first it had seemed distant but now he could hear some words.

Teacher....traitor....A heavy dejection came over Waiyaki. He knew now that he was not wanted by them in spite of all he had done for the hills. And the words of his father came back to him. *But they rejected Mugo*, his thin boy's voice had queried. *Let them do what they like. A time will come when they shall cry for a saviour.*

Had the time come? Was Kabonyi the savior they were crying for? And what would Kabonyi do? He would only destroy what Waiyaki had built. But no, he could not. Surely there was a soul, a heart where at least what Waiyaki had done had taken root. And the teachers who were coming! They would carry on the work. The voices singing death became louder and louder. He thought they were coming towards Joshua's house. He went back to the hut to make one more desperate appeal.

"Be careful. They may be coming here."

"Go, go out from here. Get thee behind me, Satan."

Joshua was fierce. He hated the young man with the hatred which a man of God has towards Satan. There was another murmur in the room. Then silence reigned as Nyambura walked across towards Waiyaki while all the eyes watched her. Waiyaki and Joshua must have both been struck by her grace and mature youthfulness. She held Waiyaki's hand and said what no other girl at that time would have dared to say, what she herself could not have done a few days before.

"You are brave and I love you."

Joshua woke up from his stupor. He would never have thought that this meek, quiet and obedient daughter could be capable of such an action. He rushed towards her and was about to lay his hands on her when he realized that this was another temptation brought to him by Satan. Christ in him must triumph at this hour of trial. Waiyaki and Nyambura were standing near the door.

"For me and my house we will serve the Lord," Joshua declared, pointing at Nyambura with the forefinger of his right hand. "You are not my daughter. Yet let me warn you," he continued, his voice changing from one of fiery danger to one of calm sorrow, "you will come to an untimely end. Go!"

As if in a dream, Waiyaki and Nyambura went out. Miriamu was weeping and saying, "Don't let her go. Don't," while the others remained silent wondering what curse had befallen Joshua's house.

Questions

- (a) Place this extract in its immediate context
(4mks)

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- (b) Who else had been rejected by the people when he warned them against the white man, other than Mugo? (1mk)

.....

- (c) "He would only destroy what Waiyaki had built".
State what is being referred to in the above statement
(3mks)

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- (d) "For me and my house we will serve the Lord," Joshua declared
(change this into reported speech) (1mk)

.....

- (e) Describe the characters of the following as brought out in this excerpt
(i) Nyambura (2mks)

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.....

(ii) Joshua (2mks)

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.....

(f) 'You are not my daughter.....' Who else had been disowned by Joshua and why? (2mks)

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.....

(g) Why was the crowd calling Waiyaki a traitor (4mks)

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(h) Identify and illustrate one theme that has been used in the excerpt (2mks)

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(i) Basing your knowledge from the text, what happens later to Waiyaki and Nyambura? (4mks)

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3. **Read the following poem and then answer the questions that follow**

Night Rain

What time of night it is
I do not know
Except that like some fish
Doped out of the deep
I have bobbed up bellywise
From stream of sleep
And no cocks crow.
It is drumming hard here
And I suppose everywhere.
Droning with insistent ardour upon
Our roof thatched and shed
To lightning and rafters
I cannot quite make out overhead
Great water drops are dribbling
Falling like orange or mango
Fruits showered forth in the wind
Or perhaps I should say so
Much like beads I could in prayer tell
Them on string as they break
In wooden bowls and earthenware
Mother is busy, now deploying
About out roomlet and floor.
Although it is so dark
I know her practiced step as
She moves her bins, bags and vats
Out of the run of water
That like ants filing out of the wood
Will scatter and gain possession
Of the floor. Do not tremble then
But turn, brothers, turn upon your side
Of the loosening mats
To where the others lie.
We have drunk tonight of a spell
Deeper than the owl's or bat's
That wet of wings may not fly
Bedraggled upon the iroko, they stand
Emptied of hearts, and
Therefore will not stir, no, not
Even at dawn for then
They must scurry in to hide
So let us roll over on our back
And again roll to the beat
Of drumming all over the land
And under its ample soothing hand
Joined to that of the sea
We will settle to sleep of the innocent and free.

Questions

(a) Who is the persona in this poem? (2mks)

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.....

(b) Explain briefly what the poem is about (6mks)

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.....
.....
.....
.....
.....
.....

(c) Identify three stylistic devices used in the poem
(6mks)

- (i).....
(ii)
(iii)

(d) What do you learn about the economic status of the persona's family
(2mks)

.....
.....

(e) Explain the meaning of the following images:

(i) We have drunk tonight of a spell
(1mk)

.....

(ii) Doped out of the deep
(1mk)

.....

- (f) What can we infer from the last line of the poem?
(2mks)

.....
.....
.....

4. **Grammar-**

(a) **Rewrite the following sentences as instructed.**

- (i) John always comes to school late (Begin: Rarely)

.....

- (ii) "If you run down the shop now, I will have finished my cleaning by the time you get back here. Begin: She told me....."

.....

.....

- (iii) Had he not shouted at her, she would certainly have been knocked over. (Begin:
But)

.....

.....

(3mks)

(b) **Replace the underlined words with the correct form of the word given in the brackets.**

- i) I was surprised by his rudeness (take)

.....

- ii) His lie didn't succeed and he was beaten thoroughly (come)

.....

- iii) The vehicle stopped at the railway crossing (pull)

.....

(3mks)

(c) **Fill in the blank spaces with the correct form of the words given in brackets.**

- i) Our Principal acknowledged the(receive) of the books that were donated to the school
- ii) The cat(unwind) the ball of knitting wool and made Jane very angry.
- iii) He thought it pointless to make a false(assume)
- iv) The Aids vaccine proved(effect) and so it was abandoned.

(c) **Fill in the black spaces with the correct preposition**

- i) Students must abide.....the school rules.
- ii) The teachers were pleased.....the results
- iii) He drove from the airport to the hostel great speed.

(3mks)

(e) **Each of the following has two different meanings. Write down the two meanings (2 mks - ½ each)**

- i) There is a man on that chair that has a broken leg.
 - (a).....
 -
 - (b).....
 -
- ii) I put my book in the box which I have lost.
 - (a).....

.....

(b).....

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