

NAME..... INDEX NO.....  
SCHOOL..... CANDIDATES SIGNATURE.....  
DATE.....

101/2  
ENGLISH  
PAPER 2  
(Comprehension, Literary  
Appreciation and  
Grammar)  
JULY/AUGUST 2013  
TIME: 2½ HOURS

## KIHARU/KAHURO DISTRICT JOINT EXAMINATION - 2013

Kenya Certificate of Secondary Education  
ENGLISH  
PAPER 2  
TIME: 2½ HOURS

### INSTRUCTIONS TO CANDIDATES:

- Write your **name**, **index number** and **school** 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.
- Candidates should check the question paper to ascertain that all the pages are printed and that no page is missing.

### FOR EXAMINER'S USE ONLY:

| Question           | Maximum Score | Candidate's Score |
|--------------------|---------------|-------------------|
| 1                  | 20            |                   |
| 2                  | 25            |                   |
| 3                  | 20            |                   |
| 4                  | 15            |                   |
| <b>Total Score</b> | <b>80</b>     |                   |

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

### **Farewell Achebe, the literary giant who wrote with a feathery touch**

We lionise people too much when they die in this part of the world. But Chinua Achebe richly deserves all the praise he is getting.

The other literary giants of his age – Wole Soyinka and Ngugi wa Thiong’o – are both great in their own ways.

But the one thing that struck me about Achebe is that he seemed to write with a smile on his face. There was a playful sense of mischief. His sense of humour while addressing serious issues made him thoroughly readable.

I didn’t enjoy Things Fall Apart, possibly because I read it too young. I found Okwonkwo’s end too tragic at an age when all the stories I had heard about community heroes concluded in emphatic triumph.

The creditor

But for no particular reason, the story I remember most is the episode where an angry creditor comes knocking on the door of Okwonkwo’s father, Unoka.

The creditor was thoroughly worked up while Unoka was a picture of calm. After listening to his creditor’s charges, Unoka pointed to a wall where he showed him several sticks he had drawn indicating how many sacks of yam he owed other people.

“I have many debtors who I owe far more than you but they have not come knocking on my door at dawn,” he said, though that’s not an exact quote (I’m writing this from the memory of books read as a teenager; the literary expert will write more accurate reviews). Here is Achebe addressing the subject of the balance between rashness and bravery in, I think, Anthills of the Savannah. “The coward watches the funerals of his brave neighbour from the dung heap in his compound.” You will struggle to find such multilayered wisdom away from Achebe.

Was it in A Man of the People where a thief barges at the door and the victim simply cries: “God will not agree!” The voice, with a Nigerian accent, pops directly from the page to your ears as you read it.

Something that unites the great writers of Achebe’s era is their direct political activism.

The best recent summary of this is to be found in Soyinka’s excellent semi-autobiographical work, You Must Set Forth at Dawn.

The book offers a vivid portrait of the tragedy that is modern Nigeria. Through all the dramas of coups and wars, the writers were never far from the action.

Sadly, the ethnic tensions that will be familiar to Kenyans are never far from the surface. Soyinka, a proud Yoruba, opposed the Biafra secession movement. Achebe, an Igbo, sided with Biafra. Soyinka tried to organise a conference of writers from both camps that would send a strong message of unity as the nation headed towards war. The Achebe camp boycotted, he writes. (I will now have to look for Achebe’s There was a Country to get his own version of events).

In Kenya, writers such as Ngugi wa Thiong’o and Micere Mugo were at the forefront in searching for solutions to the problems society faced, something that holds lessons for the current generation of writers.

Chimamanda Ngozi Adichie

My former colleague Munyori Buku attended a talk by Achebe at university where he told them: *oyiina kaenacho, zumarizu* (where one thing stands, another stands beside it). Having not touched a work of fiction for a decade, I will test that proverb by reading Chimamanda Ngozi Adichie’s Half of a Yellow Sun, which was recommended by Prof. Egara Kabaji in yesterday’s paper.

Meanwhile, we should celebrate, not mourn, Achebe. He achieved a feat only a few dozen people ever will. His work belongs in the category of “permanent literature”. It will be read for as long as man lives.

(a) What aspect of Achebe's literary works made them readable? (2 marks)

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(b) How can we tell that the author is not an ardent reader. (2 marks)

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(c) Identify an instance of irony in the passage. (2 marks)

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(d) What is the writer's attitude towards Achebe. (2 marks)

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(e) In note form, relate the encounter between Unoka and his debtor as brought out in the passage. (4 marks)

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(f) What can the current generation of writers in Kenya learn from Ngugi wa Thiong'o and Micere Mugo? (2 marks)

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(g) It will be read as long as man lives. (Add a question tag). (1 mark)

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(h) What is common among the great writers of Achebe's era? (2 marks)

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(i) Explain the meaning of the following expressions as used in the passage. (3 marks)

(i) Boycotted: \_\_\_\_\_

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(ii) At the forefront: \_\_\_\_\_

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(iii) Write with a smile on his face: \_\_\_\_\_

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

DR. STOCKMANN (*when the noise has somewhat abated*): Be reasonable! Can't you stand the voice of truth for once? I don't expect you to agree with me all at once; but I must say I expected Mr. Hovstad to admit I was right, when he had recovered from his first shock. He claims to be a freethinker ...

VOICES (*in murmurs of astonishment*): Freethinker, did he say? Is Mr. Hovstad a freethinker?

HOVSTAD (*shouting*): Prove it, Dr. Stockmann! When have I said so?

DR. STOCKMANN (*reflecting*): No, damn it, you are right! You have never had the courage to. Well, I won't put you in a hole, Mr. Hovstad. Let us say I am the freethinker, then.

I am going to prove to you, scientifically, that the *People's Messenger* leads you in a shameful manner when it tells you that you – that the common people, the crowd, the masses, are the real essence of the People. That is only a newspaper lie, I tell you! The common people are nothing more than the raw material from which a People is made. (*Murmurs, laughter and uproar.*)

Well, isn't that the case with life? Isn't there an enormous difference between a well-bred and an ill-bred strain of animals? Take, for instance, a common barn-yard hen. What do you get from a shrivelled up old scrag of a fowl like that? Not much, do you! And what sort of eggs

does it lay? A fairly good crow or a raven can lay pretty nearly as good an egg. But take a well-bred Spanish or Japanese hen' or a good pheasant or a turkey – ah what a difference! Or take the case of dogs, with whom we humans are on such intimate terms. Think first of an ordinary common mongrel – I mean one of the horrible, coarse-haired, low-bred mongrels that do nothing but run about the streets and before the walls of the houses. Compare one of these with a poodle whose pedigree goes back many generations, having been bred in a gentleman's house, where they have had the best of food and had the opportunity of hearing soft music. Do you not think that the poodle's brain is developed to quite a different degree from that of the mongrel? Of course it is. It is puppies of well-bred poodles like that, that showmen train to do incredibly clever tricks – things that a common mongrel could never learn to do even if it stood on its head. (*Uproar and mocking cries.*)

A CITIZEN (*calls out*): Are you suggesting that we are dogs, now?

ANOTHER CITIZEN: We are not animals, Doctor!

DR. STOCKMANN: Yes, but bless my soul, we are, my friend! It is true we are the finest animals anyone could wish for; but, even among us, exceptionally fine animals are rare.

There is a huge difference between poodle –men and mongrel-men. And the amusing part of it is, that Mr. Hovstad quite agrees with me as long as we are talking of our-footed animals ...

HOVSTAD: Yes, it is true enough as far as they are concerned.

DR. STOCKMANN: Very well. But as soon as I apply the principle to two-legged animals, Mr. Hovstad stops short. He no longer dares to pursue his ideas to their logical conclusions; so' he turns the whole theory upside down and proclaims in the *People's Messenger* that it is the barn-door hens and street mongrels that are the finest specimens in the menagerie.

But that is always the way, as long as a man remains infected by the mass-mind and has not worked his way up to intellectual distinction.

HOVSTAD: I lay no claim to any sort of distinction, I am the son of humble peasant-folk, and I am proud that the stock I come from is rooted deep among the common people he insults.

VOICES: Bravo, Hovstad! Bravo! Bravo!

DR. STOCKMANN: The kind of common people I mean are not only to be found low down in the social scale; they crawl and swarm all around us – even in the highest social positions. You have only to look at your own fine, pretty Mayor! My brother Peter is every bit as plebeian as anyone that walks on two legs. (*Laughter and hisses.*)

(a) Where is this taking place? (2 marks)

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(b) Why is Hovstad afraid to be referred as a free thinker? (2 marks)

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(f) What is the meaning of “they crawl and swarm all around us”? (2 marks)

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(g) What picture of the press do we get from this extract? (2 marks)

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(h) (i) He claims to be a freethinker. Add a question tag. (1 mark)

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(ii) Can't you stand the voice of truth for once?  
Rewrite to begin (For once -----) (1 mark)

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(j) What happens immediately after this episode? (2 marks)

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3. Read the following oral **poem** and answer the questions that follow:

Weakened and weeping, I remain among the ruins.  
Weakened and weeping, I remain amid trackless plains.  
Tell me, where is this place where I remain?  
By my father's name, with whom do I remain?  
They die, do the people, with whom do we remain?  
They dwindle, the people, the unworthy ones stay on.  
They dwindle, the people with whom do we remain?  
Weakened and weeping, I remain among the ruins.  
When the sun has sunk under the earth  
I go to the door,  
I go stealthily and on tie toe;  
I imagine he is coming,  
I imagine to come carefree from the hunt.  
They die, do the people; with whom do we remain?  
They die, do the people; we remain among the ruins.  
They die, do the people; we remain amid trackless plains.

(From oral poetry from Africa by Mapanje, Jack and I. Longman)

(a) What kind of an oral poem is this? (2 marks)

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(b) Identify and illustrate any two features of this poem that indicate that it is an oral poem. (4marks)

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(c) Who do you think are referred to as the 'unworthy ones' who 'stay on,? Why do you think they are held with contempt? (2 marks)

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(d) Describe a probable situation in which such a poem could be performed. (2 marks)

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(e) How is the anxiety of the singer shown? (2 marks)

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(f) Comment on, and explain the general tone of this poem. (2 marks)

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(g) According to this poem, which values were held in esteem in this community? Cite one of them. (2 marks)

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(g) If you were to do a solo performance of this oral poem, what features of oral performance would you emphasize? (4 marks)

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

(i) Njenga told me that his sister is successful.  
(Use of in place of that)

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(ii) She never came late to school last year.  
(Begin: Not once -----)

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(iii) Who broke this jug? (Rewrite in the **passive**)

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- (b) Identify and **correct** the **misspelt** words in the following paragraph. (3 marks)

Occasionally, you will be called upon to speak in public. You must learn to do so without embarrassing yourself by fumbling and making unnecessary repetitions. With adequate practice you can become an accomplished public speaker.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- (c) Use the **correct** form of the words in brackets to fill in the blank spaces. (3 marks)

- (i) She could not explain how the accident \_\_\_\_\_ (occur)
- (ii) The students presented their \_\_\_\_\_ (complain) to the principal.
- (iii) Jane is very bright but very poor in \_\_\_\_\_ (pronounced)

- (d) Use the **appropriate prepositions** to fill in the gaps. (3 marks)

- (i) Suddenly, the plane was enveloped \_\_\_\_\_ a dense fog.
- (ii) Inspector Chacha was an expert \_\_\_\_\_ catching criminals.
- (iii) Most of my classmates are strong \_\_\_\_\_ Mathematics.

- (e) Replace the **underlined** with the **correct phrasal** verbs formed from the words in **brackets**.

- (i) His performance discouraged me until I stopped teaching him. (put)

\_\_\_\_\_  
\_\_\_\_\_

- (ii) No parent can tolerate a lazy child. (put)

\_\_\_\_\_  
\_\_\_\_\_

- (iii) The girl resembles her grandmother. (take)

\_\_\_\_\_  
\_\_\_\_\_