

101/2

Paper 2

Question 1. Comprehension

20 marks*Kyo*

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

Question 1. Comprehension 20 marks

One of the most devastating and startling phenomena of the ocean are tsunamis or, tidal waves. In fact, they have nothing to do with tides, but are the ocean's response to violent events on and under the seafloor, such as undersea volcanic eruptions and earthquakes. In either case the Earth may move suddenly and sharply one or more times. With each movement, great energy is transferred to the ocean. These undersea disturbances produce two different kinds of waves. One is the dreaded tsunami. The other is a shock wave that moves with the speed of sound in water (about a mile a minute) and radiates in all directions from the centre of the disturbance. Ships in the vicinity experience a violent, rocking shock which, in the past, has caused many a captain to record in the log that his ship hit a rock where indeed none could be. If an undersea volcano 'blows its top', the explosion wave may lift the entire surface of the sea or may even contain a **fiery bubble** of searing hot gases. Such events may provide a partial explanation, at least, for history's many unsolved reports of ships lost at sea 'without a trace'. Even so, these sonic waves quickly use up their energy and rarely have sufficient force to cause damage by the time they reach a populated coast.

Tsunamis are something else again. According to Sverdrup they are 'caused by earthquakes (and) are in general associated with submarine landslides which directly create cross waves. In the open ocean these waves are very small, just a few inches high. But they travel at speeds variously estimated and calculated up to 450 miles an hour. The length of the wave falls in the general vicinity of 100 miles, with periods varying from fifteen minutes to over an hour. When they pass a ship on the high seas, those on board probably don't even notice them. The danger comes as the tsunami approaches the shore.

Despite their small size, they are among the most destructive phenomena of the sea, so much so, in fact, that the nations bordering the Pacific Ocean, where tsunamis are most frequent, have formed an international tsunami warning system; and not without reason. In 1703, a tsunami hit the Awa coast of Japan and killed 100,000 people. When Krakatau, in the Malay Archipelago, erupted, most of the death toll was caused by waves reported to have exceeded 100 feet in height when they finally **slammed** into the shore. On 1st April, 1946, a tsunami originating in the area of the Aleutian Islands off Alaska hit the Hawaiian Islands, more than 2,500 miles away, inflicting severe property damage and causing considerable loss of life. Yet another ocean wave on July 9th, 1958, caused by a sudden shift in layers of rock nine miles under the Fairweather Mountains in Alaska_Which lifted glaciers from their beds, **visibly rocked** the range's mighty peaks, and altered the shape of the coastline_produced a wave which scoured a rocky cliff at Lituya Bay of trees and topsoil down to bare rock to an altitude of 1,800 feet. Scientists still find it hard to believe but can only conclude that the wave must have been at least, 1,200 feet high. Nor are tsunamis restricted to the Pacific. In 1755, an earthquake in Lisbon, Portugal, sent a series of devastating waves 20 feet high rolling across the islands of the West Indies. However, tsunamis are far less frequent in the Atlantic than the Pacific - which contains the majority of the Earth's oceanic earthquake centres.

How can such a small wave do such damage? The answer is that although the tsunamic wave is apparently small in height, it extends from the bottom of the ocean to its surface. This, with its speed, adds up to tremendous energy. As the ocean gets shallower close to the shore, the energy of the wave is concentrated in a rapidly diminishing space . It has to go somewhere. So, it goes into building up a big wave, and this is what finally strikes the shore. In 'V' - shaped bays, tsunamis are most severe.

Slightly adapted from The Bountiful Sea by Seabrook Hull.

Answer the following questions

- | | | |
|----|--|----------|
| 1. | According to the passage what causes tidal waves? | 1mk*Kyo* |
| 2. | Why are Tsunamis most severe in V-shaped bays? | 1mk*Kyo* |
| 3. | Which of the following statements is true? | 1mk*Kyo* |
| | A. One tsunami struck a coast and caused damage up to 3000 feet. | |

- B. The height of one Tsunami was calculated at 2500 feet
- C. 100 000 people were killed by a tsunami in the West Indies
- D. Scientists said that damage at 1800 feet must have been caused by a wave 1200 feet high.
- 4. Explain the two kinds of waves which are produced by undersea eruptions. (2 mks) *Kyo*
- 5. How is it that such a small wave is able to do such a large amount of damage? (3mks) *Kyo*
- 6. Pick two examples of parenthesis from the passage. (2 mks) *Kyo*
- 7. In April, 1946 a tsunami originating in the area of the Aleutian Islands, off Alaska, hit the Hawaiian Islands, more than 2500 miles away. (1mk) *Kyo*
- Begin: One tsunami, in 1946, travelled
- 8. In your own words, explain the events leading to a ship disappearing " without a trace". (5 mks) *Kyo*
- 9. **Explain the meaning of the following words and phrases as used in passage,**
 - i) Fiery bubble
 - ii) Tsunami's are something else
 - iii) Slammed
 - iv) Visibly rocked.....

Question 2. Comprehension.

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

For a little while they let it rest, until one day Mrs M. approached her husband on the subject. He was furious. The Constitution, he pronounced sententiously, was not made for individuals. One person could sink or swim without making it right to put the rest in danger. He intended to keep his head and his seat and his chance of helping people in his constituency, and his wife would be well advised to be a bit more active in collecting funds for a self-help secondary school.

Mrs M. repressed an impulse to answer that there were more secondary schools already than they could find fit pupils or teachers for, but she managed to retreat with dignity to a Red Cross committee meeting. Soon they saw in the paper that an appeal date had been fixed for Chelagat's case, so there seemed no point in doing anything else until the appeal came up, and by the time it was rejected the opportunity for a petition had passed, even if they had had the heart for it. All the same, neither of them was prepared to accept 'can't' as a standing answer. And in insisting so, Paulina for the first time set up her will against Martin's. She had given in to Simon by default, not of set purpose. This was different, and for the first time she felt the same pressure to defend her opinion that Mrs M. and other educated women felt. It was no longer obvious that decisions had been made for her.

The mood was depressing-there was a tension in the house that Paulina could not explain just from public affairs. The one thing everyone got excited about was the Entebbe Raid. Even though most people in Africa took without question the Palestinian side against Israel, still it somehow lightened the heart to hear of an exploit in a neighbouring country that came straight out of storybook fiction. The newspapers rang with it, the books sold in hundreds. 'Scarlet Pimpernel in East Africa,' declared Martin, remembering his schoolboy favourites.

Compared with the humdrum of every day, where most people who got killed died **arbitrarily** and passed into obscurity, here was romance and gallant sacrifice, and that in the country that had always left a feeling of unease among them compared with the straightforward conflicts of interest elsewhere. Uganda left you with a feeling of dread-its kings, its crocodiles, its martyred history, its excesses of dress, devotion and, in recent years, **of devious violence**. Martin had once been there to visit a relation at Tororo, where, before the Kenyan Exodus of 1970 more Luo was spoken than Luganda. But even such a little way into the country the road, the vegetation, the traffic were spectacularly different from Kenya. So there you could imagine rescue swooping from the sky and feel somehow linked with a worldwide network of-what-intrigue, morality, technique, honour, imagination, courage? There was a human existence outside, different from the trickle of experts and equipment that remained impersonal, remote, and acts of force could, at a cost, be reversed. It was something to be going on with.

The months dragged on. Paulina took the children to the Nairobi Show, but she could not get excited about it. They came home with an assortment of cardboard headgear, free tracts and samples of soup which she calculated could have been bought with less strain

on her employers' pocket and her own feet, not to say sparing the washing off of candy floss and discussions on the superiority of colour TV. She made the wearisome journey to Kisumu to see her mother who was sick in hospital, but was getting better and Paulina's brother was going to look after her till she was well enough to go home, so she did not attempt the trip to her birthplace or feel any need to do so. Kisumu looked as it used to do, trim, miniature, self-contained, and full of women she had once known with long-legged children in school uniform to shop for them and take the maize for grinding. Their energy in the hot afternoon amazed her. She went down after the hospital visit to catch the breeze from the lake and there were people still **manhandling** crates and sacks on to lorries. She booked her return ticket from the market-place where turnboys vied for custom and hawkers jostled to be first in with their wares. She saw the medicines-Kamba and even Swahili as well as Luo medicines-spread for sale, to give fertility, vigour, good memory, to protect against coughs, malaria, swelling of the joints, and felt no longer even the faintest temptation to buy. She clambered into her seat on the third day and did not turn away her gaze as they rode past her old house and the schoolroom and the little unmarked grave. She had no impulse to go back, to instruct exhort, tidy, straighten. She sat back, open-eyed, and learned this as she had become accustomed to learn - new names in Kericho streets, abundance of tea plants which, oddly, sometimes left a shortage of tea in the shops, new metal on the road, wooly sheep promising good blankets to come. She turned her head as they pulled up the shoulder out of the Rift Valley. It was so magnificent one could not do other than look. But she did not catch her breath at the sight or **covet** any of those vast rolling fields, only took note that the road was risky and that Martin crossed it more often than she remembered. That much remained for love in her.

Extract from: Coming to Birth: Marjorie O. Macgoye

- A) What does the author mean when she says "..... .they let it rest." What was this that was let to rest? (2mks) *Kyo*
- B. Mr. M was furious when approached by his wife on the subject. On which subject is this? (2 mks) *Kyo*
- C Make notes on Paulina's visit to the country side upto the time she comes back to the city. (6mks) *Kyo*
- D. "She clambered into her seatthe little unmarked grave." Which grave is being referred to and what were the circumstances leading to this death? (3 mks) *Kyo*
- E. Describe Paulina's character as portrayed in the extract. (4 mks) *Kyo*
- F. Explain the meaning of the following words and phrases as used in the passage.
Arbitrarily,
devious violence
manhandling
covet

Question 3. Poetry. (20 marks)

Read the following poem and answer the questions that follow.

THE SMILING ORPHAN

And when she passed away,
They came,
Kinsmen came,
Friends came,
Everybody came to mourn her.

Hospitalized for five months
The Ward was her world
Fellow patients her compatriots
The meagre hospital supply-her diet

When she was dying

Her son was on Official Duty
The State demanded his Services.
Her only daughter, uneducated,
Sat by her
Crying, praying, waiting for an answer
From God far above
Wishing, she spoke the language
Figures in white-coats do understand.
They matched, the figures did
Stiff, numb and deaf, to the cries and wishes
Of her dying mother.

As she was dying
Friends and kinsmen TALKED of her
How good, how helpful: a very practical woman.
None reached her: they were too busy, there was no money,
Who would look after their homes?
Was it so crucial their presence?

But when she passed away, they came,
Kinsmen came, friends hired cars to come,
Neighbours gathered to mourn her,
They ought to be there for the funeral
So they swore.

The mourners shrieked out cries
As they arrived in the busy compound of the dead.
Memories of loved ones no more
Stimulated tears of many.

They cried dutiful tears for the deceased
Now stretching their hands all over to help.
The daughter looked at them
With dry eyes, quiet, blank.
The mourners pinched each other
Shocked by the stone-heartedness
Of the be-orphaned.

She sat: watching the tears soak their garments
Or in the soil around them; wasted.

That night, she went to her love,
In the freshly made emergency grass hut,
And let loose all ties of the Conventional Dress she wore
Submitting to the Great Power, she whispered:

‘Now.....
You and I must know Now....
Tomorrow you might never understand
Unable to lick my tears.....’

And there was light
In the darkness of the hut
While outside
The mourners cried

Louder than the Orphan.

By Grace Birabwa Isharaza.

- 1. What is the poem about? (3mks) *Kyo*
- 2. Comment on the title of the poem. (2mks) *Kyo*
- 3. What is the attitude of the persona towards the mourners? Explain your answer. (4mks) *Kyo*
- 4. Paraphrase the message in the fourth stanza. (3mks) *Kyo*
- 5. Explain the following lines as used in the poem (2mks) *Kyo*

 - (i) They cried dutiful tears for the deceased.
 - (ii) And there was Light in the darkness of the hut

- 6. Comment on the tone of the poem (2mks) *Kyo*
- 7. Identify and illustrate two stylistic devices used in the poem. (4mks) *Kyo*

Question 4. Grammar

A Only one of the choices given after each sentence will replace the word or words underlined without having to make any other changes to the sentences. (3mks) *Kyo*

- a) William said that he was still going to school.
 - (a) schooling (b) at school (c) in school (d) for school
 - b) You can give the question some consideration and tell me the decision later,
 - (a) thought (b) thinking (c) thoughtfulness (d) think
 - c) The government has decided to have a general vote by the people in this particular matter,
 - (a) mandate (b) junta (c) election (d) referendum

B. Rewrite the following sentences according to the instructions given. (3mks) *Kyo*

- (a) We wish you (not disturb) us yesterday evening. (Change into the suitable tense)
 - (b) "We shall arrive home before six if the bus doesn't break down," the driver said. (Begin). The driver.....
 - (c) We'll travel by train. You have booked a flight for us. (Rewrite using unless.)

C. Complete the following sentences by putting a word of not more than four letters in each space.

3mks *Kyo*

- (a) He remembered going _____ visit Isiolo _____ a boy.
- (b) He took a _____ dirty handkerchief _____ his pocket.
- (c) He jumped _____ the fence and fell _____ a deep hole on the other side.

D. Formulate verbs from the words given. (3mks) *Kyo*

- i) Beauty
- ii) Mystery –
- iii) Terror.

E. Construct two sentences to bring out the two different meanings of each of the following words. (3mks) *Kyo*

- 1. Cause
 - (i) Noun
 - (ii) Verb
- 2. Force
 - i) Noun
 - ii) Verb
- 3. See
 - (i) Noun_
 - (ii) Verb