

Name.....
School.....
Candidate's Signature.....

Index No...../
Date

101/2
ENGLISH
Paper 2
(Comprehension, Literary appreciation, Grammar)
JULY / AUGUST 2012
Time: 2 ½ Hours

KISII SOUTH DISTRICT JOINT EVALUATION -2012
Kenya Certificate of Secondary Education (K.C.S.E)

101/2
ENGLISH
Paper 2
(Comprehension, Literary appreciation, Grammar)
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Time: 2 ½ Hours

INSTRUCTIONS TO CANDIDATES

1. Answer **ALL** questions in this question paper.
2. All your answers must be written in the spaces provided in this 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 passage below and then answer the questions that follow.**

Who is a patriot? He is a person who loves his country. He is not a person who says he loves his country. He is not even a person who shouts or swears or recites or sings his love of his country. He is one who cares deeply about the happiness and well-being of his country and its entire people. Patriotism is an emotion of love directed by a critical intelligence. A true patriot will always demand the highest standards of his country and accept nothing but the best for and from his people. He will be outspoken in condemnation of their shortcomings without giving way to superiority, despair or cynicism. That is my idea of a patriot.

Quite clearly, patriotism is not going to be easy or comfortable in a country that is badly run there will always be some people whose personal, selfish interests are, in the short term at least, well served by the mismanagement and the social inequalities. Naturally they will be extremely loud in their **adulation** of the country and the system, and will be anxious to pass themselves off as patriots and to verify those who disagree with them as troublemakers or even traitors. But doomed is the nation which permits such people to define patriotism for landlords, or the encomiums that a colony of bloodsucking ticks might be expected to shower upon the bull on whose back they fatten. Spurious patriotism is one of the hallmarks of the **privileged** classes whose generally unearned positions of sudden power and wealth must seem unreal even to themselves. To lay the ghost of their insecurity they talk patriotically. But their protestation is only mouth-deep; it does not exist in their heads nor in their hearts and certainly not in the work of their hands.

True patriotism is true only when the people who rule and those under their power have a common and genuine goal of maintaining the **dispensation** under which the nation is ruled justly, if the welfare of all the people rather than the advantage of the few becomes the corner-stone of public policy.

National pledges and **pious admonitions** administered by the ruling classes or their paid agents are entirely useless in **fostering** true patriotism. In extreme circumstances of social economic and political iniquities such as we have in Africa, pledges and admonitions may even work in the reverse direction and provoke rejection of cynicism and despair. One shining act of bold, selfless leadership at the top, such as sensations of well-being and pride through every nerve and artery of national life.

(Adapted from, "The Trouble with Nigeria", by Chinua Achebe.

h) Explain the meaning of the following words and expressions as used in the passage.

(5mks)

(i.) Adulation

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(ii.) Privileged

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(iii.) Dispensation

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(iv.) Piou admonitions

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(v.) Fostering

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2. Read the following excerpt from Ngugi wa Thiong’os *The River Between*, and answer the questions that follow.

Waiyaki realised all too suddenly that this was the hour, the great hour of need. The tribe needed him now Nyambura needed him now. And he needed himself too. Kabonyi was a destructive element. He did not know the way. But Waiyaki was ready ,there to move together with the people, to grope in the dark maybe, but together, searching for the light, looking for the way. And he remembered this was the piece of ground on which he shed his blood; that too had been an oath. And he was now prepared to defend that soil.

He began to speak. At first he made a small speech; thanked the people for coming; asked them to bear with him. He had been stunned by the recent development in the hills: hatred and rivalry such as would destroy the people. He outlined his struggles in the service of the people, especially in the now ending year; it was the year that saw the transformation of the hills, a year that had awakened the sleeping lions. He told them of his attempts to get more teachers .He had succeeded although it was a difficult task. But when he came back he was accused by the Kiama of being a traitor. Some people he said, had gone out at night and were singing that he was a traitor. Let those people now stand in front and accuse him publically.If he had wronged the ridges, people would know what to do with him.

A big roar of “The Teacher” greeted his brief speech.. Some cried “The Teacher is right,” though they did not know what he was right about.Others cried, “Let kabonyi come forward.” And kabonyi stood up with dignity. Their unfinished battle was on.

a) Place this excerpt in its immediate context. (3mks)

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b) *And he remembered this was the piece of ground on which he shed his blood; that too had been an oath*

(i.) What occasion is Waiyaki referring to in the above statement? (1mk)

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(ii.) On what other occasion did waiyaki take an oath and how does it later affect him? (4mks)

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h) Identify one theme from the excerpt

(2mks)

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1. **Read the poem below and answer questions that follow.**

There's this little girl I see daily

Blind in one eye

Six or seven years old

Bare of feet

Her frock, well, when last

Could she afford to take it

Off her back and wash it?

Yet I see her almost daily

The same uncertain smile on her lips

Same time ,same place

Day in, day out

Carrying her bundle of firewood

Waving to these other kids

Returning from school in their daddies volvos

When she herself

Should be going home from school

(Uko Utai)

a) Supply this poem with an appropriate title.

(2mks)

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b) Who is the persona in this poem?

(1mk)

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e) Isolate any two stylistic devices and show their functions. (6 mks)

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f) Comment on the tone of the poem. (1mk)

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g) Explain the meaning of the following expression as used in the poem (2mks)

Her frock, well, when last
Could she afford to take it
Off her back and wash it?

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2. Grammar 15 mks

a) Complete the following sentences using appropriate gerunds (3mks)

- (i.) I shall risk _____ the rotten teeth out, even if it means doing without in my diet
- (ii.) My siblings like _____ to Kiswahili whenever those villagers are around.
- (iii.) _____ with challenges means we are able to live with them.

b) Rewrite the following sentences while correcting the possible errors in them. (3mks)

(i.) Put your beddings on the line to air.

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(ii.) Many students cannot be able to work on their own.

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(iii.) When I reached home, I was very tired that I went to to bed

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c) Complete the following sentences using **little, alittle, few** and **a few**. (3mks)

(i.) There was _____ rain, so they decided to call the rain maker

(ii.) Mary and sarah are happy they both have _____ answered questions correctly.

(iii.) Most of the questions were easy, but he had _____ difficulty with the last one.

d) Complete the following sentences using the correct form of the word in brackets. (2mks)

I scolded her for treating the old man _____ (respect)

Candidates are advised against _____ (person) when they are sitting for examinations

e) Rewrite the following sentences, replacing the underlined words with the correct phrasal verbs.

(i.) The policeman penetrated the criminals disguise. (see)

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(ii.) He is not really the right type of person for his profession.(cut)

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f) Fill in the following blank spaces with the correct prepositions.

(i.) The farmer confided _____ his wife that he had used the wrong fertilizer.

(ii.) The students availed themselves _____ the opportunity to participate in the English symposium.