

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

SCHOOL ..... CANDIDATE'S SIGNATURE.....

DATE.....

101/2

ENGLISH

PAPER 2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

JULY/ AUGUST 2014

TIME: 2 ½ HOURS

## MBOONI WEST SUB - COUNTY JOINT EVALUATION TEST – 2014

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

101/2

ENGLISH

PAPER 2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

JULY/ AUGUST 2014

TIME: 2 ½ HOURS

### INSTRUCTIONS TO CANDIDATES

- Answer ALL the questions in this question paper.
- All your answers must be written in the spaces provided in this question paper
- This paper consists of 10 printed pages. Candidates should check the question paper to ensure 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	
<b>Total Score</b>		

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101/2

English

Paper 2

(Comprehension, Literary Appreciation and Grammar)

Turn over

**1. COMPREHENSION**

**Read the passage and then answer the questions that follow;**

**(20 marks)**

Two weeks before the fateful examination began; I was indiscreet enough to fight the principal’s son. He was a fellow fifth former with whom ,up till then ,I had no quarrel at all .He was inclined to be a little overbearing at times ;but then a flint needs contact with another flint in order to spark, and I had been forced to develop from the start an easy-going and tolerant disposition .I suppose as the examination drew nearer, our nerves became tauter and our tempers shorter .When, during a discussion in our classroom about careers Samuel declared unnecessarily loudly that he believed all persons who came from North should return to it to find employment ,I suddenly felt my anger rising like a column of mercury. I asked him why, in as calm a voice as I could assume. He replied with a sneer by quoting a Sagrosan proverb whose meaning was roughly that even a man who does not know where he is going to ought, at least, to know where he has come from: and the gentle laughter, which greeted it brought my temper to boiling point. I was tall and well built, but so was he. Three strides took me beside him and by the time the class prefect succeeded in separating us, Sagrosan blood and Lokko blood had mingled on the floor. Moreover, as is the custom with us, the fight was as much verbal as physical and a torrent of abuse directed mainly against the other’s antecedents was flowing out of each battered mouth.

We were bloody, sweaty, and dusty when it was over but still only partly through our respective stocks of abuse. Nothing more than a heightened respect each for the other might have come out of the fight, had Samuel been a boarder. Unfortunately for both of us, however, he lived very much under his august father’s eye and the marks I had succeeded in leaving on his face were too distinctive to be hidden by any sort of artifice. I prepared for the worst (prepared in spirit that is, for physical preparations were known to be unavailing at such times.)The summons to the principal’s office duly came after lunch the same day.

He was quite impartial, I’ll say that for him. We were both arched over his desk and inscribed across our rumps with two dozen strokes of a bamboo four-footer .Then we were made to shake hands with each other and sent off for walk together along the beach and back (this was the principal’s usual way of dealing with a pair of fighters, and one which usually made bosom friends of them.)That thrashing and the walk which followed ,gave me the moments of deepest mortification I have experienced ,and drove home to me the utter futility and wastefulness of making issue of tribal divisions, in a land where much else required our attentions and our energies .Having heard from us how the fight started ,the principal might so early have wasted our time and his reading us along patriotic sermon on the essential brotherhood of all the people of Songhai .

Such a theme would have made him appear to me hypocrite and to Samuel a traitor –for we both knew only too well that the difference between us were real, if not deep .Instead, we were made to share a fellowship of misery and humiliation which linked us together more effectively than any half-believed fiction about cultural or ethnic affinities could have succeeded in doing.

**QUESTIONS:**

(a) What was the cause of the fight? (2 marks)

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(b) Show how the statement “A flint needs contact with another flint in order to spark” is applicable to this story? (2marks)

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(c) With illustrations show the difference in character between the narrator and his classmates? (4marks)

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(d) What is the narrator's attitude towards the head teacher? (3marks)

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(e) Identify three phrases in the passage to describe the fierce nature of the fight? (3marks)

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(f) Identify two images that are used to show the extent of the narrator's anger? (2marks)

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(g) Identify a case of parenthesis in paragraph one? (1mark)

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(h) Get a quotation from the passage that shows the fight did not end the tribal differences between the two groups? (1mark)

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(i) Explain the meaning of the following phrases as used in passage: (2marks)

(i) bosom friends

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.....

(ii) Patriotic sermon

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**2. THE RIVER AND THE SOURCE .Margaret A Ogola**  
**Read the excerpt below and answer the questions that follow.**

“wolololoyaye  
“Mama yoo!”  
“Biuru une! Come and see!”

The strangers were taken to the chief’s house and the older people saw that their faces were solemn .they couldn’t be bearers of good news.

“We greet you, o chief Owour .We are people sent by sirikal, the government, with a message for you.” The white garbed one who was obviously the spokesman declared.

“And who, may I ask, is this sirikal? I’ve never heard of him.” Said the chief baffled.

“You may have heard that the country is being ruled by white people now .They, with the help of some black people, have formed something like the council of jodongo, only much bigger, to make sure that everyone lives in peace according to the new law .This is sirikal.”

“Is that so?”

(a) Explain what had caused the outburst at the beginning of the extra? (2marks)

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(b) What is strange about the chief’s question? (2marks)

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(c) Comment on the use of local dialect in this excerpt. (4 marks)

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d) Describe the different moods depicted in the excerpt. (4 marks)

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e) Identify with illustrations one theme from the excerpt.

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f) Illustrate a character trait of the strangers and of the older men.

(4 marks)

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g) In note form state what the messengers' had to say to the chief in this excerpt.

(5 marks)

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h) Explain the meaning of the following words as used in the excerpt:

(2marks)

(i) solemn

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(ii) garbed

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**3. ORAL LITERATURE**

**Read the oral narrative below and answer the questions that follow.**

There was once only one wise being in all the world, and that was Kwaku Ananse, the spider .But Kwaku Ananse wished to keep all this wisdom to himself.

One day, bored with having to stay and guard his wisdom all day, Kwaku Ananse decided to store it away and hide it in a safe place. So he called his wife, Aso, and asked her to make him a big pot into which he could put all his wisdom.

Aso went down to the riverbank and collected clay .She carefully made a big pot - a great pot with a narrow opening at the top so it could be easily sealed. Then she put the pot out in the sun to bake, and with the remainder of the clay, fashioned a stopper.

When the pot was finished, Aso took it to her husband, who, after making sure that there were no cracks in it, gathered together all his wisdom and pushed it well down into the pot .He covered it with some cocoa-yam leaves, then put in the stopper and tied it on with some strong twine.

Now Kwaku Ananse had decided to hide the pot way up in the branches of a huge, silk-cotton tree that grew some distance away in the forest .It was over three metres wide, and the spikes on its trunk would stop all but the most intrepid spiders from climbing it.

Carrying the pot in front of him, he made his way through the forest, followed – unbeknown - by his small son, Ntikuma. At last he reached the great tree and started to attempt to climb it. He hung the pot by a rope around his neck, with the stopper just below his nose so he could make quite sure it did not tip over.

Alas, try as he would, Kwaku Ananse could not climb the tree ,for the pot kept getting in the way of his arms and he found he was unable to grip the trunk .He tried ,and tried, and tried, but with no success.

He grew hot and sticky and started to swear angrily.

Now, Ntikuma was watching his father from behind a tree, puzzled by his curious antics. At last, when Kwaku Ananse’s swearing grew really bad, he could stand it no longer and came up to his father timidly.

“Surely my father”, he said, “If you wish to take that pot up the tree you should tie it to your back, not your front. Then your hands would be free.”

Ananse was furious. Here was his small son teaching him a lesson – a lesson which he realized was only too true. Shaking with anger and exhaustion, he lifted the pot intending to take it off and chastise his son .His hands were slippery with sweat and the great pot was heavy. It slipped through his fingers and crashed to the ground. The pot burst open and the contents were scattered far and wide .There was a storm coming, and the wind swept through the forest, lifting the wisdom and carrying it on its way. The rain poured down and swept the wisdom into the steams, which carried it into the sea .Thus wisdom spread throughout the world.

- (a) Giving a reason, identify the sub-genre of the above narrative. (2 marks)

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- (b) Why did Kwaku Ananse decide to hide his wisdom? (2 marks)

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- (c) How did Ananse make sure that his wisdom was sfe in the pot ? (2 marks)

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- (d) Why was it difficult for Ananse to climb the tree with the pot? (2 marks)

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(e) Identify and illustrate one character trait of each of the following as brought out in the above narrative: (4 marks)

(i) Kwaku Ananse -

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(ii) Aso -

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(f) What two aspects of this narrative qualify it as oral? (4 marks)

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(g) Identify and illustrate one economic activity of the community from which this narrative was taken. (2 marks)

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(h) Which is the suitable audience for this story and why? (2 marks)

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**4. GRAMMAR (15 marks)**

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

(3 marks)

(i) Lillian Gilbreth invented the step - on garbage can. Her children wrote about her life.

(Join into one sentence using 'whose')

.....  
.....

(ii) My brother and me have been taking piano lessons for six years. (Rewrite correctly)

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.....

(iii) Is this the only blue car in your showroom?

(Begin: Aren't)

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.....

(b) Punctuate the following sentences correctly: (2 marks)

(i) The frog states an old African proverb does not jump without a reason

.....  
.....

(ii) The principal said thank you for the information Mrs. Mulwa.

.....  
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(c) Rewrite the following in passive voice:

(i) People say this new material is very good.

.....  
.....

(ii) A student dentist took two of my teeth out.

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.....

(iii) A guide took me round Fort Jesus.

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(d) Fill in the blanks with the correct form of the words given in brackets: (2 marks)

(i) In some areas the wildlife has had difficulty \_\_\_\_\_ (adopting/adapting) to the presence of tourists.

(ii) The graceful movements of the horse create the \_\_\_\_\_ (illusion/allusion) of a four-legged ballet.

(e) Replace the underlined words in each sentence with one word which has the same meaning. (2 marks)

(i) The police arrested the man whom they thought had committed the crime.

.....

(ii) The man who fells trees injured himself and was rushed to hospital.

.....

(f) Fill the blanks with the correct preposition:

(i) The accused was so confused that he was lost \_\_\_\_\_ words.

(ii) A friend is someone you should be able to count \_\_\_\_\_ when you are in difficulties.

(iii) The county Director of education conferred \_\_\_\_\_ the class teacher before entering the class.