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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
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(iv) Symptoms
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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)

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.....)

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

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(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