

Name..... Index No.....  
School..... Candidate's sign.....  
Date.....

**101/2**  
**ENGLISH**  
**(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)**  
**Paper 2**  
**JULY/AUGUST 2010**  
**TIME: 2 ½ Hours**

**BURETI DISTRICT JOINT EVALUATION TEST – 2010**  
*Kenya Certificate of Secondary Education (K.C.S.E)*

**101/2**  
**ENGLISH**  
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**TIME: 2 ½ Hours**

**INSTRUCTIONS TO CANDIDATES**

1. Write your name and index number in the spaces provided above.
2. Answer **ALL** questions in this question paper.
3. **ALL** the answers must be written in the spaces provided in the question paper.

**FOR EXAMINER'S USE ONLY**

SECTION	QUESTION	CANDIDATE'S SCORE
1	20	
2	25	
3	20	
4	15	
TOTAL SCORE		

*This paper consists of 12 printed pages. Candidates should check the question paper to ensure that all the pages are printed as indicated and no questions are missing.*

1. ***Read the Passage below and then answer the questions that follow. (20mks)***

Society has failed and parents have not played their role fully in raising their children. This is according to Jeff Ngari, a counseling psychologist and a deacon with the Reformed Catholic Church. Jeff says the issue of teenage mothers is so big that it should be considered a cry for help. He adds that today's children, lack the guidance they require when it comes to having independent social interactions.

“The idea is not to block them from forming their own relationships, but to make them understand what it means to be in a relationship, especially with the opposite sex, and how far this relationship should go,” says Jeff.

And just like the rest of society, parents have not been spared by the wave of moral decay and thus, according to Jeff, they have failed as role models for their children. Due to this, many teenagers are picking up social ills from their parents-the very people they are supposed to look up to.

“For instance, a teenager who has seen his or her mother repeatedly sleep out or come home in the wee hours of the morning will most likely be excited about staying out late out of curiosity, “he says, adding, “this is happening to most of our homes today.”

Jeff says many parents are engaging carelessly in extra-marital relationships that leave very little to the imagination of their children, and this is likely to be seen as a normal thing by children, especially teenagers. As a result, there are many avenues through which teenagers can explore the issue of sex and the greatest worry that girls need to be rescued.

“The boy invariably walks away scot-free as the school, society and church turn their full attention on the girl and judge her,” he says that adding that it is one of the issues that the Reformed Catholic Church is trying to address so that children such as these can be recognized instead of being neglected.

“This is not to say that teenage pregnancy is right, but it is a social ill that must be fought from family level, within the school setting, in the church and the wider society,” he says.

Most teenage mothers experience rejection and abuse by their families, friends and wider community, including the church. “No wonder these girls abandon their babies either in toilets or litter bins. The effects of rejection can be fatal-rejection by society is the worst thing anybody can suffer. It kills

from within. That is why teenage motherhood is a cry for help and family support is very important, as the result is children giving birth to, and trying to raise babies.”

Jeff notes that without any know-how, finances or proper structures, teenage mothers face a big challenge. Add to this the stigma that comes with being regarded as immoral. “Yet we know that not all teenage sex is consensual. There are cases of grown men preying on innocent girls.”

Abortion, or an attempt to carry it out, complicates an already complicated situation, especially if crude methods are used. Besides, there is a post-abortion self-stigma that does not go away.

“In the course of my career, I have met mature women who tell me they had abortions when they were very young and they still feel guilty decades later. Some even go to the extent of saying, ‘My first-born would be this or that age.’ It is very painful.”

In Kenya, four in every 10 women who die from unsafe abortion are adolescents; 70% of adolescents engage in high-risk unprotected sex. This is according to a research paper presented by Dr. Richard O. Muga of the National Co-ordinating Agency for Population and Development, Nairobi-Kenya, 2006. The alarming figures are why Margaret Muyanga, a counseling psychologist, says open communication between teenagers and parents can be very instrumental in curbing any post-pregnancy abortion or even worse, suicidal tendencies.

*(Adopted from Daily Nation Wednesday July .30”, 2008)*

- a) **Explain** how parents have contributed to the moral decay of their children. (2mks)  
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- b) **Give** the factors leading to teenage pregnancy, according to the passage. (3mks)  
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- c) **What** is the consequence of the rejection and abuse that teenage mothers experience? (2mks)  
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f) What solution does the writer offer to curb teenage pregnancy? (2mks)

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g) Explain the meaning of the following words and expressions as used in the passage. (3mks)

Scot-free

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Stigma

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Consensual

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2. *Read the excerpt below and answer the questions that follow* (25mks)

Joshua fumed with fury. He would not let her finish/And Waiyaki was still in a dream. But still he was hurt and burning anger was urging him to go out. Outside he heard a faint noise. At first it had seemed distant but now he could hear some words. Teacher ... traitor A heavy dejection came over Waiyaki. He knew now that he was not wanted by them in spite of all he had done for the hills. And the words of his father came back to him. But rejected Mugo, his thin boy's voice had queried. *Let them do what they like. A time will come when they shall cry for a saviour.*

Had the time come? Was Kabonyi the saviour they were crying for? And what would Kabonyi do? He would only destroy what Waiyaki had built. But no, he could not. Surely there was a soul, a heart where at least what Waiyaki had done had taken root And the teachers who were coming! They would carry on the work. The voices singing death became louder and louder. He thought they were coming towards Joshua's house. He went back to the hut to make one more desperate appeal.

"Be careful. They may be coming here."

"Go, go out from here. Get thee behind me, Satan."

Joshua was fierce. He hated the young man with the hatred which a man of God has towards Satan. There was another murmur in the room. Then silence reigned as Nyambura walked across towards Waiyaki while all the eyes watched her. Waiyaki and Joshua must have both been struck by her grace

and mature youthfulness. She held Waiyaki’s hand and said what no other girl at that time would have dared to say, what she herself could not have done a few days before.

“You are brave and I love you.”

Joshua woke up from his stupor. He would never have thought that this meek, quiet and obedient daughter could be capable of such an action. He rushed towards her and was about to lay his hands on her when he realized that this was another temptation brought to him by Satan. Christ in him must triumph at this hour of trial. Waiyaki and Nyambura were standing near the door.

“For me and my house we will serve the Lord,” Joshua declared, pointing at Nyambura with the forefinger of his right hand. “You are not my daughter. Yet let me warn you,” he continued, his voice changing from one of fiery anger to one of calm sorrow, “you will come to an untimely end. Go!”

As if in a dream, Waiyaki and Nyambura went out. Miriamu was weeping and saying, “Don’t let her go. Don’t,” while the others remained silent wondering what curse had befallen Joshua’s house.

(a) **Place** this extract in its immediate context. (4mks)

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(b) Other than Mugo, who else had been rejected by the people when he warned them against the white man? (1mk)

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(c) “He would only destroy what Waiyaki had built.”  
**State** what is being referred to in the above statement. (3mks)

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(d) “For me and my house we will serve the Lord,” Joshua declared. Rewrite the statement in indirect speech. (1mk)

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(e) **Describe** the character of Joshua and Nyambura as seen in this excerpt. (4mks)

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(f) “You are not my daughter . . .” “Who else had been disowned by Joshua and why? (2mks)

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(g) **Why** was the crowd calling Waiyaki a traitor? (4mks)

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h) Surely there was a soul, a heart where atleast what Waiyaki had done had taken root. (paraphrase)

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i) **Identify** and **illustrate** one theme evident in the excerpt. (2mks)

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j) From your knowledge of the rest of the text, what happens later to Waiyaki and Nyambura? (4mks)

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**3. POETRY**

**BEGGAR MAN - Errol Hill**

That you should come crawling  
Like a common worm  
into my yard  
Ragged and odorous  
Screwed up your face  
In unimaginable agony  
And with a gesture ultimate in despair  
Stretch out your hand  
Palm upwards  
Begging

Go away. I have nothing  
So much for charity barefaced slap  
Dazed and puzzled he stood  
Waiting  
Waiting as if that cracked picture of man  
Could storm the barricaded conscience.

Waiting with walled patience  
Go away. I repeated fiercely, nothing  
Surprise wiped patience  
Hurt, surprise  
Anger, hurt

It was done  
The unpardonable offence committed  
I chased from my door step  
A beggar man  
Hungry.

So he turned away with his hurt angry look  
Ill masking hate  
Went out my garden gate like a sick dog  
Empty  
And in my pocket burned  
Three bright red pennies  
And in my bones  
A twisted agony  
Go away  
I hate you  
Brother.

**Questions**

1. With clear illustrations. describe the character of the speaker. (4mks)  
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2. Describe the attitude of the persona towards the beggar. What words or phrases suggest this? (3mks)  
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3. What emotions did the beggar feel when the persona spoke to him? (2mks)  
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4. Explain the meaning of the following lines  
i) .....that cracked picture of a man” (2mks)  
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ii) .....could storm the barricaded conscience.” (2mks)

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5. What is revealed about the society the beggar and the speaker live in? (4mks)

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6. Comment on the effect of the last line of the poem in relation to the whole poem. (3mks)

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**QUESTION 4 – GRAMMAR (15 MARKS)**

**4. GRAMMAR**

a) Rewrite the following sentences according to instructions given after each. Do not change the meaning. (3mks)

i) “Should I take this job now or stay at school for another year?” Kibet said. Write in reported speech).

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ii) Those who stay in glass houses should not throw stones. (Write in passive voice).

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iii) So you think you are very clever. (provide the correct question tag).

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- b) Fill in the blanks with the correct form of words in brackets. (2mks)
- i) The boy's \_\_\_\_\_ (humble) defeats me.
- ii) His \_\_\_\_\_ (pronounce) was so poor that what he said was misunderstood.
- c) Correct the errors in the following sentences where applicable. (2mks)
- i) Let us close our eyes for a word of prayer.
- .....
- .....
- ii) My names are John Okoto.
- .....
- .....
- d) Explain the meaning of the underlined idioms. (2mks)
- i) We hit the hay after the long journey.
- .....
- .....
- ii) The meeting was postponed at the eleventh hour.
- .....
- .....
- e) Replace the underlined word with a phrasal verb. (2mks)
- i) Idleness and luxury cause poverty and want (bring) \_\_\_\_\_
- ii) I hope he will agree to our views (come) \_\_\_\_\_
- f) Fill in the blanks with the correct modal auxiliary. (2mks)
- i) You \_\_\_\_\_ take an umbrella. It isn't going to rain.
- ii) They \_\_\_\_\_ to wash the car.
- g) Rewrite the following sentences replacing the underlined words with gender sensitive words. (2mks)
- i) The customer asked the waitress to serve him with a cold drink.
- .....
- .....

ii) The delegation asked their spokesman to present their grievances to their M.P.

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