**Name………………………………………………………….…… Index No: ………………….…**

Candidate’s Signature…………………

Date: …….…………..

101/2

**ENGLISH**

(Comprehension, Literary Appreciation and Grammar)

Paper 2

January 2018

**Time: 2 ½ Hours**

***ST. CLAIRE GIRLS HIGH SCHOOL, GATITU***

***Kenya Certificate of Secondary Education***

**ENGLISH**

Paper 2

 January 2018

**Time: 2 ½ Hours**

**INSTRUCTIONS TO THE CANDIDATES**

* *Answer* ***all*** *questions in this question paper.*
* *All your answers must be written in the spaces provide in this question paper.*
* *Write* ***your name, name of your schools*** *and* ***index number*** *in the spaces provided above.*
* *Sign and write the* ***date*** *of examination in the spaces provided above.*

**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 9 printed pages. Candidates should check to ascertain that all pages are printed as indicated and that no questions are missing***

**COMPREHENSION (20 MARKS)**

We had grown together in my village. Her family had been even poorer than mine as was said those days.

Her father was a brute and her mother was weak. Since she was the eldest child a lot of responsibility for bringing up her siblings had fallen on her shoulders. From time to time I helped her out, but I could not do much. I helped her fetch water from the stream and occasionally chopped firewood, but that was all. Her father was a morbidly suspicious man. Visitors, apart from his drinking companions, were not encouraged, and I had no desire to add to her misery. Night after night I would lie awake listening to her screams, cursing myself for my own physical inadequacy. And my father for his unwillingness to become involved. When I was twelve, I started at the secondary school in the town a few miles away. During term – time I stayed with my uncle, returning to the village only during the vacations. Veronica and I remained friendly, and she was always pleased to see me. When we could, we snatched time together by the stream and she asked me endless questions about my school and the town and what I was going to be when I grew up. But for all the misery of her own life, she never seemed to envy me.

And then came the day when I was to leave, for good. I had won a scholarship to the university and I knew in my heart I would be away a long time. I was eighteen then and I thought I knew my own worth. The day before I left we met by the stream. As she walked towards me I realized for the first time that she was no longer a girl, but a young woman. Her clothes were still shabby but she had an attractiveness that drew me more closely to her.

“You must be happy to be going” she said. I shrugged and pretended to be unconcerned, but of course it was the break I had hardly dared hope for. “What about you? I asked.”

“ Me”

“Yes, why don’t you get out of this place? It has nothing to offer you”

“I can’t leave my family”

“Why not? What have they ever done for you”

“Don’t talk like that. They are my family that is enough”

“But think of all the things you can do in that city”. I said.

“No, the city is for you, not for me. What will I do once I get there? I have no education, only standard eight.”

Although I know there was a lot of truth in what she said, I resisted her line of argument: I suppose I was both appalled and frightened by her fatalism. “You can go to evening classes and become a secretary”, I said.

She shook her head, “I leave that to others; my own place is here”.

I snapped a twig and threw it into the water. It bobbed on the current and then vanished from sight.

“When I have qualified I will send you money to take a correspondence course, “I said” She laughed

“Don’t talk foolishness,” she said and stood up.

“I have to go and cook; my father will soon be home.”

“Here is my address. If you need anything don’t hesitate to write to me.” I handed her a piece of paper. She took it and tucked it in her bosom. We said goodbye and she hurried away. I thought I saw tears in her eyes as she turned to go. Well, I went to the city and made good, In due course I was ready to set up a practice of my own. In all that time I did not return to the village, but I never lost touch with Veronica. In time, I persuaded her to return to school and I felt privileged to sponsor her.

*(Adapted from “ Veronica” a short story by Adewale Maja - Pearce)*

**Questions**

(i)What is it that the narrator does not reveal about his family in the first paragraph. (2mks)

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 (ii) Who does the narrator blame for Veronica’s misery? Give illustrations to support your answer. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(iii) Using illustrations describe the character of Veronica, (4mks) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(iv) Why does the narrator pretend he is not keen to leave the village? (2mks)

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(v) What is the narrator’s attitude towards Veronica ? Give Illustrations (3mks)

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(vi) “Here is my address. If you need anything don’t hesitate to write to me” Rewrite in reportedspeech. (1mk)

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1. Fallen on her shoulders (1mk)

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1. The breaks (1mk)

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1. Fatalism

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1. Made good (1mk)

` \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Appalled (1mk)

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**Marking Scheme**

**Q1**.(a) (i) His / narrator’s family was poor **(1mrk)**

 “ Her family had been poorer than mine **(1mrk)**

(ii) The narrator blames her father√ 1”her father was a morbidly suspicious man who

 discouraged visitors √ ½ .She endured beatings listening to after night I would lie awake listening to her screams” 1mrk each 3 iIIustrations.

 (iii) – Veronica is loyal √1 to her family√

 She says “I can’t leave my family”

 - She is tolerant √ - she endured misery 2

 - She is responsible √ 1 – being the eldest a lot of responsibility was placed on her

 Shoulders √ 1

 **Id 1mrk**

 **III 1mrk 2x2 = 4mrks**

 (iv) – He didn’t want to be seen to be proud of his achievements√1

- He had no intention of further dampening Veronica,spirit√ **1x2 =2mrks**

(v) Sympathetic√1 – “Her family had been even poorer than mine”√1 A lot of resposibilty for

 bringing up her siblings had fallen on her shoulders…)had no intention to

 to add her misery”

* He is optimistic√1 – he feels proun to encourage her to go to school.√1

**Id 1mrk**

**III 2mrks (TL 3mrks)**

(vi) He gave her his address and told her not to hesitate to write to him if she needed anything **(1mrk)**

(vii) Fallen on her shoulder- accept a difficult responsibility /duty√1

 The breaks – opening /opportunity/chance√1

 Fatalism – resigned attitude√1

 Made good – succeeded √1

 Appaled – disgusted / unplaesant√1 **1x5 =5mrks**

1. **THE RIVER AND THE SOURCE By 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? (2mks)

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

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

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

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e) Identify with illustrations one theme from the excerpt. (2mks)

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 (f) Illustrate a character trait of the strangers and of the older men. (4mks)

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 (g) In note form state what the messengers’ had to say to the chief in this excerpt. (5mks)

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 (h) Explain the meaning of the following words as used in the excerpt: (2mks)

(i) solemn

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**Q2. THE RIVER AND THE SOURCE**

a) Strange men in strange dresses .Long garb reaching his ankles and a skull cap –had arrived in the village .The children, who were naked, thought this was funny.

b) The chief thinks sirikal is a person /the chief is part of the sirikal but he does not know it .

c) The local dialect “Wolololoyaye!/mama yoo !/Biuru une!”

 - Injects life into the narration making it enjoyable.

 - It adds local flavour and provides variety.

 - It provides social and geographical setting.

d) First there is excitement when people see strangers dressed in a funny attire .Then there is tenseness as the elders notice the strangers look sad /solemn (They conclude that they cannot be bearers of good news.

 e) Theme of change –anew form of government is in place.

 f) Strangemen –respectful/ courteous –they greet the chief in a respectful manner

 Wise –they first give background information before breaking the bad news.

 Older men-observant /discerning –they notice that faces of the strangers are sad and conclude that they cannot be bearers of good news.

g) The message is that:

- A clan of Jo-jerman and Jo-ingreza had been hard at war against each other.

- Young people had joined to help and from the chief’s village, Obura, Ambere Kongoso and Nyaroche Siwal, had gone.

- They went to fight Jo-jerman in a place called Tanganyika

- Only Nyaroche survived and is a beggar at Kisumu.

- The government /the white people had given a bracelet as a ‘thank you’ in memory of the fallen men

 h) Solemn-sad /serious

 Garbed –dressed /adorned

**3*.* Read the poem below and then answer the questions on it**

 ***Men in Chains***

 The train stopped

 At a country station,

 Through sleep-curtained eyes

 I peered through the frosty window,

And saw six men;

Men shorn

Of all human honour

Like sheep after shearing,

Bleating at the blistering wind,

“Go away! Cold wind! Go away!

Can’t you see we are naked?’

They hobbled into the train

On bare feet,

Wrists handcuffed,

Ankles manacled

With steel rings like cattle at the abattoirs

Shying away from the trapdoor.

One man with head

Shaven clean as a potato

Whispered to the rising sun,

A red eye wiped by a tattered

Handkerchief of clouds,

“Oh! Dear Sun!

Won’t you warm my heart

With hope?

The train went on its way to nowhere

  ***By Oswald Mtshali***

***Questions:***

(a) Briefly explain what the poem is about (3mks)

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(b) Identify and illustrate any three literary devices that the poet uses (6mks)

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(c) (i) Who is the persona in the poem (2mks)

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 (ii) What is the attitude of the personal towards the subject? (2mks)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **(d) Explain the meaning of the following lines**

(i) Sleep-curtained eyes (2mks

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(ii) Bleating at the blistering wind (2mks)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (**e) Explain the meaning of the words below as used in the poem**

(i) Hobbled\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(1mk)

(ii) Handcuffed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(1mk)

(iii) Manacled\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(1mk)

Q3.**Poem: Men in Chains**

(a) The poem is about prisoniers1 whose hands and feet are tied in a train who are being transported elsewhere /to some place/somewhere

(b) Metaphor Sleep- curtained eyes

 tattered handkerchief of clouds

 Personification - Whispered to the rising sun

 - Go away’ cold wind’. Go away

 Simile - Like sheep after shearing

 - like cattle to the abattoirs

 - shaven clean as a potato

 Alliteration - Bleating at the blistering win

 - saw six

 Repetition - go away! Go away!

 Rhetorical question - can’t you see we are naked?

 won’t you warm my heart with hope?

* + ***1 mark for identification, 1 mark for illustration***
	+ ***No mark for identification with illustration***

(c) (i) An observer - ‘I peered through the frosty window and saw six men”

 (ii) Contemptuous/loathsome/dislike – He does not like the treatment of the men in chains

 shorn all the human honour.

1. (i) Not fully awake

(ii) Complaining to the sound made by the force and speed of the air

1. Hobbled – walked slowly with difficulty

Handcuffed – hands tied together/fastened by metal rings

Manacled – ankles tied together/fastened by metal rings

1. **GRAMMAR 15 MARKS**

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**

i) Kasungu said that he was still going to school.

(a) schooling

(b) at school

(**c) in school**

(d) for school

ii) You can give the matter some consideration and give me your decision next week,

(a) **thought**

(b) thinking

(c) thoughtfullness

(d) think

iii) The government has decided to call for a general vote by the people in this particular matter,

(a) mandate

(b) junta

(c) election

(d) **referendum**

B.  **Complete the following sentences with a suitable question tag. 2mks**

 (i) Open the door, **will you?**

 (ii) I am a prince, **aren’t I?**

C. **Use the words in brackets to form phrasal verb to fill the blanks below.** **3mks**

(i) He felt **let down** when his friends betrayed him (let).

(ii) They relied on him to **come up** with a convincing explanation. (come)

(iii) The mayor assumed that the problem had been **ironed out**. (iron)

**D. Insert the correct preposition in the blanks to complete the sentences below. 3mks**

(i) That was his last cent. I am really sorry **for** him.

(ii) I have placed the seats **under** the shade of that pine over there.

(iii) The dictator was despised **by** his subjects.

**E. Rewrite the following sentences according to instructions given after each. 3mks**

* 1. Something strange happened here last night. (*Begin: There was a …..*)

**There was a strange happening here last night.**

* 1. As soon as the sun rose, they set out... (*Begin: No sooner*….)

**No sooner had the sun risen than they set out.**

* 1. All the people present were satisfied. *(Begin: Everybody …..)*

**Everybody present was satisfied.**

**F.**  **Rewrite each of the following sentences according to the instructions given after each. Do not change the meaning.**  **2mks**

(i) She is so shocked that she cannot talk. (*Rewrite using* ***too*** *instead of* ***so***)

 She is **too** shocked that she cannot talk.

(ii) The teacher asked Collins if he could go home that day or the following day.

 (*Change to direct speech*)

 **The teacher asked Collins, “can you go home today or tomorrow?”**

**G. Arrange the adjectives in the following sentences in the correct order. 2mks**

(i) I hate blue toilet big ugly flies.

 **I hate big, ugly, blue, toilet flies.**

(ii) They found golden nice round Swiss watches.

 T**hey found nice, round, golden Swiss watches.**