

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

SCHOOL: ..... DATE: .....

CANDIDATE'S SIGN.....

**101/2**  
**ENGLISH**  
**(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)**  
**PAPER 2**  
**JULY/AUGUST 2013**  
**TIME: 2 ½ HOURS**

# KISUMU WEST DISTRICT JOINT EVALUATION EXAM

*Kenya Certificate of Secondary Education (KCSE)*

**ENGLISH**  
**(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)**  
**PAPER 2**

### INSTRUCTIONS TO THE CANDIDATES

- Write your **name** and **index number** in the spaces provided.
- Sign and write the **date** of examination in the spaces provided above.
- Answer **all** questions in this question paper.
- Answers to all questions **must** be written in the spaces provided in this booklet

### FOR EXAMINER'S USE ONLY

QUESTION	MAXIMUM SCORE	CANDIDATE'S SCORE
1	20	
2	25	
3	20	
4	15	
<b>Total Score</b>	<b>80</b>	

*This paper consists of 10 printed pages. Candidates should check to ascertain that all pages are printed as indicated and that no questions are missing.*

## **1. Comprehension (20marks)**

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

### **BEWARE THE PERILS OF MODERN TECHNOLOGY.**

People must be careful the kind of personal information they post on sites. It is difficult to imagine life in what seems like a century ago without the internet and the cell phone. Just how did we manage our lives before the age of instant communication at a fraction of the cost of the landline?

As a little child in 1960's, I could not visualize what my teenage sons do with technology today.

Could I have even dreamt of a cell phone, a device that I could have taken to school with me and been able to chat with my friends wherever I was and whenever I wanted? You know the answer. However, today's heaven of instant communication can easily turn into the hell of deadly sin. I mean quite literally.

Instant communication devices and portable entertainment products could of course be addictive to anybody, but such addiction can be particularly destructive to young people in school. They can distract students from homework and house chores. They can also damage ear drums. Think of the **ubiquitous** iPod which the youth equate to oxygen without which life is unsuitable!

I have even seen some grown men behaving like teenagers with iPods! Last year, a person was killed by a vehicle that spun out of control and hit him as he crossed the road somewhere in the United States. The footage showed clearly that the victim could have heard or seen the rogue vehicle had his ears not been plugged up to loud music.

While I do not want to sound like a Neanderthal, I nevertheless would like to reflect on the perils of this new gadgetry and technology. The first obvious point is that not all technology is good. Think of the A-Bomb for example, and you get my point.

I disagree with those who argue that it is not technology that is bad, but the users who misapply it. This is how some scientists justify their abdication of social responsibility. Thus we do not have to buy every little silly gadget that market puts out. Haven't you noticed that the companies always time the release of these gadgets to Christmas, or some other consumer holiday? They surely know how to apply peer pressure and pit children against parents as a marketing tool.

Sometimes I wonder whether capitalism can be any more devious!

To be sure I cannot gainsay the benefits of new technologies. The computer and the internet are without doubt the greatest inventions of our age. Information and knowledge that was inaccessible just several decades ago is now a click away even in the remotest village in the world. And it is all quite cheap. Access to information and knowledge is being democratized in a way that was unthinkable just a few decades ago. Think about the revolution of the cell phone for the individual communication and business transactions. Landlines are becoming virtually obsolete. It is this revolution that should lift millions out of poverty in the near future.

But these advances come with perilous clouds over them. I particularly, I want to focus on social networking sites and the dangers of the instant transmission of information and images. We have known for a long time that the internet is the new Wild West where everything goes.

Countries that are afraid of democracy and dissent, like China or Syria, limit, monitor, control, censure or deny access to the internet. They claim they must keep at bay pornography and sexual predators like paedophiles who troll the internet with demonic schemes. These are real problems, but do not think that censorship is the answer. Cyber surveillance by law enforcement and the prosecution of these malignant forces is the only effective and civilized response.

But individuals must themselves act responsibly. Ultimately, the pivot of any democracy responsible citizen action. This is where parents, civil society and the media come in. Take Face Book, the wildly popular social networking site, for example. Some of the things I have seen there are downright stupid, dangerous, malevolent or just plain crazy. Teenagers on these sites sometimes communicate with imposters bent on luring the naïve to a dead end. How many times have we seen reports of some 60-year-old pervert posing as a teen? Even scarier, how many times have we read about such rendezvous ending in a fatality? There are other less deadly, but very destructive dangers. Prospective employers are increasingly looking into social networking sites for personal information about applicants. Even some colleges are snooping around for information about prospective students. There are reports that some people have been rejected because of the personal information they posted to the sites. Such information has ranged from lurid pictures to abusive language.

This means that young folks must be very careful about posting intimate details including personal pictures and other personal data such as birth dates, personal ID numbers and home address on such sites. Such information about yourself can only hurt you if displayed for the entire world to see. Teenagers need to be particularly careful about the new fad of “sexting” which is sending graphic pictures of self or messages to

others through the cell phone. This is an epidemic in New York among teenagers. Teens and other young people are sending nude pictures of themselves to their friends or lovers. A large number of such pictures have been shared widely beyond the intended audience. In one case, a child whose nude pictures were revealed took her own life. It can cause untold grief.

**Questions**

1. Why not censor modern technology? (2mks)

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.....

2. What is the purpose of a cell-phone? (2mks)

.....  
.....

3. In about 60 words, summarize the dangers of modern technology. (6mks)

.....  
.....  
.....  
.....  
.....  
.....

4. What is the attitude of the author towards modern technology? (2mks)

.....  
.....

5. How do scientists' justify their innovations? (1mk)

.....

6. What is implied by the expression "perilous clods?" (2mks)

.....  
.....

7. Write the following sentence in indirect speech. (1mk)

I wonder whether capitalism can be more devious!

.....  
.....

8. Explain the meaning of the following words; (4mks)

i) Lurid

.....  
ii) Pivot

.....  
iii) Sexting

.....  
iv) Ubiquitous

2. *Read the excerpt below and answer the questions that follow.*

**HOVSTAD:** Well, let us say a not entirely reliable presentation. The Mayor's statement has proved that. I hope no one here has any doubt as to my liberal principles; the attitude of the 'People's Messenger' towards important political questions is well known to everyone. But the advice of experienced and thoughtful men has convinced me that in purely local matters a newspaper ought to proceed with a certain caution.

**ASLAKSEN:** I entirely agree with the speaker.

**HOVSTAD:** And in the matter before us, it is now an undoubted fact that Dr. Stockmann has public opinion against him. Now, what is an editor's first and most obvious duty gentlemen? Is it not to work in harmony with his readers? Has he not been given a tacit mandate to work persistently and diligently for the welfare of those whose opinions he represents? Or is it possible I am mistaken?

**VOICES FROM THE CROWD:** No, no! you are absolutely right!

**HOVSTAD:** It has cost me a severe struggle to break with a man in whose house I have been lately a frequent guest-a man who till today has been able to pride himself on the undivided goodwill of his fellow-citizens-a man whose only, or at least whose essential failing is that he is swayed by his heart rather than his head.

**A FEW SCATTERED VOICES:** That is true! Bravo, Stockmann!

**HOVSTAD:** But my duty to society obliged me to break with him. And there is another consideration that impels me to oppose him, and as far as possible, to prevent him from going further along the perilous course he has adopted; that is, consideration for his family....

**DR. STOCKMANN:** Please stick to the water-supply and drainage!

**HOVSTAD:** ....consideration, I repeat for his wife and his helpless children.  
(An excerpt from ‘An Enemy of the people by Henrik Ibsen)

**Questions**

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

.....  
.....  
.....  
.....

b) From Hovstad’s speech, what is Dr. Stockmann’s character? (2mks)

.....  
.....

c) ...he is swayed by his heart rather than his head. Explain (2mks)

.....  
.....

d) What does the interruption by “A FEW SCATTERED VOICES’ imply? (2mks)

.....  
.....

e) ‘I hope no one here has any doubt as to my liberal principles.....’  
State the hypocrisy in the above statement by Hovstad. (3mks)

.....  
.....

f) From your knowledge of the rest of the play, show how Dr. stockmann’s wife and children have become helpless and the cause of their helplessness. (5mks)

.....  
.....  
.....  
.....

g) Identify, illustrate and justify any **one** instance of parenthesis used in the excerpt. (3mks)

.....  
.....  
.....

h) Give meanings of the following expressions as used in the excerpt. (4mks)

i) A tacit mandate

.....

ii) work in harmony

.....

iii) undivided goodwill

.....

iv) perilous course.

.....

### 3. MWAMBU AND SELLA

Long, long time ago, rain disappeared from Bukusu Country and people wondered what to do in order to survive through the long drought that ensued. Wells and rivers dried up; vegetation of every description withered away, and animals died from scarcity of the essentials of life. The land was parched dry and people could neither cultivate their fields nor brew beer. Famine swept through the country like a plague. The future looked quite grim for the entire populace except for a few families who had hoarded up grains in their barns. Rainmakers in the country were time and again consulted, but none of them could bring a drop of rain. People prayed to and propitiated the Great God *Khakaba* to no avail. Finally, it was decided that the greatest *omufumu* (diviner) of the time be consulted so that he could see into the calamity that was threatening to devastate all life in the country.

When consulted, the diviner said that there was a great dragon called *Mbilimbili Nyanja*, which lived in the sea of the far West that was interfering with the rain. This dragon must be appeased before rain could return to the country. The King sent a delegation at once to go and find out exactly what sacrifice the dragon desired from the people of Bukusu.

So the king selected a band of strong men to carry out the unenviable mission. The men walked day and night, crossing many rivers, before they finally reached the confines of the dragon. The dragon made its abode in the central depths of the ocean, where water swirled in perpetual whirlpools. Whenever he moved out in the ocean, the earth trembled and there were thunder and bright lighting out in the sky. In fact, no ordinary person would dare approach that dragon face to face. The men

who led the delegation from King stood a long distance away and simply had to shout out their representations at the top of their voices. The dragon roared back saying that he could only release rain if he was given the reputedly beautiful daughter of their king to consume.

Thus the men returned home with heavy hearts and reported the sad news to the King.

The king brewed a lot of beer and invited all clan elders to come and assist him in making preparations for welcoming the dragon to the country. He assured everybody that he was quite willing to sacrifice his daughter, Sella, for the salvation of the community. Many people felt very sad about the price required for bringing rain into the country. They loved and adored Sella, and now the heartless dragon desired to have her for a sacrifice! Well, what the gods have ordained must be fulfilled; and so Sella had to be sacrificed as *Mbilimbili Nanja* had bidden.

When the appointment day came, people brought countless gifts to the King; grains, poultry, sheep, cattle and so on. Multitudes of people assembled at the king's *kraal* from early morning, singing wedding songs, which symbolically portrayed Sella as an unwilling bride of the dragon. You could read signs of tension written on the face of every person as each individual anxiously waited for the climax to come and melt away into oblivion like a bad dream. Sella was carried off and perched on the flat peak of a nearby hill where she began a lonely vigil.

Sella was really charming; she had a symmetric, tender frame and a mellow voice. She had eye catching shapely thighs, moon-white teeth, bewitchingly-gentle, sparkling eyes, ghee soft lips, egg shaped breasts and when she walked, she moved gracefully like a goddess. Indeed, she was the epitome of beauty itself, and every young man in the country aspired to court her.

A handsome man called Mwambu, whose love for Sella knew no bounds, swore that he would rather die beside her than give the dragon liberty to fulfill his evil claim. Against all sane advice, Mwambu climbed on the hill and sat beside the weeping bride. Sella burst into a mournful song;

*Mbilimbili Nanja icha undie*

*Mbilimbili Nanja icha undie*

*Omukhana wo mwami efula ekwe*

*Omukhana wa Mwami efula ekwe*

*Mbilimbili Nyanja.*

(*Mbilimbili Njanya*, come and eat me, *Mbilimbili Nyanja*, come and eat me, the King's daughter, so that it may rain.)

And Mwambu responded in chorus;

*Sella Iomdioma*

*Mukoye-mulala lomaloma*

*Nyanga chilikhulia chilindia*

*Mbilimbili Nyanja*

(Sella, say it, you whose life and mine are like single string say it; the day they eat you, they will eat me, *Mbilimbili Nyanja*)

Slowly grew the western sky somber as the dragon left his abode and moved ponderously towards the coveted prey. There was frequent lighting in the sky followed by rumbling of distant thunderstorms. Everyone was so scared by the impending drama that even the bravest warriors had to retreat from the scene when *Mbilimbili Nyanja* appeared on the threshold. Mwambu shot a succession of arrows which the dragon simply swallowed up and kept on moving menacingly closer. He threw spears until they remained with a magic sword called *embalu ye lueni*, which carried lightning. Nobody in the country had even seen his weapon. Mwambu had all along concealed his secret.

After swallowing up every missile that Mwambu had hurled at him, the dragon raised up his head and opened his vicious mouth wide, letting out a flash of lighting and a terrific clap of thunder. Simultaneously, Mwambu raised his lighting sword and landed it across the dragon's neck.

### Questions

1. Describe the character of;
  - i) Mwambu (2mks)  
.....  
.....
  - ii) The dragon (2mks)  
.....  
.....
2. How is song used as a stylistic device in this narrative? Use illustration to support your answer. (4mks)

.....  
.....  
.....  
.....  
3. Identify any **two** features (except song) in this story that are characteristic of oral Narratives.(4mks)

.....  
.....  
.....  
4. Identify and explain **one** figure of speech as used in the story. (2mks)

.....  
.....  
.....  
5. Identify socio-economic activities of the community from which this story is derived. (4mks)

.....  
.....  
.....  
6. What moral/lesson do you learn from this story? (2mks)

**4. GRAMMAR (15 MARKS)**

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

i) That was the worst storm they had ever experienced. (Rewrite beginning; Never...)

.....  
.....  
.....  
ii) Let us go to the garden..... (Add a question tag)

.....  
.....  
.....  
iii) Kenyan footballers have not had greater openings at any time in their careers than they have now. (Begin; At.....)

.....  
.....  
.....  
b) ***Use the words in brackets to form a phrasal verb to fill the blanks below.*** (3mks)

i) He felt.....when his friend betrayed him. (let)

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

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

c) **Fill in the blanks in the sentences below with appropriate prepositions.** (3mks)

i) The committee was happy.....the resolutions passed at the meeting.

ii) They agreed..... the general procedure.

iii) Our school is equidistant..... the shopping centers.

d) **Rewrite the sentences below as per the instructions in brackets after each.**

i) The company is proud to launch.....drink. (refreshing, sparkling, new) *put the adjectives in the correct order.*

.....  
.....

ii) He gave us a .....of papers to write our essays on (*Use appropriate collective noun*)

.....  
.....

iii) The teacher asked me one simple question said the boy when will you ever stop lying. (*Rewrite the sentence using the appropriate punctuation marks*)

.....  
.....

**Fill the blank spaces using the correct form of the word in brackets.** (3mks)

i) The contribution.....(able) the couple to pay hospital bills

ii) Their brother's.....(instant) deaths shocked them.

iii) The criminal's ..... (scandal) behaviour in court appalled to judge.



**ANSWERS:**

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