

101/2

— ENGLISH —

Paper 2

(Comprehension, Literary Appreciation and Grammar)

Nov. 2019 – 2½ hours



Name Index Number

Candidate's Signature Date

Instructions to candidates

- (a) Write your name and index number in the spaces provided above.
- (b) Sign and write the date of examination in the spaces provided above.
- (c) Answer all the questions in this question paper.
- (d) All your answers must be written in the spaces provided in this question paper.
- (e) **This paper consists of 12 printed pages.**
- (f) **Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.**
- (g) **Candidates must answer the questions in English.**

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Question	Maximum Score	Candidate's Score
1	20	
2	25	
3	20	
4	15	
Total Score		



1 Read the passage below and then answer the questions that follow.

A significant step on the way to the top was the domestication of fire. Some human species may have made occasional use of fire as early as 800,000 years ago. By about 300,000 years ago, Homo erectus, Neanderthals and the ancestors of Homo Sapiens were using fire on a daily basis. Humans now had a **dependable** source of light and warmth, and a deadly weapon against prowling lions. Not long afterwards, humans may even have started deliberately to torch their neighbourhoods. A carefully managed fire could turn impassable barren thickets into prime grasslands teeming with game. In addition, once the fire died down, Stone Age **entrepreneurs** could walk through the smoking remains and harvest charcoaled animals, nuts, and tubers.

But the best thing fire did was cook. Foods that humans cannot digest in their natural forms – such as wheat, rice, and potatoes – became staples of our diet, thanks to cooking. Fire not only changed food’s chemistry, it changed its biology as well. Cooking killed germs and parasites that infested food. Humans also had a far easier time chewing and digesting old favourites such as fruits, nuts, insects, and carrion if they were cooked. Whereas chimpanzees spend five hours a day chewing raw food, a single hour suffices for people eating cooked food.

The **advent** of cooking enabled humans to eat more kinds of food, to devote less time to eating and to make do with smaller teeth and shorter intestines. Some scholars believe there is a direct link between the advent of cooking, the shortening of the human intestinal track, and the growth of the human brain. Since long intestines and large brains are both massive energy consumers, it’s hard to have both. By shortening the intestines and decreasing their energy consumption, cooking **inadvertently** opened the way to the jumbo brains of Neanderthals and Sapiens. The domestication of fire was, therefore, a sign of things to come.

(Adapted from Sapiens: *A brief History of Humankind* by Yuval Noah Harari: London: Vintage Books, 2011.)

(c) Identify **four** advantages of cooked food. (4 marks)

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(d) Explain the link that the author sees between eating cooked food and the development of the human brain. (3 marks)

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(e) What is the main point of this passage? (2 marks)

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(f) Explain the meaning of each of the following words as used in the passage: (4 marks)

- (i) dependable
- (ii) entrepreneurs
- (iii) advent
- (iv) inadvertently

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2. Henrik Ibsen, *A Doll's House*

Read the excerpt below and then answer the questions that follow.

(25 marks)

Children : *(in the doorway on the left)* Mother, the stranger man has gone out through the gate.

Nora : Yes, dears, I know. But, don't tell anyone about the stranger man. Do you hear? Not even papa.

Children : No, mother; but will you come and play again?

Nora : No, no, – not now.

Children : But, mother, you promised us.

Nora : Yes, but I can't now. Run away in; I have such a lot to do. Run away in, my sweet little darlings. *(She gets them into the room by degrees and shuts the door on them; then sits down on the sofa, takes up a piece of needlework and sews a few stitches, but soon stops.)* No! *(throws down the work, gets up, goes to the hall door and calls out)* Helen! bring the Tree in. *(goes to the table on the left, opens a drawer, and stops again)* No, no! it is quite impossible!

Maid : *(coming in with the Tree)* Where shall I put it, ma'am?

Nora : Here, in the middle of the floor.

Maid : Shall I get you anything else?

Nora : No, thank you. I have all I want. [Exit MAID.]

Nora : *(begins dressing the tree)* A candle here – and flowers here – The horrible man! It's all nonsense – there's nothing wrong. The tree shall be splendid! I will do everything I can think of to please you, Torvald! – I will sing for you, dance for you – *(HELMER comes in with some papers under his arm.)* Oh! are you back already?

Helmer : Yes. Has anyone been here?

Nora : Here? No.

Helmer : That is strange. I saw Krogstad going out of the gate.

Nora : Did you? Oh yes, I forgot, Krogstad was here for a moment.

Helmer : Nora, I can see from your manner that he has been here begging you to say a good word for him.



Nora : Yes.

Helmer : And you were to appear to do it of your own accord; you were to conceal from me the fact of his having been here; didn't he beg that of you too?

Nora : Yes, Torvald, but –

Helmer : Nora, Nora, and you would be a party to that sort of thing? To have any talk with a man like that, and give him any sort of promise? And to tell me a lie into the bargain?

Nora : A lie – ?

Helmer : Didn't you tell me no one had been here? (*shakes his finger at her*) My little songbird must never do that again. A songbird must have a clean beak to chirp with – no false notes! (*puts his arm round her waist*) That is so, isn't it? Yes, I am sure it is. (*Lets her go.*) We will say no more about it. (*sits down by the stove*) How warm and snug it is here! (*turns over his papers*)

(a) Place the excerpt in its immediate context. (4 marks)

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(b) The Christmas tree is mentioned many times in the play. What does it stand for? (3 marks)

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(c) Describe the character of Helmer as brought out in the excerpt. (4 marks)

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(d) What is the role of the children in the play? (2 marks)

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(e) Identify and illustrate **two** stylistic devices used in the excerpt. (4 marks)

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(f) Identify and illustrate **two** themes brought out in the play. (4 marks)

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(g) Don't tell anyone about the stranger man. (Rewrite beginning: Under.....) (1 mark)

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(h) Describe the tone of this passage. (3 marks)

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3 *Read the story below and then answer the questions that follow.*

Once upon a time a father sent for his three sons and gave to the eldest a cock, to the second a scythe, and the third a cat. "I am now old," said he, "my end is approaching, and I would fain provide for you before I die. Money I have none, and what I now give you seems of little worth; yet it rests with yourselves alone to turn my gifts to good account. Only seek out for a land where what you have is as yet unknown, and your fortune is made."

After the death of the father, the eldest set out with his cock: but wherever he went, in every town, he saw from a far off a cock sitting upon the church steeple, and turning round with the wind. In the villages he always heard plenty of them crowing, and his bird was therefore nothing new; so there did not seem much chance of his making his fortune. At length it happened that he came to an island where the people who lived there had never heard of a cock and knew not even how to reckon the time. They knew indeed if it were morning or evening; but at night if they lay awake, they had no means of knowing how time went.

"Behold," said he to them, "what a noble animal this is! He carries a bright red crest upon his head, and spurs upon his heels; he crows three times every night at stated hours, and at the third time the sun is about to rise. But this is not all; sometimes he screams in broad daylight, and then you must take warning, for the weather is surely about to change." This pleased the natives mightily; they kept awake one whole night, and heard, to their great joy, how gloriously the cock called the hour, at two, four and six o'clock. Then they asked him whether the bird was to be sold, and how much he would sell it for. "About as much as an ass can carry," said he.

"A very fair price for such an animal," cried they with one voice; and agreed to give him what he asked.

When he returned home with his wealth, his brothers wondered greatly; and the second said, "I will now set forth likewise, and see if I can turn my scythe to as good an account." There did not seem, however, much likelihood of this; for go where he would, he was met by peasants who had as good a scythe on their shoulders as he had. But at last, as good luck would have it, he came to an island where the people had never heard of a scythe; there, as soon as the corn was ripe, they went into the fields and pulled it up; but this was very hard work and a great deal of it was lost. The man then set to work with his scythe; and mowed down their whole crop so quickly, that the people stood staring open-mouthed with wonder. They were willing to give him what he asked for such a marvelous thing; but he only took a horse laden with as much gold as it could carry.

Now the third brother had a great longing, to go and see what he could make of his cat. So he set out; and at first it happened to him as it had to the others, so long as he kept upon the main land, he met with no success; there were plenty of cats everywhere, indeed too many, so that the young ones were for the most part, as soon as they came into the world, drowned in the water. At last he passed over to an island where, as it chanced most luckily for him, nobody had ever seen a cat; and they were overrun with mice to such a degree, that the little wretches danced upon the tables and chairs, whether the master of the house were at home or not. The people complained loudly of this grievance; the King himself knew not how to rid him self of them in his palace; in every corner mice were squeaking, and they gnawed everything that their teeth could lay hold



of. Here was a fine field for Puss – she soon began her chase and had cleared two rooms in the twinkling of an eye; when the people besought their King to buy the wonderful animal, for the good of the public, at any price. The King willingly gave what was asked – a mule laden with gold and jewels; and thus the third brother returned home with a richer prize than either of the others.

Meanwhile the cat feasted away upon the mice in the royal palace, and devoured so many that they were no longer in any great numbers. At length, quite spent and tired with her work she became extremely thirsty; so she stood still, drew up her head, and cried, “Miau, Miau!” When the people heard this cry, they ran shrieking in great fright. The King and his council decided to send a herald to the cat to warn her to leave the castle forthwith, or that force would be used to remove her. “We would far more willingly put up with the mice (since we are used to that evil), than get rid of them at the risk of our lives.”

A page accordingly went and asked the cat whether she was willing to quit the castle. But Puss, whose thirst became every moment more and more pressing answered ‘Miau! Miau!’ which the page interpreted to mean, “No! No!” and therefore carried this answer to the King.

“Then we must try what force will do,” the King said. So the guns were planted, and the palace was fired upon from all sides. When the fire reached the room where the cat was, she sprang out of the window and ran away; but the besiegers did not see her, and went on firing until the whole palace was burnt to the ground.

(Adapted from *Grimm’s Fairy Tales* by Jacob and Wilhelm Grimm)

- (a) How does the father prepare his sons for a life without him? (2 marks)

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- (b) Why was the first son at first almost despairing? (2 marks)

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- (c) How would you describe the first son from what he says? (2 marks)

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(d) What is implied about the islanders who bought the cock? Illustrate your answer. (3 marks)

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(e) How do we know that the islanders were convinced that the cock was very precious? (3 marks)

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(f) What was the effect of the first son’s success on his siblings? (2 marks)

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(g) Explain the meaning of the following metaphor: “Here was a fine field for Puss.” (2 marks)

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(h) What **two** lessons do we learn from this story? (4 marks)

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- 4 (a) Rewrite the following to remove ambiguity. (3 marks)
- (i) Juma told Ali that he lacked self-confidence.

- (ii) I saw a monkey with a telescope.

- (iii) Look at that cow with one eye.

- (b) Choose the correct option from those given in brackets. (3 marks)
- (i) My sister has five children and now she wants to a sixth one.
 [adapt/adopt]
- (ii) The of the neighbouring secondary school will be the guest of honour. [Principle/Principal]
- (iii) My father was sitting in the room when the guest arrived.
 [leaving, living]
- (c) Complete the following using an appropriate preposition. (3 marks)
- (i) There is no exception this rule.
- (ii) My friends congratulated me my recent achievement.
- (iii) Kola has a special liking Mathematics.
- (d) Choose the best connector from those given in brackets. (3 marks)
- (i) She is a new employee;, she has done very well. [although/even as/nevertheless]
- (ii) My brother is very committed to his work;, he has earned frequent promotions. [nonetheless/notwithstanding/consequently]
- (iii) Jason seems to be quite intelligent;, he often gets poor grades.
 [similarly/however/otherwise]

(e) *Complete the following sentences by supplying the correct form of the verb given in brackets.* (3 marks)

- (i) If they had not him money, he would not have gone for the trip.
[sent/send]
- (ii) We are going to a house for our mother. [build/built]
- (iii) Let's our clothes here. [hang/hung]

