

# MAKUENI COUNTY CLUSTER PREPARATORY EXAMINATION 2016

*Kenya Certificate of Secondary Education*

101/1

ENGLISH

PAPER 1

(FUNCTIONAL SKILLS, CLOZE TEST AND ORAL SKILLS)

JULY / AUGUST 2016

TIME: 2 HOURS

1. **FUNCTIONAL WRITING.** (20 marks)
 

You are a student of Ushindi High School. Your class has just finished reading „The Caucasian Chalk Circle“ by Bertolt Brecht. They would like to perform the play at your School Hall.

  - a) Write a book review of the play. (12 marks)
  - b) Write an E-mail to the Principal seeking permission to stage the performance. (8 marks)
2. **CLOZE TEST** (10 Marks)
 

*Read the passage below and fill in each blank space with an appropriate word.*

Abortion is the (1).....of pregnancy by the expulsion of a foetus or embryo (2)..... the uterus. An (3).....can occur spontaneously due to (4) .....during pregnancy; or can be induced. (5) ..... abortion induced to preserve the health of the mother is termed as therapeutic abortion, while (6)..... induced for any (7) ..... reason is termed as elective abortion.

From time (8) ....., abortion has been induced by various methods including the use of sharp tools and other traditional methods. Currently, abortion is (9).....in Kenya except if performed to save the (10) ..... of the mother.
3. **ORAL SKILLS** (30 marks)
  - a) *Read the following poem then answer the questions that follow:-*

A song in springs  
 O little buds all burgeoning with spring  
 You hold my winter in forgetfulness  
 Without my window like branches swing  
 Within my gate I hear a robin sing  
 O little laughing blooms that lift and bless!

So blow the breezes in a soft caress  
 Blowing my dreams upon swallows wing;  
 O little merry buds in dappled dress  
 You fill my heart with very wantonness  
 Oh little buds all burgeoning with spring.

*By Thomas S. Jones Jr.*

**Questions**

    - a. Explain what makes this poem an oral poem? (2 marks)
    - b. How has rhythm been achieved in this poem? (2 marks)
    - c. How would you perform the last two lines in this poem? (2 marks)
  - b) **Use stress markers to identify the primary stress in the underlined words below.** (4 marks)
    - (a) (i) His record has just been released in the market.
    - (ii) We have been asked to record all the transactions in the new book.
    - (b) (i) He subjects the detainees to a lot of torture.
    - (ii) The king had great respect for his subjects.
  - c) **Complete the list below by getting another word pronounced in the same way as the ones below.** (4 marks)
    - i) Pair, pear, \_\_\_\_\_.
    - ii) \_\_\_\_\_, sent, cent.
    - iii) Write, \_\_\_\_\_, right.
    - iv) \_\_\_\_\_, chord.
  - d) Identify and explain two situations in which it would be courteous for you to maintain a respectable distance as you interact with people. (4 marks)
  - e) **You are the president of the students' council in your school. You are supposed to give a speech on students leadership during Prize Giving Day to be held in your school.**
    - (i) What preparations would you make to ensure that your speech is a success? (3 marks)
    - (ii) What would you do during the actual speech delivery in order to be understood properly? (3 marks)
- d) **Read the conversation below and then answer the questions that follow.** (6 marks)

Mr. Mwatu : Hallo, is that Ilovoto Secondary School?  
Secretary : Yes, what is your name?  
Mr. Mwatu : Mwatu Endelea.  
Secretary : What do you want?  
Mr. Mwatu : May I speak to the headteacher?  
Secretary : He's out of the country. He attended a SMASE conference in Japan.  
What did you want to tell him?  
Mr. Mwatu : Sorry it is confidential. May I speak to the deputy?  
Secretary : He's not in school just as always.  
Mr. Mwatu : Oh! I will call later.  
Secretary : It's okay.

- i) Comment on the secretary's telephone etiquette. (4 marks)  
ii) Identify two instances of politeness in the conversation. (2 marks)

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**MAKUENI COUNTY CLUSTER PREPARATORY EXAMINATION 2016****Kenya Certificate of Secondary Education (KCSE)****101/2****ENGLISH****(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)****PAPER 2****JULY / AUGUST 2016****TIME: 2 ½ HOURS****1. COMPREENENSION****(20marks)****Read the following passage and answer the questions that follow:**

Calls to improve education most frequently circulate around the need for better prepared teachers, improved governance, expanded infrastructure and a relevant curriculum. Changes in these areas take time; investments in them are not easily quantifiable, and may reduce the financial attraction of the private sector.

Textbooks, meanwhile, are rarely discussed as an investment, yet they are one of the most effective ways to improve students' learning. For the private sector in particular, they provide a straightforward and effective way to invest in education and see tangible results.

And there is real pressing need for this investment. A new **paper** by the Global Education Monitoring (GEM) Report at Unesco shows that cutting through debates about the quality of textbooks is a fundamental problem: millions of children simply do not have access to such materials at all. In Kenya, as in many other sub-Saharan Africa, textbooks are becoming less accessible over time, rather than the reverse.

Without textbooks, children end up spending too many of their school hours copying content from the blackboard, which severely reduces time for engaged learning. In 22 sub-Saharan African countries, providing one textbook to every student in a classroom increased literacy scores by up to 20 percent. While the **buck should stop** with governments, they are currently not investing enough in textbooks. In 2012, in 36 countries with data, governments were spending less than 2 per cent of primary education budgets on teaching and learning materials on average, far less than the 3-5 percent target recommended by the World Bank.

The result is that parents are often left holding the burden; they are forced to cover the cost of learning materials for their children. For the poorest children, this creates a vicious cycle: parents have precious few funds for textbooks, serving as an additional barrier to learning.

Getting a textbook to each and every child is not as easy as it sounds. There are several steps to its production, including the development, procurement, distribution and storage, all of which have their own complications, including corruption and transport issues.

With so many parties involved in such a long process, the predictability of financing improves the chances that each child will possess a textbook. Unfortunately, it is precisely this predictability that is lacking in many low-income countries.

Consider the situation in Africa where many countries have shifted towards decentralized textbook supply systems and away from ministries of Education deciding how many books each school should receive.

In practice, this has led to schools buying different combinations of textbooks for the same subjects and grades. The result is neither cost-effective nor practical in providing uniformity across schools. At the school level, the capacity to effectively forecast the demand for textbooks and other teaching and learning materials remains **tenuous**.

This is why our paper has investigated the benefits of shifting to a nationally centralized textbook system, which would pool demand for textbooks and ensure long-term and predictable financing. According to our estimates, this could take up to \$3 off the price of each book, saving almost \$1 billion in sub-Saharan Africa alone. Kenya could save \$64 million from its textbook bill.

Pooling and forecasting demand in this way would open the door for innovative financing that could present smart investments for the private sector. A similar approach has been used by the health sector to finance vaccines through the Gavi, the Vaccine Alliance.

***Adapted from Dr Aaron Benavot's article, Daily Nation Jan 29, 2016*****Questions**

- Why would the private sector find it less attractive to make financial investment in education? (2 marks)
- Why are textbooks of great interest to the private sector? (2 marks)
- What evidence do we have that governments are not keen on providing enough textbooks? (1 marks)
- According to the writer, what is the best way forward to cater for demand and costs of textbooks? (2 marks)
- What is the writer's attitude towards parents in sub-Saharan Africa? (3 marks)
- In not more than forty words, give examples of factual information that has been provided by the writer. (4 marks)
- What do you find ironical in the above passage? (2 marks)
- Getting a textbook to each and every child is not as easy as it sounds. (Rewrite this sentence using the phrase „easier said than done“) (1 mark)
- Give the meaning of the following words and phrases as used in the passage. (3marks)
  - Paper
  - The buck should stop
  - Tenuous

**2. Read the following extract and answer the questions that follow.****(25 marks)**

“May the proceedings of this tribunal begin and may God save the King.” intoned the DO. The twins looked at him with interest. He was actually white – not cloud white, but an indefinable translucent colour with spots of red on the cheeks, the

ears and the tip of his long nose. His hair was an amazing yellow and wonder of wonders his eyes were blue. Nevertheless he was human and spoke with a human if strange voice – rather resonant with an unusual timbre, somewhat harsh to the ear.

“Great chief. I am a widow. My husband was the chief of Sakwa. We had two sons. The first one who would have been chief died in the big war of the white people. His brother also died accidentally soon after taking over the chief’s stool. He left one child, a son who is but a toddler. For this reason my late husband’s brother has taken over the chief’s stool supposedly in custody for my grandson. However it has become clear that he has no intention of relinquishing that seat; what is more he has grabbed all his brother’s wealth and is now at war with me, trying to grab my own personal wealth as well. He feels that being a woman I deserve nothing. Now if this is allowed to happen, what will my grandson use to pay the brideprice and reclaim the chief’s stool? May *Were*, God of the rising sun (the interpreter translated that simply as God) give his wisdom to you so that you can decide this matter fairly. Thank you.” She sat down.

The DO was lost in thought for a few minutes. He had lived in this part of the country since the end of the war and he was well aware how deeply these people were steeped in their tradition – they called it *Chik*. *Chik* governed every aspect of the life of the people. It was the glue which held the people together, thus preventing disintegration of the fabric of society and chaos. Without *Chik* to tell each person where he fitted in the exact order of things, where he came from and where he could expect to go, there would be confusion and apprehension. Very few rebelled and were outcast, cut off from the people like a branch from a tree. The majority were glad to avail themselves of the surety it offered; to do and to be done by.

According to *Chik* the brother should have married his brother’s widow and become guardian of the grandson and custodian not owner of the chief’s stool. Animosity must run very deep in that family for this not to have been done. He cleared his throat and spoke.

“This is a very deep and serious matter which cannot be decided in one sitting. May a team be dispatched to the village to further investigate this matter. Then the woman may bring her appeal in three months to the Visiting District Commissioner. Next case.”

Akoko and her nephews left the tribunal and went back to their benefactor’s home. They discussed the DO’s decision.

“You mean there is a bigger white chief than this diyo?” Odongo asked.

“Looks like it,” replied the twins.

“Don’t you think he should have decided? Aunts’ case is after all so clear.”

“May be he should have taken a longer time to think.”

“He probably does not understand the way of *Chik*. After all he is white.”

“My sons,” said Akoko. “Do not decide the wisdom of a man by the brevity of his quiet or the multitude of his words. It is only a wise man who can decide quickly that he doesn’t know and needs to seek more knowledge. A fool knows everything. It is only a wise man who does not hide his folly behind many words. I think this *Diyo* will help me.”

### Questions

- What had happened before this extract? (3 marks)
- What did the boys find wondrous about the DO? (1 mark)
- In note form outline the traditional practices of the community in this excerpt. (5 marks)
- Apart from traditions which other three themes are evident in this excerpt? (6 marks)
- Identify and illustrate two stylistic devices employed in this extract. (4 marks)
- Akoko tells her nephews that she thinks this „Diyo“ will help her. How does this happen later in the story. (4 marks)
- „I think this Diyo will help me,”  
(Rewrite the sentence and add a question tag) (1 mark)
- What is the name of the benefactor mentioned in the extract? (1 mark)

### 3. Poetry

Read the poem below and answer the questions that follow.

(20 marks)

#### Old and New

She went up the mountain to pluck wild herbs,  
She came down the mountain and met her former husband,  
She knelt down and asked her former husband,  
“What do you find your new wife like?”  
“My new wife, although her talk is clever,  
Cannot charm me as my old wife could,  
In beauty of face there is not much to choose,  
But in usefulness they are not at all alike,  
My new wife comes in from the road to meet me,  
My old wife always came down from her tower.\*  
My new wife is clever at embroidering silk;  
My old wife was good at plain sewing.  
Of silk embroidery one can do an inch a day;  
Of plain sewing, more than five feet.  
Putting her silks by the side of your sewing,  
I see that the new will not compare with the old.”

*Anonymous 1<sup>st</sup> Century B.C.*

**Questions**

- a. What is the poem about? (3 marks)
- b. With illustrations identify **one** similarity and difference in the two wives. (4 marks)
- c. Comment on any **two** poetic devices used in the poem. (6 marks)
- d. Explain the meaning of the following lines.  
"My new wife, although her talk is clever, cannot charm me as my old wife" (3 marks)
- e. Identify aspects of social life noticeable in the poem. (3 marks)
- f. What is the tone of the poem? (3 marks)

**4. GRAMMAR****15 marks**

- a) **Rewrite the following sentences according to the instructions given after each.** (3 marks)
  - (i) Kenya was privileged to receive two foreign dignitaries in 2015. (begin: It was....)
  - (ii) She is proud, but she must still obey her boss' order. (Begin: Proud....)
  - (iii) Many students attended the seminar. They were from all over Mbooni sub – county.  
(Combine into one sentence using a relative pronoun)
- b) **Complete the following with an appropriate quantifier from the list given below.** (3 marks)
  - (i) As the drought intensified, the school cow produced \_\_\_\_\_ milk.
  - (ii) Since the game is quite risky, \_\_\_\_\_ students participate in it.
  - (iii) Don't worry, \_\_\_\_\_ paraffin will push you till mid-night.  
(some, any, little, a few, a little, few)
- c) **Fill in the gaps below with words to complete the idiomatic expressions used.** (3 marks)
  - (i) Sheila \_\_\_\_\_ caution to the wind for she got pregnant.
  - (ii) We were told to clear the \_\_\_\_\_ in relation to the missing money.
  - (iii) Ask me about it. There is no \_\_\_\_\_ lost between them, that is why they cannot cope.
- d) **Add a suitable prefix to the underlined words.** (3 marks)
  - (i) After the terrorists were arrested by the KDF, they were armed.
  - (ii) A few students could spell the synonym.
  - (iii) We all felt that the coach was perfect.
- e) **Explain the difference in meaning between the following pairs of sentences.** (2 marks)
  - (i) Mutunga has ten-day-old puppies in this kennel.
  - (ii) Mutunga has ten day-old puppies in this kennel.
- f) Our school is equi-distant \_\_\_\_\_ the two shopping centres. (Fill in the blank with the correct preposition) (1 mark)

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**MAKUENI COUNTY CLUSTER PREPARATORY EXAMINATION 2016**

*Kenya Certificate of Secondary Education*

101/3

ENGLISH

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

JULY / AUGUST 2016

TIME: 2 ½ HOURS

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**1. Imaginative Composition. (COMPULSORY)**

**(20 marks)**

Either,

- a) Write a composition beginning with the following statement:

“As I walked out of the gate that day, I knew it was the beginning of a good life ahead.....”

**or**

- b) Write a story to illustrate the saying,

“A bird in hand is worth two in the bush.”

**2. The Compulsory Set Text**

**(20 marks)**

**Bertolt Brecht, The Caucasian Chalk Circle.**

“Everyone in society gets what they deserve, whether good or bad.”

Write an essay in support of this statement drawing illustrations from the play, “The Caucasian Chalk Circle.”

**3. The Optional Set Texts.**

**(20 marks)**

**Answer any one of the following three questions.**

Either,

- a) **The short story**

**Emilia Ilieva and Waveney Olembo (Eds.), When the Sun Goes Down and Other Short Stories from Africa and Beyond.**

Using illustrations from Sefi Atta’s short story, “Twilight Trek,” write a composition to illustrate the problems illegal immigrants go through in the event of wanting to seek better lives abroad.

- b) **The play: Betrayal in the City, Francis Imbuga.**

“The desire to avenge oneself on perceived enemies adds more evil and suffering in society.” Write an essay to illustrate this assertion with close reference to the play.

- c) **The Novel: The Whale Rider, Witi Ihimaera**

“Rawiri experiences racial segregation in Papua, New Guinea,”

With reference to Witi Ihimaera’s novel, The Whale Rider, write an essay in support of this statement.

**KIRINYAGA CENTRAL SUB-COUNTY EFFECTIVE FORTY JOINT EXAMINATIONS – 2016****101/1****ENGLISH****(FUNCTIONAL SKILLS)****PAPER 1****JULY/AUGUST, 2016****TIME: 2 HOURS****1. FUNCTIONAL WRITING:**

You are the Chief Executive Officer of a Non-Governmental Organization and Mr. Zack Mwambia has been working under you, in the accounts department.

Your organization has opened a branch in U.S.A and has offices in London. Zack has applied for the position of a Senior Accountant in the London offices.

Write a confidential report to the manager recommending him for this position. Remember to email it to him. (20 marks)

**2. CLOZE TEST: (10 MARKS)**

Read the following passage and fill in the gaps with the most appropriate words.

The police frequently 1 ..... our slum village in search of hidden illicit brews. It was one of 2 ..... raids that constable Amka Twende earned himself unexpected honour. 3 ..... respect for his detective skills. 4 ..... chang"aa brewers in the village had devised several smart ways of hiding their liquor in spots 5 ..... even the nosiest cops would not dream of looking. A new favourite trick was to put the chang"aa 6 ..... twenty litre jerry cans, close them tightly tie strong sisal ropes 7 ..... the necks and dangle them down pit 8 .....

This of course necessitated boring extra opening at the back of the toilet's structures for the jerry cans to be let down before the holes were ingeniously covered and disguised 9 ..... soil, refuse or even green grass.

No policeman in his right 10 ..... was going to start looking for hidden chang"aa down a toilet pit, surely.

**3. (a) ORAL SKILLS: (30 MARKS)**

Read the oral poem below and then answer the questions that follow: (5 marks)

He couldn't wait, eh!  
For the child of my mother  
To finish school

He begged, eh!  
That man begged  
He begged and begged

He couldn't wait, eh!  
For the child of my mother  
To dress up

Questions.

- (i) What makes this oral poem rhythmic? (2 marks)  
(ii) Which word are you likely to stress in the second line of the first and last stanzas and why? (2 marks)  
(iii) How would you say the last line of the poem? (1 mark)

**(b) Identify the word with the odd sound from the following sets of words. (5 marks)**

- |                 |         |          |           |       |
|-----------------|---------|----------|-----------|-------|
| (i) Pooh        | poop    | pool     | poor      | ..... |
| (ii) Tortoise   | boy     | join     | ploy      | ..... |
| (iii) Scuttle   | scythe  | scullery | sculpture | ..... |
| (iv) Gingivitis | gigolo  | gist     | gender    | ..... |
| (v) Cannibal    | caesura | calcium  | cachet    | ..... |

**(c) Provide another word that will form minimal pairs for the following words. (3 marks)**

- (i) Not .....  
(ii) Play .....  
(iii) Rips .....

**(d) Study the genre below and answer the questions that follow. (6 marks)**

*The short child shot a shot of his short white wash.*

Questions

- (i) Classify the genre. (2 marks)

- (ii) Identify consonance in the genre above. (2 marks)
- (iii) State two functions of the genre above. (2 marks)
- (e) (i) You are invited as a motivational speaker to give a talk to a group of people. State **three** factors about the audience that you must consider before giving the speech. (3 marks)
- (ii) State **three** factors the listener ought to observe in order to gain from the speech. (3 marks)

Two friends, Mutunga and Mutiso have a debate. Mutunga strongly feels that a man should marry more than one wife. Mutiso on the other hand argues that a man should only marry one wife. Advise them on five things they should do in order to disagree in an agreeable manner so that their conversation does not degenerate into a quarrel. (5 marks)

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**KIRINYAGA CENTRAL SUB-COUNTY EFFECTIVE FORTY JOINT EXAMINATION – 2016****101/2****ENGLISH****(Comprehension, Literary)****Appreciation and Grammar)****PAPER 2****JULY/AUGUST, 2016****TIME: 2½ HOURS****1. COMPREHENSION:***Read the following passage and answer the questions that follow:*

You may think that expecting food to change your life is too much to ask. But have you considered that eating the right food at the right time will increase energy, help you manage weight and ward off major illness?

Researchers have found that eating a meal with plenty of protein leaves you feeling more satisfied for longer when compared to a meal loaded with low-quality carbohydrates. Your body takes longer to digest protein, leading to a gradual increase in blood sugar. The high protein breakfast will therefore carry you through the morning and more importantly, through your tea break. Many high carbohydrate meals are absorbed quickly and send blood sugar on a roller coaster ride, taking your appetite with it and depleting your energy.

Many foods contain antioxidants, but fruits and vegetables may be the richest source. Behaving like chemical warriors, antioxidants neutralize molecules known as free radicals before they damage arteries and body cells. This protects you from heart diseases, high blood pressure, cancer and diabetes. You can now see why antioxidant foods should be consumed in generous portions.

Actually, forget pills – antioxidants work best when consumed in foods. In fact, nutritionists recommend that we eat five portions of fruit and vegetables a day. It's less daunting than it sounds: a portion equals a piece of fruit, three tablespoons of cooked vegetables or a glass of fresh juice.

And do you desire to relive yourself of some baggage? Calcium is the latest weight-loss star to appear on the scene. Scientists stumbled on its magic by accident. From study that measured the blood pressure of obese people, it was discovered that those who took one large tub of yoghurt a day in their diet lost an average of eleven pounds of body fat in one year, even though they did not eat less.

A follow-up study found that people on a high calcium diet lost weight and fat than did people on a low-calcium diet – and again, both consumed the same number of calories. Researchers believe calcium encourages fat cells to stop “getting fatter” instead, the cells burn extra fat without you having to go anywhere near a gymnasium.

It probably sounds strange to say that you can eat more in order to lose weight. Obviously, the question you should ask immediately is, “Eat more of what?” We are talking about foods rich in fibre. They have what is referred to as low-energy density; that translates to few calories relative to weight. This means that you can down a mountain without fear of calories overload.

Fibre also aids weight loss because it's filling. Most high-fibre foods take a lot of chewing, triggering your body's fullness sensors. Moreover, you absorb the food more slowly so you feel full longer.

Will the wonders of food ever cease? Not if researchers in nutrition keep their pace.

Let them keep the good news flowing - such as the fact that we don't have to starve ourselves to lose weight and keep diseases at bay.

*(Adapted from Reader's Digest, January 2004)*

- (a) From the information given in the first paragraph, how can you improve your life? (1 mark)
- (b) In not more than 35 words, summarize the effects of eating carbohydrates. (4 marks)
- (c) Explain how free radicals contribute to the occurrence of high blood pressure and cancer. (2 marks)
- (d) In what two forms can antioxidants be consumed? (2 marks)
- (e) In fact, nutritionists recommend that we eat five portions of fruit and vegetable a day. Rewrite this statement as a question. (1 mark)
- (f) What is the attitude of the author towards calcium as a weight-cutting measure? (3 marks)
- (g) According to the passage, how can you use up excess fat? (2 marks)
- (h) Identify an instance of irony in the passage. (2 marks)
- (i) Explain the meaning of the following expressions as used in the passage. (3 marks)
  - (a) Daunting
  - (b) Baggage
  - (c) Down a mountain

## 2. Read the excerpt below and answer the questions that follow:

"She means everything to me." She looked at him steadily for a little while. "So do you – though I am beginning to think it's a waste of time. When are you going to propose if at all? We've known each other for six years. Six years! What I don't have by now I'll never get. I am twenty six years old and you are looking at the finished product. And I am tired of being asked when I'll bring home the man from *Ruguru* – meaning the man from the west as my relatives refer to you."

"You do mean it, don't you? It is not brain fever due to overwork and lack of sleep, is it?" He said it half in jest, half in earnest.

"You really are too much," she said getting up.

"Come on! Do have a sense of humour. It isn't everyday a girl proposes to me. As a matter of fact this is the first time – so forgive me if I don't quite know what to say. But you know there's never been anyone else since I met you. To hell with it, since we are in the age of equality, why don't I just say that there's never been anyone else? The answer is – yes I'll marry you. Any day you want. Today, if we can get anyone to marry us."

"You are really a comedian, you know. What are you still doing here – an underpaid intern? You should be out there earning your millions with Bill Cosby and the rest." This is how their conversation ended. Two strong wills pitted against each other. She wondered if she was taking on more than she could manage. But he had a power over her – which even he did not know. There was no one else. There could be no one else. Still she was piqued by him.

"Point taken. But I am dead serious. You can tell your mum that I'll be over to pay my courtesy call as soon as this internship business is over. My intentions towards her daughter have always been good even if I am not a son of Mumbi and Gikuyu – the founders of your great tribe."

The alarm rang and cut him short.

"Yak! I've got to run, honey. I have gallonfuls of bloodletting yet to be done. I'll just walk you to the bus stop and then get on with the job at hand." He grabbed his coat and opened the door. She understood. After all, she herself was an intern and at the mercy of the clock and the beck and call of others. It was one hell of a life and one hell of a courtship. Why couldn't she fall in love with an ordinary guy who worked ordinary hours? One doctor in the house was more than enough. She wondered if the marriage would survive the onslaught of medicine. Time would tell.

### Questions.

- (a) Explain what happens immediately before and after this excerpt. (4 marks)
- (b) Identify and illustrate any one theme evident in this excerpt. (2 marks)
- (c) (i) „She means everything to me“  
Who is referred to as „she“ in this sentence? (1 mark)
- (ii) What makes the „she“ age faster than she should have later in the story? (1 mark)
- (iii) Explain the meaning of the following:  
„I am twenty six years old and you are looking at the finished product.“ (1 mark)
- (d) Both Wandia and Aoro are interns in different hospitals. What challenges do they encounter as they serve as interns? (4 marks)
- (e) Which trait of character is shared by both Aoro and Wandia in this excerpt? (3 marks)
- (f) Illustrate any two features of style evident in the excerpt. (4 marks)
- (g) Where do Aoro and Wandia meet for the first time in the story? (1 mark)
- (h) „There's never been anyone since I met you“  
(Begin: Never ..... ) (1 mark)
- (i) Explain the meaning of the following words as used in the excerpt: (3 marks)
  - (i) Piqued.
  - (ii) Internship.
  - (iii) Jest.

## 3. Read the poem below and answer the questions that follow:

### THE VILLAGE WELL

By the well,  
Where fresh water still quietly whisper  
As when I  
First accompanied Mother and filled my baby gourd,  
By this well,  
Where many an evening its clean water cleaned me;

This silent well  
Dreaded haunt of the long haired Musambwa  
Who basked  
In the mid-day sun reclining on the rock  
Where I now sit  
Welling up with many poignant memories;

This spot,  
Which has rung with the purity of child laughter;  
This spot,

Where eye spoke secretly to responding eye;  
This spot,  
Where hearts pounded madly in many a breast;

By this well,  
Over-hung by leafy branches of sheltering trees  
I first noticed her  
I saw her in the cool of red, red evening  
I saw her  
As if I had not seen her a thousand times before  
By this well  
My eyes asked for love, and my heart went mad.  
I stuttered  
And murmured my first words of love  
And cupped  
With my hands, the intoxication that were her breasts

In this well,  
In the clear waters of this whispering well,  
The silent moon  
Witnessed with a smile our inviolate vows  
The kisses  
That left us weak and breathless.

It is dark.  
It is dark by the well that still whispers.  
It is darker  
It is utter darkness in the heart that bleeds  
By this well  
Where magic has evaporated but memories linger.

Of damp death  
The rotting foliage reeks,  
And the branches  
Are grotesque talons of hungry vultures,  
For she is dead  
The one I first loved by this well.

#### Questions:

- (i) Who is the persona in this poem? (2 marks)
- (ii) What is the significant of the well to the persona? (4 marks)
- (iii) Identify imagery in the poem. (2 marks)
- (iv) Explain the meaning of the following lines as used in the poem.
  - (a) Dreaded haunt of the long haired Musambwa. (2 marks)
  - (b) I saw her in the cool of a red, red evening. (2 marks)
  - (c) It is dark by the well that still whispers. (2 marks)
  - (v) Comment on the change of mood in the last two stanzas. (4 marks)
  - (vi) What is the attitude of the persona towards death? (2 marks)

#### 4. GRAMMAR:

- (a) *Arrange the adjectives in the following sentences in their correct order.* (3 marks)
  - (i) I hate blue toilet big ugly flies.
  - (ii) They found gold handsome round Swiss old watches.
- (b) *Replace the underlined words with a suitable phrasal verbs.* (3 marks)
  - (i) Grusha fainted from exhaustion.
  - (ii) The thief escaped with our valuables.
  - (iii) Vera visited Wandia.
- (c) *Complete the sentences using the correct form of the word in brackets.* (3 marks)
  - (i) In summary writing, you should observe both accuracy and ..... (brief)
  - (ii) That we cannot add one and one is ..... (conceive)
  - (iii) Phil Collins is a famous ..... all over the world. (piano)
- (d) *Rewrite the following sentences according to the instructions given.* (3 marks)
  - (i) If you have nothing more to contribute we will stop fundraising.  
(Begin: Unless.....)
  - (ii) Only the head boy among the other prefects remained in the school.

- (Begin: All.....)
- (iii) They had just entered the house. The shooting started.  
(Join as one sentence beginning: Hardly.....)
- (e) **Explain the meaning of the following idiomatic expressions.** (2 marks)
- (i) A skeleton in the cupboard.  
(ii) Show one's teeth.
- (f) **Fill in the blanks with the correct preposition.** (2 marks)
- (i) You must not lean ..... the wall during the assembly.  
(ii) Robbers broke ..... our house while we were away.

## KIRINYAGA CENTRAL SUB-COUNTY EFFECTIVE FORTY JOINT EXAMINATION – 2016

101/3

ENGLISH

Paper 3

(Creative Composition and Essays Based on Set Texts)

July/August 2016

Time: 2½ hours

### IMAGINATIVE COMPOSITION (COMPULSORY)

*EITHER*

1. (a) Write a composition ending with “..... after that incident, I realized that it is never too late to change.”  
(b) Write a composition based on the following “The mobile phone is the best piece of technology of the twenty first century”. Discuss.
2. **The Compulsory Set Text** (20 marks)  
**Bertolt Brecht by The Caucasian Chalk Circle**  
“The gap between the rich and the poor can be controlled through the use of social justice”.  
Using illustrations from Bertolt Brecht’s, The Caucasian Chalk Circle, write an essay in support of this proposition
3. **The Optional Set Text**  
(a) **The Short Story:**  
**Emilia Ilieva, Waveney Olembo – When the Sun Goes Down**  
The war of the ears by Moses Isegawa “Civil wars, especially those lead by militia groups can have devastating effects on a country”. With evidence drawn from the story „The war of the ears” by Moses Isegawa, validate the above statement.

**Or**

- (b) **Drama: by Francis Imbuga, Betrayal in the City.**  
In African setting, elderly people normally spice up their language with proverbs to effectively communicate. Drawing illustrations from „Betrayal in the City” by Francis Imbuga, discuss how true the statement is.
- Or**
- (c) **The Novel: by Witi Ihimaera, The Whale Rider**  
Drawing illustrations from Witi Ihimaera’s novel, The Whale Rider, write an essay highlighting the conflicts evident in the text.

**CENTRAL KENYA NATIONAL SCHOOLS MOCK JOINT EXAM 2016**  
**Kenya Certificate of Secondary Education (K.C.S.E)**

**101/1**

**ENGLISH**

**PAPER 1**

**(Functional Writing and Oral Skills)**

**JULY/AUGUST 2016**

**TIME: 2 HOURS**

**1. FUNCTIONAL WRITING. (20 MARKS)**

Write a review of the play The Caucasian Chalk Circle by Bertolt Brecht.

(20 marks)

**2. Cloze Test. (10 marks)**

**Read the passage below and fill in each blank space with the most appropriate word.**

More than 500 (1) \_\_\_\_\_ including experts on curriculum from Kenya and further afield, met in Nairobi (2) \_\_\_\_\_ other week with the question of the nation's (3) \_\_\_\_\_ system on (4) \_\_\_\_\_ of the agenda. It is right that the current system (5) \_\_\_\_\_ was put in place over these decades ago to subjected to exhaustive review.

The criticisms against the status quo are numerous but the most important is that it (6) \_\_\_\_\_ crammily and role learning and it does not inspire (7) \_\_\_\_\_ thinking.

The world is a dynamic place and, to survive, one (8) \_\_\_\_\_ to develop their facility for creativity and adaptability. (9) \_\_\_\_\_ it is too early to know the prescriptions that emerged from the deliberations, the proposals of a taskforce (10) \_\_\_\_\_ by professor Douglas Othiambo after a good guide of the thinking among educations.

**3. ORAL SKILLS. (30 marks)**

**(a) Read the story below and answer the questions that follow.**

Long, long ago, a hunter went to check on his trap. He was joyful to find a fat animal caught in one of his traps. He took the animal from the trap and reset the trap. Then he slaughtered the animal. He carried the meat on and set off on his way home.

The trap was one of those he had set far, far away from the village and it began to get dark when he was still far away. He became worried when he kept hearing an odd sound behind him. He put the meat down and then tied pieces of wood together. He lit the bunch of wood so that he could use it as a torch. Then he continued on his journey homewards. After sometimes, he heard the same noise behind him. He stopped to see what was making the noise.

Behind him was a huge hyena. When he moved, the hyena also moved when he stopped, the hyena also stopped. They moved in this manner until the man was near his home. Then he stopped and thought and thought and thought. How could he stop the hyena from harming him? He decided that he would cover the remaining distance in the darkness; however, he would have to make sure that the hyena would have no reason to follow him.

When the hyena was out of sight, he quickly put the meat and the improvised torch on ground, and then dashed and hid behind a tree. The hyena, on seeing the improvised torch on the ground, thought that the old man had placed the fire on the ground and slept.

"What a feast I'll have!" The hyena thought.

The flames of the fire soon went out. The hyena came to where the meat lay and sank its teeth into it.

"That would have been. It is better to lose the meat today and live to hunt tomorrow," said the hunter to himself as he ran home.

**Questions.**

- i) How would you say the opening two words in the first paragraph if you were narrating this story? (2 marks)
- ii) What is the effect of repetition in the second paragraph. (2 mark)
- iii) The words „however“ and „darkness“ are found in the story. Use a stress marker to indicate the stressed syllable in each of these two words. (2 marks)

**(b) Oral skills (8 marks)**

She stepped out of the train, her long skirt held by her graceful left hand.

The skirt billowed out,

Like a flower, colourful, entrancing

Her right hand held a milk-white kerchief with which willingly dabbed her

Beautifully shaped nose

To shield it from the harsh polluted air of the city

Her eyes, limpid clear, sweet spring water, beheld me.

I was riveted, instantly smitten, captured by those eyes ...

The elegance, the grace, the effortless charm.

I wondered, could she be the one I was waiting?

**Questions.**

- i) You are to perform. This oral material to your classmates. What overriding tone would you employ throughout the rendition? (2 marks)
- ii) Explain the use of any **two** paralinguistics devices to enhance delivery. (4 marks)
- iii) How would you use two non-verbal areas to enhance delivery of this material? (2 marks)

(c) **Underline the silent letter in the following words.** (4 mark)

- i) Parliament - \_\_\_\_\_
- ii) Rendezvous - \_\_\_\_\_
- iii) Biscuits - \_\_\_\_\_
- iv) Basically - \_\_\_\_\_

(d) **Indicate whether the following sentences have a rising or falling intonation.** (4 marks)

- i) Shut up! - \_\_\_\_\_
- ii) Why do you always come to church late? - \_\_\_\_\_
- iii) This is right, isn't it? - \_\_\_\_\_
- iv) No I didn't - \_\_\_\_\_

(e) **Supply the homophones of the following words.** (4 marks)

- i) liar - \_\_\_\_\_
- ii) shoe - \_\_\_\_\_
- iii) file - \_\_\_\_\_
- iv) die - \_\_\_\_\_

(f) **Read the dialogue below and answer the questions that follow.**

(5 marks)

- Lillian: Good morning, Aisha
- Aisha: Good morning.
- Lillian: (*Frowning*) You don't look happy ... what's the matter?
- Aisha: I have just received a call from home, and ...
- Lillian: Ah, these fellows from home are always calling. My mother also called me.
- Aisha: Well, in my case, it is bad news. My brother ...
- Rehema: As I was saying, my mother called me, and also she wanted to tell me is that they are fine. (*Shaking her head absentmindedly*)
- Aisha: My brother was involved in a car accident. But you are not listening ...
- Rehema: What did you say?
- Aisha: (*Despairingly*) I gave up.

**Questions**

What kind of listener is Rehema? Illustrate your answer (4 marks)

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**CENTRAL KENYA NATIONAL SCHOOLS MOCK JOINT EXAM 2016**  
**Kenya Certificate of Secondary Education (K.C.S.E)**

**101/2**

**ENGLISH**

**PAPER 2**

**(Comprehension, Literary Appreciation & Grammar)**

**JULY/AUGUST 2016**

**TIME: 2½ HOURS**

**1. COMPREHENSION. (20 marks)**

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

Sales promotion involves taking measures such as advertising, intended to win over the attach customers. Nowadays people have more money to spend on goods produced in a highly competitive commercial world than was the case twenty years ago. Protection of the consumer is therefore necessary. As far as the law is concerned both the seller and the buyer are treated almost equally. However, the right of the buyers stem from the fact that the purchase of goods involved a contract between the seller and the buyer. The law recognizes that the buyer is responsible for ensuring that he buys exactly what he sets out to buy.

At times, consumers feel that they are exploited and they complain at other times, grievance may be voiced and yet no remedy is effected. This may be due to the consumer's ignorance of his right, his unwillingness to complain or simply indifference on his part.

Consumers dealing with public utility corporations, such as Post Office, sometimes experienced frustrations yet they are taxed in order that such institutions may be financed. However weak the consumer is he should at least be safeguarded from such trade abuses as rising prices of monopolies, poor weight and measures, false or misleading statements, description, brand names, or trade marks applied to both goods and services and unhygienic conditions.

The Kenya Consumer organization is a voluntary organization that looks at the welfare of the consumer. It acts as a „watch dog“ on various aspects of consumer problems. These problems include overcharging, poor quality of goods on sale, artificial shortages, faulty packaging and refusal to sell or conditional selling to non-regular customers. If a customer finds that what he has purchased is not up to the expected standard, he can direct his complaints to the organization. He is then asked to forward the faulty item plus the receipt to the organization. The item is examined and if the complaint is confirmed to be genuine, the organization sends a representative with the faulty item and the receipt to where it was purchased.

The representative explains the situation to the seller and request him either to replace the item or refund the money. If the seller is unco-operative, the organization then reforms the Price Control Department which takes up the matter. Should the trader remain adamant, he will be prosecuted and fined if found guilty. Members of the organization also visit factories involved in production of consumer commodities. The aim of such visit is to inspect the processing and general cleanliness of such places and the quality of goods being produced and offered to the consumer. The organization then makes recommendations and if the factory fails to make the necessary rectification, the relevant authority is notified. This may result in legal action being taken against the factory.

The Kenya Bureau of Standards is charged with the responsibility of ensuring that products manufactured in Kenya, either for the local market or export, measure to the international standard and specification. It also educates consumers on standardization. To promote standardization in industry and commerce, the bureau prepares specification and provides facilities for examination and testing of any commodities manufactured, produced and treated. It also controls the use of standardization and distinctive marks. Where the bureau also tests necessary, imported commodities.

The weight and measures department, on its part, ensures that all types of weighing and measuring instruments used in the country are accurate. Regular inspection and examination of these instruments is therefore a requirement.

The ministry of health is charged with the duty of ensuring that foods are hygienically prepared and supplied to the consumer. In conjunction with the Ministry of Livestock, and especially the Veterinary Department, the Health Inspectorate ensures that all slaughtered houses are clean and that meat is inspected before being supplied. Health Inspectors also visit public eating-places and market to ensure that general cleanliness is maintained. The Dairy Board is a section of the Ministry of Livestock Development, and is primarily charged with the supervision of dairy products. These include milk, butter, cheese, yoghurt and cream.

The Price Control Advisory Board carries out investigations on commodities from the point of view of both the consumer and the supplier, before putting items under price control. This department, therefore, plays a double role; it not only controls the price but it also educates the consumer. This is extremely important because if members of the public are informed, they will not only be able to make intelligent, but they will also be in a position to detect over charging and thus get the best value for money.

The government also provides consumer protection through controlled monopoly and legal restriction of charges and profits in certain commodities and services. Nationalisation of certain services such as Post and Telecommunications, banking, transport health education and water supply curbs exploitation.

Finally, through health competition, producers both individually and as members of the Manufacturers association do promote consumer protection, though indirectly, Competition for instance, means that there are no monopolies to fix prices at will and exploit the consumer. Similarly, the manufacturers association through its rules, ensure that its members do not overcharge on any item.

*(Adapted from commerce for Kenya by R.N. Gichira, Macmillan, 1982, 86 - 91)*

**Questions**

- (a) Why do grievances sometimes go uncorrected? (1 mark)
- (b) How is the position of the consumer presented in this passage? (2 marks)
- (c) Identify any **four** bodies that are concerned with consumer protection. (4 marks)
- (d) What measures are taken by the Kenya Consumer Organization towards consumer protection? (2 marks)
- (e) In not more than forty words, summarize the role the Kenya Bureau of Standards play in consumer protection. (4 marks)
- (f) As far as the law is concerned, both the seller and the buyer are treated almost equally. Rewrite the above sentence beginning. (Both ...) (1 mark)
- (g) How is Nationalization of services important in protecting the consumer? (2 marks)
- (h) Explain how a consumer can facilitate his own protection. (3 marks)
- (i) Explain the meaning of the following words and phrases as used in the passage. (3 marks)
- Legal restrictions
  - Sales promotion
  - Curbs

**2. The River and The Source (25 marks)****Read the following excerpt and answer the questions that follow.**

On Saturday morning, they walked to the University bus stop and boarded a *matatu* van headed for Kangemi. The music was deafening, but at that hour and in that direction, at least the van was only half full - a fact for which they were very grateful. Usually the *matatu* would be packed with people, bodies jammed together, touts hurling insults and gyrating dangerously at the door to the beat of the blaring music. Sometimes they raced the van, grabbed a rail and swung themselves in like large monkeys and one momentarily closed one's eyes in anticipation of the sound of wheels crunching over a fallen body - and sometimes, though rarely, this did happen, rarely because the touts were masters of their art.

They arrived a little late, for the *matatu* kept stopping to solicit even disinterested bystanders to get into their van maned Apollo II - the rocket which took the first man to the moon. Between stops, the *matatu* hurtled down Waiyaki at speeds approaching the supersonic- in defiance of a sticker stuck on the windscreen just next to the driver entitled. *A Speed Song* and which ran something like:-

80 K.P.H - Guide me Oh Thou Great Jehovah

100 K.P.H - God will Take Care of You

120 K.P.H - Nearer My God to Thee

140 K.P.H - This World is not My Home

160 K.P.H - Lord I am Coming Home

Over 180 K.P.H - Sweet memories.

The girls were almost becoming „sweet memories“ when the *matatu* screeched to a halt and deposited them at the gate of Parkview College. It sped off down the road to Sodom, which was the name of the slum just before Kangemi and Mary-Anne, a little shaken, led the way into the compound.

“I think we’ll take a bus back to campus.”

“You can say that again,” agreed Vera.

The two girls went into a stone building rather bare-looking on the outside. They were met by a young woman who said something briefly to Mary-Ann, she nodded then opened the door, and another into a small chapel in which several people were already gathered. The room was in semi-darkness except for a pool of light from a desk lamp which fell on a book from which a priest in a white cassock was reading. Mary-Anne bowed to one knee, hitting the floor with a light thud. Vera, not used to such a complete genuflection, just bent a knee and then slid into a pew next to her friend.

“A chapel” she thought, looking around at the unusual decoration on the ceiling and on the altar. A beautiful statue of the Virgin, resplendent in a crown stood in one corner. A candle flickered near the tabernacle, and two others on the altar. There was a smell of incense in the air. It was a while before Vera could collect her wits enough to listen to what the priest was reading and saying, but even before then she felt the peaceful stillness of the place steal into her sour like a fragrance - something that just came and against which one had no resistance.

“It makes me very sad to see a Catholic, a child of god, called by baptism to be another Christ - calming his conscience with a purely formal piety, with a religiosity that leads him to pray now and again, and only if he thinks it worthwhile,” read the priest and Vera thought to herself, “What! Is the guy reading my mind or something?”

“He goes to Mass on holidays of obligation,” went on the priest relentlessly, “though not all of them, while he cares punctiliously for the welfare of his stomach,” Her mind turned in on itself and she could see the outlining of something hazy, forming itself and she could see the outlining of something hazy, forming itself, trying to push itself to the surface of her consciousness, but it was still to amoebic to be grasped.

**Questions**

- Briefly explain the circumstances that have lead to Mary-Ann taking Verah to the chapel on that Saturday morning. (2 marks)
- What indicates that Verah is uncomfortable in this excerpt? (4 marks)
- Identify and illustrate any two aspects of style used in the excerpt. (4 marks)
- Briefly describe aspects of theme of the novel that come through in the excerpt. (4 marks)
- Identify and explain **two** character traits that Verah and Mary-Anne share in this excerpt. (4 marks)
- In note form, describe the peculiar characteristics of the Kenyan *matatu* industry as brought out in the excerpt. (6 marks)
- The two girls went into a stone building rather bare looking on the outside. (Rewrite the above sentence without changing the meanings. End: ...girls) (1 mark)

3. **POETRY** (20 marks)**Read the poem below and answer the questions that follow.****Your Cigarette Burnt the Savannah Grass.**

Come

Listen to a boiling pot

torch its heart and tell me

What do you hear?

the sun sent down sowers of it

that burnt to cinder your eddying conscience

the earth at the touch of your fingers

cracked

Colour melts at your stare

Orange white blurred and all

are the same to you

Your cigarette burnt the savannah grass

The scorpion bit me and I cried.

*Charles Owuor*

- i) Identify and illustrate any **three** appeals the persona puts across to his adversary (3 marks)
- ii) What is the subject matter of this poem? (3 marks)
- iii) Identify and explain any **three** aspects of style and explain their functions. (6 marks)
- iv) Explain the meaning of the following lines. (4 marks)
- (a) „Come  
Listen to a boiling pot“
- (b) „the sun sent down showers of it that burnt to cinder your eddying conscience!“
- (v) What is the mood of the poem? (2 marks)
- (vi) What is the persona's attitude towards his adversary? (2 marks)

4. **GRAMMAR.(15 marks)**a) **Rewrite the following sentences according to the instructions given after in each.** (4 marks)

- i) Mary and Suzzy had stolen her dress.  
(Begin: Mary accused ....)
- ii) John is a perfect example of a modern husband.  
(Replace the underlined with one word)
- iii) The bridge had been weakened by successive storms and was no longer safe.  
(Begin: Weakened ...)
- iv) Without the tour guides warning we would have walked right into the \_\_\_\_\_ lair.

b) **Rewrite the following sentences correctly.** (3 marks)

- i) Sitting under a tree, an orange fell on Munene.
- ii) Uhuru Kenyatta who is the president of Kenya has gone to U.S.A.
- iii) Take care you do not loose your purse.

c) **Explain the difference in meaning between the following pair of sentences.** (2 marks)

- i) He stopped to smoke.
- ii) He stopped smoking

d) **Complete the following sentences with the correct order of adjectives in brackets.** (2 marks)

- i) The principal sank into his \_\_\_\_\_ (leather, new, comfortable, Kenyan) chair.
- ii) I had to wear \_\_\_\_\_ (grey, wooden, expensive) jacket.

e) **Use the correct form of the word in brackets to complete the sentences.** (2 marks)

- i) It is important to follow for \_\_\_\_\_ (syllabus) when revising for various subjects.
- ii) For us to win the game we had to take part in several \_\_\_\_\_ (strain) exercises.

f) **Replace the underlined words with phrasal verbs formed from the words to brackets.** (2 marks)

- i) Mary asked Martin not to involve himself with her family matters. (keep)
- ii) James accidentally met Joyce along Uhuru highway in the city. (run)

**CENTRAL KENYA NATIONAL SCHOOLS MOCK JOINT EXAM 2016****Kenya Certificate of Secondary Education (K.C.S.E)****101/3****ENGLISH****PAPER 3****(Creative Composition and Essay Based on Set Tests)****JULY/AUGUST 2016****TIME: 2 ½ HOURS****Answer three questions only.**

1. **Imaginative composition (compulsory)** (20 marks)

**EITHER**

- (a) **Write a composition ending with the words;**

... never before had the neighbourhood heard or witnessed such a bizarre incident.

The culprit blankly as the police led him away.

**OR**

- (b) Write an essay on ways in which candidates can help each other to prepare adequately for an exam.

2. **Compulsory Set Text.** (20 Marks)

**Bertolt Brecht, The Caucasian Chalk Circle.**

“What there is, shall go to those who are good for it ...”

Basing your arguments on “The Caucasian Chalk Circle” demonstrate the truth of the above statement.

3. **Optional Set tests.** (20 marks)

**Answer any one of the following three questions.****EITHER**

- (a) **The Short Story.** (20 marks)

**When the Sun Goes Down.**

Using illustration from the „Diamond Dust“ by Anita Desai, show how obsession can lead to self-destruction.

**OR**

- (b) **Drama** (20 marks)

**Francis Imbuga, Betrayal in the City.**

“It was better while we waited. Now we have nothing to look forward to.”

Illustrate the validity of his statement in reference to the text Betrayal in the City.

**OR**

- (c) **The Novel.** (20 marks)

**With Ihimaera. The Whale Rider,**

Discrimination of whatever kind causes member of a society to fail to live to their fullest.

Using illustrations from the Whale Rider, justify the above claim.

**MURANG'A EAST JOINT MOCK EXAMINATION 2016****Kenya Certificate of Secondary Education****101/1****ENGLISH****PAPER 1****(Functional Skills, Cloze Test, Oral Skills)****JULY / AUGUST 2016****2 HOURS.****1. Functional writing. (20 marks)**

You passed very well in your KCSE. Your former school is holding a prize-giving ceremony. You have been invited through a letter as one of those receiving awards. However you have lost a neighbour through a road accident and he will be laid to rest on the same day and he will be laid to rest on the same day and so you will not attend the prize giving ceremony.

- a) Reply to the letter declining the invitation. (12 marks)  
 b) A condolence note to your neighbour's parents. (8 marks)

**2. CLOZE TEST. (10 marks)**

**Read the passage below and fill in each blank space with the most appropriate word.**

(1) \_\_\_\_\_ several occasions in the past, the government (2) \_\_\_\_\_ announced that it had recovered large (3) \_\_\_\_\_ of stolen money stashed (4) \_\_\_\_\_ foreign accounts and pledged to have the cash repatriated.

The most (5) \_\_\_\_\_ was the announcement by the Narc Administration in 2003 of the (6) \_\_\_\_\_ recovery of sh 100 billion, which was to be remitted to Kenya.

However, it is a matter of concern that talk about (7) \_\_\_\_\_ and repatriating such money is always (8) \_\_\_\_\_. Never is it followed by any concrete action and it appears the (9) \_\_\_\_\_ are just meant for (10) \_\_\_\_\_ gallery.

**3. ORAL SKILLS. (30 marks)**

- a) Read the poem below and answer the questions that follow. (8 marks)

**SWEET AND LOW**

Sweet and low, sweet and low.

Wind of the Western sea,

Low, low, breathe and blow,

Wind of the Western sea!

Over the rolling waters go,

Come from the drying moon, and blow,

Blow him again to me;

While my little one, while my pretty one, sleeps.

Sleep and rest, sleep and rest,

Father will come to thee soon;

Rest, rest, on mother's breast;

Father will come to thee soon;

Father will come to his babe in the nest,

Silver sails all out of the West

Under the silver moon;

Sleep, my little one, sleep, my pretty one, sleep.

**QUESTIONS**

- i) Describe the rhyme scheme of the oral poem above. (2 marks)  
 ii) Apart from rhyme identify and illustrate any other **two** sound patterns used in the poem. (2 marks)  
 iii) What is the effectiveness of using repetition in the poem above. (2 marks)  
 iv) How would you recite the last line in the poem above if you were to perform it before an audience? (2 marks)  
 b) Pride comes before a fall.  
 i) Identify the genre above. (1 mark)  
 ii) State the functions of the genre identified above. (2 marks)  
 c) You are addressing Form one students during the orientation programme and then you notice they are not attentive to what you are telling them. Highlight four things that you could have noted in order to conclude that they are not attentive.  
 d) **For each of the following five words, write another word that is pronounced the same.** (5 marks)  
 i) block -  
 ii) horse -  
 iii) guilt -  
 iv) our -  
 v) faze -  
 e) **For each of the following words, underline the silent letter(s).** (5 marks)  
 i) knob -  
 ii) league -  
 iii) fracas -  
 iv) gnaw -

v) aisle -

f) **Read the dialogue below and answer the questions that follow.**

(4 marks)

Tout: You woman! Give me the fare.

Passenger: I was the first one to give you the money please.

Tout: Do you think I am mad? I know what I am talking about. Give me the money.

Passenger: (shocked and trembling) Excuse me, has the fare to Nanyuki gone up? I gave you one hundred shillings and in fact I

was expecting some balance.

Tout: You woman! I will throw you out of the vehicle. If you don't give me the money.

The fare is still fifty shillings.

Passenger: Then I ... (rudely interrupted by the tout)

Tout: Shut up. You want to teach me how to work.

i) Identify instance of politeness in the dialogue above.

(2 marks)

ii) In what ways does the dialogue above portray the tout's lack of conversational etiquette?

(3 marks)

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**MURANG'A EAST JOINT MOCK EXAMINATION 2016****Kenya Certificate of Secondary Education****101/2****ENGLISH****PAPER 2****(Comprehension, Literary Appreciation & Grammar)****JULY / AUGUST 2016****2 ½ HOURS.****1. COMPREHENSION.****Read the following passage carefully, then answer the questions that follow.****(20 marks)**

The word „transformation“ mesmerises us these days. So many of us seek a change that is as dramatic as it is quick. Individual who feel trapped in a prison of low achievement imagine there is some formula out there for a personal makeover. They read the autobiographies of the rich and famous in order to pick up some clues. They attend motivational talks and watch shows about personal success. They want a few bullet points, a summary of what's needed-as long as it's easy, and it's quick.

Corporations periodically go into transformation mode. Or rather, they go into „turnaround“ mode. A turnaround, Gary Hamel once observed sharply, is a transformation tragically delayed. Companies whose revenues are flagging and whose margins are shrinking invariably look for management consultants and advisors, or seek to „benchmark“ themselves against the best out there. They want to know how they can be more like Uber or Apple or Facebook.

Nations, especially emerging ones, are also seduced by the transformation bug. They believe they can use new technology to „leapfrog“ others in the development race. They believe they can accelerate economic growth by building more roads and power stations and connecting more people to the internet. Their leaders travel the world to learn from the best, and then employ expensive advisors and set ambitious tenor twenty-years targets to become „middle-income“ nations.

Do you notice a common thread? Whether it is persons, organisations or countries being considered, they all first rush to „look out there“ somewhere. Salvation is believed to lie in the external world. It's a question of getting the best advice, of setting the best strategy, of learning from someone else.

Individuals enrol themselves in programmes and techniques designed by other individuals. Companies adopt the latest management method that has a long list of success stories behind it. Nations seek to recreate the magic of the Asian tiger economies.

I don't have anything against anyone seeking advice. As a business advisor. I make a living from providing it. But I do with many more understood an essential fact of life: The only true transformation worth having comes from within, not without. If you want to make a big change in your life, it begins and ends with you.

Individuals who succeed undergo the hard grind of educating themselves, slowly developing distinctive skills, and creating uniquely compelling propositions for the world, that generate an economic return. They do not themselves enrol in simple 7-point programme; they do it the hard, long way.

Companies that get marked as stars learn their own lessons. They try things out, fail at them, change them, fail again, and then generate deep-seated insights about how to engage employees and captivate customers. Through repeated action, a pattern of good practice emerges. If that practice is strong and sustainable, it becomes adapted by others as an industry standard. Great companies do not follow the latest fad in the hot new best-seller.

Nations that elevate their people do not do it in one election cycle, or even five. The struggle to come out of poverty is a long, difficult one full of setbacks and reversals. Institutions have to be designed and built. Typically, they are then corrupted and have to re-emerge from the dust, stronger. A culture of lawful behaviour has to be cultivated over a long time, until it becomes an accepted, enforced norm. No matter how many people you connect to, the mobile internet, you will not raise national productivity if those people cannot protect their property and ideas, or run their lives free from the shenanigans of overlords and masters.

**Questions**

- a) From paragraph one, why does transformation mesmerise us according to the author. **(2 marks)**
- b) Highlight the various ways in which those who feel trapped in a prison of low achievement try to transform their lives. **(3 marks)**
- c) How does companies whose revenues are flagging try to address the challenge? **(2 marks)**
- d) What is ironic about how people perceive transformation? **(3 marks)**
- e) In note form highlight how emerging nations respond to the effect of the transformation bug. **(4 marks)**
- f) Describe the attitude of the writer towards people who seek transformation. **(3 marks)**
- g) Corporations periodically go into transformation mode.  
(Rewrite the sentence adding a question tag) **(1 mark)**
- h) Give the meaning of these words as they are used in the passage. **(2 marks)**
  - (i) „leapfrog“
  - (ii) „Turnaround“

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

"Mami!" she said, her creased face creasing even further as she smiled at her daughter. She had aged beyond her years due to worry and overwork and lately from the ravage of diabetes; but around her was a calm serene air - a spirit at peace with itself and the world. "I did not think they would let you come so easily!"

"My friends offered to cover me for the next two or three days. And how are you mother?" She asked trying to sound matter of fact. It was all she could do to refrain from uncovering her leg.

"Very well. They look after me very well here. The foot is much better. In fact I should go home to attend to my coffee now, instead of sitting here doing nothing."

"You and your coffee! It isn't as if you still need so much money now that we are all grown up. You should take it easy. What started the foot anyway?"

"Oh-it was a tiny cut from a carelessly placed piece of barber wire-nothing really. I don't know why it has festered so."

"But I told your mother. Any kind of wound however small will fester in a diabetic; so you should take more care of your feet. I told you!" Her voice rose - betraying her fear and anxiety.

Yes you did, *mami*. Don't worry. Everything is in the hand of God. I shall be all right." The old lady was a saved Christian and believed firmly that God was in charge. Looking at her, even the agnostic Wandia had to admit that may be faith did work wonders - else how had she managed to survive at all, let alone perform such an excellent job at rearing her children?

"Sister!" she called out to a nearby nurse. "This is my daughter. The one I told you about - you know, the doctor."

"How are you, doctor?"

"Fine, thank you sister. I'd like to have a look at that foot, if you don't mind."

"Sure." She removed the swathes of bandage from the foot. "It was much worse when she came. We were afraid we would have to amputate. But she has responded very well to treatment."

True enough the foot was not as bad as she feared. It was dry and the unhealed part was red and healthy. There wasn't the tell tale grey black soggy character of gangrene. Thank God! It was a load off her mind.

"So! When are we to see this man from *Ruguru*?"

"Oh mother!"

**Questions.**

- Place the **extract** in its immediate context. (4 marks)
- With illustration highlight one major characters trait for each of the following characters. (4 marks)
  - Wandia
  - Wandia's mother
- Why is it said of Wandia's mother „... but around her was a calm serene air - a spirit at peace with itself and the world.“ despite her being in the hospital? (2 marks)
- With illustrations identify **two** stylistic features used in the excerpt. (4 marks)
- From the excerpt, Wandia's mother is said to have performed an excellent job in rearing her children. From the novel, name **two** of Wandia's siblings whose careers have been mentioned and give the careers. (4 marks)
- Who is being referred to as „...this man from *Ruguru*? And what is his relationship with Wandia? (2 marks)
- Illustrate **one** major theme from the extract. (2 marks)
- You should take it easy. (1 mark)  
Rewrite the sentence inserting question tag)
- Give the meaning of the following word as they have been used in the extract. (2 marks)  
Agnostic  
Amputate

3. **Read the poem below and then answer the questions that follow.** (20 marks)**A TAX DRIVER ON DEATH BED.** (By Timothy Wangusa)

When with prophetic eye I peer in to the future  
 I see that I shall perish upon this road  
 Driving men that I do not know  
 This metallic monster that I now dictate,  
 This docile elaborate horse,  
 That in silence seems to simmer and strain  
 Shall surely revolt some tempting day.  
 Thus u shall die: not that I care  
 For any man's journey,  
 Nor for proprietors gain  
 Nor yet for the love of my own.  
 Not for these do I attempt the forbidden limits.  
 For those deft the traffic - man and the cold cell,  
 Risking everything for the little little more.  
 They shall say, I know, who pick up my bones  
 „Poor chap, another victim to the ruthless machine“  
 concealing my blood under the metal.

**Questions.**

- a) What is this poem about? (3 marks)
- b) What is the attitude of the persona toward his fate? (2 marks)
- c) With illustration identify the persona in the poem. (2 marks)
- d) What is the irony in the poem? (2 marks)
- e) With illustrations identify and comment on any other **two** stylistic devices used in the poem. (6 marks)
- f) Comment on the following line.  
„poor chap, another victim to the ruthless machine? (2 marks)
- g) How will the persona's death come about? (2 marks)
- h) Give the poem another title. (1 mark)

4. **GRAMMAR.** (15 marks)

a) **Rewrite the following sentences according to the instructions given after each. Don't change the meaning of the original sentence.** (3 marks)

1. The excited fans ran into the field to congratulate their goal keeper.  
(Begin: Into ...)
2. Unless you are able to define the course of your problem, there is no way you can solve it.  
(Begin: There ...)
3. They always bring their relatives. Use a passive voice.

b) **Replace the underlined phrasal verbs with the most appropriate words.** (3 marks)

1. After exam results were announced George was unable to face up his disastrous performance.
2. They all took to their new teacher at once.
3. The mob set upon the two robbers killing one instantly.

c) **In each of the following sentences, replace the underlined word with one word.** (3 marks)

1. The rising value of the shilling has positively affected the economy of the country.
2. He is a person talented in the prediction of events by reference to the star.
3. He was accused of eating too much food.

d) **Complete the following sentences using the most appropriate form of word in brackets.** (3 marks)

1. The dog barked \_\_\_\_\_ at the stranger. (menace)
2. The queen's \_\_\_\_\_ impressed everybody. (elegant)
3. The beautiful girl danced \_\_\_\_\_ (grace)

e) **Complete the following sentences using the most appropriate word from the ones given in brackets.** (3 marks)

1. \_\_\_\_\_ single seedling had been stolen.
2. I've scarcely had time to read \_\_\_\_\_ books this term.
3. It had already stopped raining, but \_\_\_\_\_ drops were still falling.

**MURANG'A EAST JOINT MOCK EXAMINATION 2016**  
**Kenya Certificate of Secondary Education**

**101/3**

**ENGLISH**

**PAPER 3**

**(Creative Compositions and Essays Based on Set Texts)**

**JULY / AUGUST 2016**

**2 ½ HOURS.**

**Answer three questions only.**

**1. Imaginative Composition (Compulsory)**

**(20 marks)**

**EITHER**

- a) Write a story ending with the following words;  
 ... And that was the last time we ever heard of him.

**OR**

- b) Write a composition on the benefits and challenges of free education in the country.

**2. The Compulsory Set Text.**

**The Caucasian Chalk Circle by Bertolt Brecht.**

The society has lost its moral values using The Caucasian Chalk Circle for your illustrations, show the truth of the statement.  
 (20 marks)

**3. The Optional Set Texts.**

**(20 marks)**

**Answer any one of the following three questions.**

**EITHER**

**a) The Short Story:**

**Emilia Ilieva and Weveney Olembo; When the Sun Goes Down.**

Using illustration from Moses Isegawa's story, "The War of Ears", write an essay to show how civil wars have affected the general development in some of the African states.

**OR**

**b) Drama**

**Francis Imbuga, Betrayal in the city.**

Betrayal in the City is a play about betrayals. "Basing your arguments on Francis Imbuga's play, "Betrayal in the City, show the validity of this statement.

**OR**

**c) The Novel.**

**Witi Ihimaera, The Whale Rider**

Our pet name for our Koro wsa „Super Maori“----- The Maori man of steel.

Using the novel The Whale Rider for your illustrations justify the above assertion.

**NANDI NORTH AND NANDI CENTRAL JOINT EVALUATION 2016****101/1****ENGLISH****PAPER 1****(FUNCTIONAL SKILLS)****JULY / AUGUST 2016****TIME: 2 HOURS****1. FUNCTIONAL WRITING**

(20mks)

You are the President of your School. It has come to your notice that some students make a lot of noise during morning preps. Write a memorandum to the students warning the noise makers against the habit. In your memorandum, remind the students of the importance of maintaining total silence at this time and the punishment for those who will fail to adhere to this expectation. Remember to send a copy of your memorandum to the principal.

**2. CLOZE TEST**

(10mks)

**Read the passage below and fill in the gaps using the most appropriate words.**

The way (1) \_\_\_\_\_ which you structure (2) \_\_\_\_\_ present your answer in easy writing is absolutely critical. A (3) \_\_\_\_\_ structured and clearly presented essay conveys exactly (4) \_\_\_\_\_ sort of impression that gets examiner (5) \_\_\_\_\_ your side straight away. In (6) \_\_\_\_\_, if he can see that your plan and structure is logical and he can easily pick (7) \_\_\_\_\_ the key points, or even just the key words, it may well be that he won't (8) \_\_\_\_\_ read the essay in detail. He'll just quickly (9) \_\_\_\_\_ the marks for the key points and then move on. he will have been able to see easily and quickly recognize that you know what you're doing so he can feel confident that he needn't (10) \_\_\_\_\_ time going through your answer with a fine toothed-comb.

**3. ORAL SKILLS**

(30mks)

**(a) Read the Oral Narrative below and answer the questions that follow.****GIKUYU AND MUMBI**

In the beginning, Ngai or the creator, made Gikuyu. He gave him wife called Mumbi. The two lived in a cave under a Mugumo tree at a place called Mukurwe wa Gathanga in Murang'a.

Ngai, the creator, lived on top of Kirinyaga from where he ruled the entire universe. One day, he lifted up Gikuyu to the top of the mountain from where he beheld a panorama of the beautiful land stretching from miles before him. He saw a land of Ravines, Rivers and ridges. It lay between the mountains of Kirinyaga, Kiandarua, Kihaji nd Kiambiruiru.

"Do you see all this beautiful land sprawling before your eyes?" Ngai asked. Yes I do" Gikuyu answered.

"Well then. All that land I give you. It is land flowing with milk and hone (Uki na ngorono). It belongs to you and to your descendants."

But Ngai also told Gikuyu to worship him also facing Kirinyaga and occasionally offer sacrifices of fat rams under the Mugumo tree.

Gikuyu and his wife, Mumbi lived together quite happily. They had nine daughters but no son. This worried Gikuyu so much as he didn't see how he could propagate his house. And he sacrificed to Ngai and made his fear known. But Ngai told him not to worry for he, Ngai would send him nine handsome young men who would marry Gikuyu's nine beautiful daughters.

And true to his word, Ngai sent him nine handsome young men who married Gikuyu's nine daughters. They brought forth children and each daughter started her own clan.

These are:-

Acera (Njeri)

Agachiku (Wanjiku)

Airimu (Wairimu)

Ambui (Wambui)

Ethaga (Wagathigia)

Aithrandu (Waithera)

Angari (Wangari)

This myth explains the origin of the Agikuyu and how they came to have nine clans. It also explains the link between the clans and the common female names found in the tribe.

**QUESTIONS**

- (i) Before telling this story to the audience, list down **three** things the narrator must do to capture the audience's attention. (3mks)
- (ii) "Do you see all this beautiful land sprawling before your eyes?" Ngai asked. (Line 7)  
 "Yes I do," Gikuyu answered (Line 8)  
 How would you perform the words of Ngai? (2mks)
- (iii) Which intonation would you use for Gikuyu's words? Explain your answer. (2mks)
- (iv) At the end of the performance of this oral narrative, signs of inattentiveness were noticed from the audience. List down **three** such signs. (3mks)
- (b) **Underline** stressed syllables in the following words:  
 Sedimentation  
 Noteworthy  
 Conflagration
- (c) Identify the odd word out according to the pronunciation of the underlined sound. (2mks)
- (i) Said      Head      Paid      Red  
 (ii) Shepherd    Philosophy      Phase      Surface
- (d) (i) Grusha patiently waited for Simon Shashava to return from the war. Explain the meaning of the sentence when the following words are stressed: (3mks)  
 Grusha  
 The war  
 Simon
- (ii) You have been called on to speak to the youth of your church on the dangers of drugs and substance abuse. Introduce yourself to the audience. (2mks)
- (iii) Assume that you are the principal of Excel High School where the Head of State makes a visit. Introduce John Rashid (a medical doctor) who is a member of the Board of Management to the Head of State. (2mks)
- (e) Mike has been sent to a neighbouring school to participate in a group discussion. Suggest ways that will make him benefit from the group discussion. (8mks)

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## NANDI NORTH AND NANDI CENTRAL JOINT EXAMINATIONS 2016

101/2

ENGLISH

PAPER 2

JULY / AUGUST 2016

TIME: 2 ½ HOURS

**Question 1: COMPREHENSION:*****Read the following comprehension passage and then answer the questions that follow.***

Corruption is defined as an act done with intent to give some advantage inconsistent with official duty and the rights of others. It includes bribery, but is more complex because an act may be corruptly done, though the advantage to be derived from it is not offered by another. Sometimes corruption is understood as something against the law; such as, a contract by which the borrower agrees to pay the lender usurious interest. It is said in such a case, that it is corruptly agreed etc.

The causes of corruption are many and complex. The emergence of political elite who believe in interest-oriented rather than nation-oriented programmes and policies, such an elite would not mind and **fleeing** the national coffers at the expense of what they are to get from it.

An artificial scarcity created by the people with **malevolent** intentions wrecks the fabric of the economy. Corruption is caused as well as increased because of the change in the value system and ethical qualities of men who administer. The old ideals of morality, service and honesty are regarded as anachronistic.

Tolerance of citizens towards corruption; a complete lack of intense public outcry against corruption and an absence of strong public forum to oppose corruption allow corruption to reign over citizenry.

The vast size of the population coupled with illiteracy and poor economic structure contributes to the endemic corruption in public life.

In a highly inflationary economy, low salaries of government officials compel them to the road of corruption. Graduates from reputable universities earn less than junior civil servants serving under them.

Election time is a time for corruption to reap big. Big industrialist fund politicians to meet the high cost of election and in turn they would seek personal favour. Bribery by politicians – buying of influence in order to get elected is a ritual that is repeated every election season.

A number of measures have to be put in place to curb corruption; fool proof laws should be made so that there is no room for discretion for both politicians and bureaucrats.

The co-operation of the citizenry needs to be sought in fighting the vice, citizens should be able to wield the stick on their errant leaders.

Funding of elections is at the core of political corruption. Several reforms like state funding of election expenses for candidates, strict reinforcement of statutory requirements like holding in – party elections.

Making political parties get their accounts audited regularly and filling income tax returns, denying persons with criminal records a chance to vie in an election should be brought in.

More courts should be opened for speedy and inexpensive justice so that the cases do not linger in courts for years and justice to be delivered in time.

Local bodies, independent of the government like Lokadalats, and vigilance commissions should be formed to provide speedy justice with low expenses.

A new fundamental right: Right to information should be introduced which will empower the citizens to ask for the information they want. Barring some confidential information which concerns National and International security. Other information should be made available to the general public as when required.

Corruption is an **intractable** problem. It is like diabetes, it can only be controlled and not eliminated. It has a corrosive impact on our economy and that is why it should be eliminated.

**Questions**

- (a) How is corruption corrosive to the economy? (2mks)
- (b) Why are the causes of corruption considered as complex? (2mks)
- (c) Identify and explain **two** ways in which the citizens contribute towards corruption. (2mks)
- (d) In note form, identify **four** causes of corruption as identified by the passage. (4mks)
- (e) Rewrite the sentences below as one.
 

Corruption is an intractable problem. It is like diabetes. It can only be controlled and not eliminated. (1mk)
- (f) What does the writer suggest should be done to eliminate corruption? (3mks)
- (g) According to the passage, can corruption be eliminated? Explain. (2mks)
- (h) Explain the meaning of the following words as used in the passage. (4mks)
  - (i) Fleeing:
  - (ii) Malevolent:
  - (iii) Endemic:
  - (iv) Intractable:

**Question 2:****The River and the Source****by Margaret Ogolla****Read the passage below and answer the questions that follow:****(25mks)**

.....that her father had been a woman- her grandmother Akoko. Now her mother was ill, probably dying and she experienced completely different pain from the one she experienced at her grandmother's death. There is a bond that exist between mother and child that is completely primeval in nature and only comes to the surface of the conscious mind in all its primitive force when either mother or child is in some sort of peril-not surprising considering that as a child lies in its mother's womb, the first sound it hears is her heartbeat and the first human voice it recognizes is hers. For the next many months, the child's most satisfying experience will be to lie next to her heart, nursing at the breast-so that the powerful connection is not severed with the cutting of the cord.

Maria Nyabera had been a good mother to Elizabeth and her cousin Peter and in her own generous way, had given unstintingly of herself to them and to her own mother. Elizabeth remembered how tenderly she had looked after Akoko when she became old and ailing and she hoped with a sick despairing dread that she would get the same chance to show her mother how much she cared in spite of the distance between them.

"I have failed her". These were the first words she had spoken since their departure from Nakuru and now they were approaching the outskirts of Kericho town. Mark cautioned himself to tread carefully for he remembered only too clearly how she had almost broken off their engagement at her grandmother's death, blaming him for God alone knew what.

"How have you failed, dear?" he asked cautiously. "Don't keep on calling me dear! You know very well I should have visited her more frequently- instead of just staying with you, who are young and healthy and don't need me!"

Mark knew better than to point out that not more than two months had ever passed without Elizabeth dashing west to see her mother; or the great sacrifice they had both made in giving up two of their children to her. He knew her well enough to know that she would only bite off his head and he liked it well enough where it was-firmly attached to his body. He was lucky for he had many brothers staying at home with his own mother so he didn't have to constantly worry on that score. He really understood her predicament.

"You don't understand anything at all!" the lady declared as if reading his mind. "You don't know how torn I've often felt, how I long to divide myself in two, so that I can be in both places at once!"

Mark said nothing but thought to himself that marriage was a very useful thing: there was always someone to vent one's fury on however and especially unjustifiably. Elizabeth kept on alternating between long silence and irrational self accusatory statements until they were a few miles from Aluor. She then kept completely quiet. It was dark by then but when they approached the hut they found a crowd of people gathered there and both their hearts sank. She must be dead!

The twins rushed out into their parent's arms, and the people surrounded them; but Elizabeth had no eyes for anyone-she just walked into the hut. She had to see that beloved face one last time.

"She is not here. Father Thomas took her to the hospital at Maseno." So she was not dead yet, thank God. It must have been eight O'clock but she simply turned on her heels and went out to the car again despite the protests of the villagers. This night would not pass without her seeing her mother. Mark and the twins followed her out. They knew the argument was of no use. When they finally reached Maseno at about nine O'clock, they had to plead to be allowed in. they found Maria, who had suffered a massive stroke, still in a coma. The clinical officer on duty held out no hope but suggested they return in the morning to confirm with the doctor. It was then decided that Elizabeth stay with her mother and Mark take the children home. He would return in the morning.

Elizabeth pulled up a stool and sat by her mother all that night listening to the changing patterns of her breathing; first it was stertorous but steady; then she went into periodic breathing with lapses so long that her daughter, afraid that she had stopped altogether, would squeeze her hand at which she would start breathing again. Once she actually opened her eyes and Elizabeth tried to talk to her but got no response. She would have bombarded the nurses with her questions but she was afraid they would throw her out.

**Questions**

- (a) What happens immediately before this excerpt. (2mks)
- (b) Elizabeth, in this excerpt, seems angry with Mark. What evidence is there of this? (2mks)
- (c) When else in the novel does Elizabeth project her anger at Mark, almost in similar circumstances? (2mks)
- (d) "I have failed her", she said. (Rewrite in the reported speech). (1mk)
- (e) Discuss **one** character trait of each of the following. (4mks)
  - (i) Mark:
  - (ii) Elizabeth:
- (f) Make notes on the causes of the bond between mother and child. (3mks)
- (g) From this extract, discuss **one** thematic concern that comes out clearly. (4mks)
- (h) Explain the idiomatic expression "Elizabeth had no eyes for anyone." (1mk)
- (i) What happens soon after this extract? (2mks)
- (j) Discuss **two** aspects of style used in this excerpt. (4mks)

**Question 3: POETRY: Read the poem below then answer the questions that follow.****THE WAR LORD**

Cut, thrust, plunge  
 Slash, slit, stab  
 Starve, maim, shoot  
 Torch, burn, scar

The trumpets herald you with regal glory  
 Epaulettes glisten and medals gleam

Plunder, loot and steal  
 Blind, brand, rape  
 Curse, crush, kidnap  
 Smash, torture, kill

Your arrival is welcomed with carpets of steel  
 Ramrod backed your subjects hail you

Bind, bludgeon, bury  
 Garotte, impale, castrate  
 Order, imprison, enslave  
 Censor, cajole and destroy  
 Your scarlet cape billows as you sense fresh converts  
 Ever more shrill their praises grow.  
 Barren, bleak, blackened  
 Shattered, sterile, stricken  
 Torn, poisoned, defiled  
 Bloodied, entombed, rotting

The prize presented on some stolen silver  
 A maggot riddled remnant of a once serene world.

**Questions**

- (a) Briefly explain what the poem is talking about. (3mks)  
 (b) What is the attitude of the persona to the warlord? Elaborate your answer. (2mks)  
 Explain the relevance of having separated words for stanza one, three, five and seven. (3mks)  
 (c) Explain the irony in the poem. (3mks)  
 (d) What is the meaning of the following lines as used in the poem?  
 (i) The trumpets herald you with regal glory.  
 Epaulettes glisten and medals gleam. (2mks)  
 (ii) The prize presented on some stolen silver.  
 A maggot riddled remnant of a once serene world. (2mks)  
 (e) Apart from irony, which other stylistic device has been used in the poem? (2mks)  
 (f) Identify **one** thematic concern of the poem. (3mks)

**Question 4: Grammar (15 Marks)**

- (a) Fill in the gaps below with the correct relative pronoun. (2mks)  
 (i) The bicycle \_\_\_\_\_ he bought ten years ago is still in good working order.  
 (ii) The girl \_\_\_\_\_ the minister gave the prize to was in form two.  
 (b) Complete the following sentences using the "as....as" construction and the adverb in brackets. (2mks)  
 (i) He does not correct his work \_\_\_\_\_ he should. (thoroughly)  
 (ii) He speaks English \_\_\_\_\_ he speaks French (well).  
 (c) Supply the correct article to complete the following sentences. (3mks)  
 (i) It was \_\_\_\_\_ inexplicable problem.  
 (ii) He was enrolled at \_\_\_\_\_ prestigious university.  
 (iii) Of all the cats \_\_\_\_\_ cheetah is the prettiest.  
 (d) Rewrite the following sentences according to the instructions given in brackets. (4mks)  
 (i) Kiptoo has very little money. (Rewrite using any)  
 (ii) His father constructed those magnificent buildings. (Rewrite in the passive voice)  
 (iii) He will not be given a road license. He passes the road test. (Rewrite as one sentence using unless).  
 (e) Order the adjectives in brackets correctly to complete the following sentences.  
 (i) The supplier delivered a \_\_\_\_\_ machine (modern, duplicating, large)  
 (ii) Cheptoo bought a \_\_\_\_\_ carpet. (multicolored, square, beautiful)  
 (f) Supply the correct phrasal verb formed from the words in brackets to complete the following sentences.  
 (i) The clerk \_\_\_\_\_ the data. (key)  
 (ii) The fans were \_\_\_\_\_ by the mismanagement of the event. (Put)

## NANDI NORTH AND NANDI CENTRAL JOINT EVALUATION 2016

101/3

ENGLISH

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

TIME: 2 ½ HOURS

**Answer THREE questions only**

1. Imaginative Composition (Compulsory). (20mks)

**Either**

- (a) Write a story beginning with the following words:  
Everybody in the house was suddenly quiet .....

**Or**

- (b) Write an essay showing how the government can combat leakages in National Examinations in Kenya. (20mks)

2. (Compulsory)

The Caucasian Chalk Circle by Bertolt Brecht.

The only way that Azdak can uphold justice is by being unconventional. Write an essay that justifies the unusual things that Azdak does as a judge. (20mks)

3. Optional Set Texts

**Either**

- (a) Short Stories, When the sun Goes Down and other stories.  
Using relevant illustrations from Sefi Atta's "Twilight Trek" discuss the plight of illegal immigrants. (20mks)

**OR**

- (b) Drama, Francis Imbuga, Betrayal in the City.  
An efficient leadership system anywhere is a major source of social, political and economic problems. Write an essay in support of this statement using illustrations from Francis Imbuga's Betrayal in the City. (20mks)

**OR**

- (c) The Novel, Witi Ihimaera, The Whale Rider.  
One needs to be aggressive and rational in order to survive in a patriarchal society. Using Nani flowers from "The Whale Rider", Write an essay in support of this statement. (20mks)

**MOKASA JOINT EVALUATION EXAMINATION****Kenya Certificate of Secondary Education****101/1****ENGLISH****Paper 1****(Functional Skills)****Time: 2 Hours****FUNCTIONAL WRITING****(20 marks)**

1. You are the school captain in your school. The school has been performing dismally and you are asked to visit a top performing school for benchmarking for three days. Write a report of your findings and give recommendations that would benefit the school

**CLOZE TEST****(10 marks)***Read the passage and fill the blanks with an appropriate word*

2. Olive oil is good for the bones, a two-year (1).....has found. People who consume olive oil have higher amounts of osteocalcin, a special (2).....that is found in bones which helps keep (3).....strong. They also found that osteocalcin lowers the risk of osteoporosis a (4) ..... in which bones lose density and become fragile and more likely to fracture. In addition, osteocalcin was found to (5).....in metabolic regulation. These findings help explain (6).....people from the Mediterranean area of (7).....are the least prone to developing osteoporosis. These people consume a lot of olives and olive oil, along with (8).....and vegetables. Other (9).....of olive oils include reduced stroke and breast (10).....risk and liver protection.

**3. ORAL SKILLS****(30 marks)****a) Oral Poem***Read the following oral poem and answer questions that follow (8 marks)*

One hand cannot manage work  
A threshing stick cannot thresh millet with  
One hand  
Some hands breed hatred at eating time  
Nobody hates being assisted

Let millet be threshed  
Let it be threshed, let it be threshed

Cut a threshing stick for me  
A lazy wife  
Is taken back to her parents  
When the rain fails  
It blames the wind  
And a lazy woman  
Blames the threshing stick  
Cut a threshing stick for me-ii  
My co-wife, cut me a threshing stick  
You woman, owner of this occasion  
Remember that work is the stomach  
Take care not to starve us  
The threshing sticks are sounding  
Let the millet leave the threshing ground

*(Adapted from Oral Literature of the Embu and Mbeere by Ciarunji Chesaina)***Questions**

1. Identify and illustrate two mnemonic effects (sound devices) in the poem. (2 marks)
  2. You've been asked to perform the above poem. Explain how you will prepare for it. (2 marks)
  3. What non-verbal aspects would you use in the performance of the poem and where? (2 marks)
  4. While performing the above poem you notice that members of the audience are murmuring what could the problem be? (2 marks)
- b) Give another word with the same pronunciation as the word given (3 marks)
- (i) Bone
  - (ii) Heard

- (iii) Gamble
- (iv) Core
- (v) Some
- (vi) Isle

c) Identify the silent letter in the following words

(3 marks)

- (i) Poignant
- (ii) Debut
- (iii) Patois
- (iv) Tomb
- (v) Lesson
- (vi) Subtle

d) You attend a prize-giving ceremony in your school. When the chief guest is speaking. You notice that he is sweating profusely, he is inaudible, he stammers a lot and avoids eye contact with his audience. What could be the cause of such behaviour?

(4 marks)

e) The underlined indicates the stressed word in the sentence below. Briefly explain what each sentence means (3 marks)

- (i) Tom visited Mary yesterday
- (ii) Tom visited Mary yesterday
- (iii) Tom visited Mary yesterday

f) Indicate rising or falling intonation for each sentence in the following dialogue. Use the words „Rising“ and „Falling“

(2 marks)

Mother: Have you had something to eat?

Daughter: No.

Mother: You must be very hungry then.

Daughter: Not just hungry, I'm starving

g) Read the following conversation and answer the questions that follow.

(7 marks)

Becky: (Shouting) What does she have to do to be punished – commit murder?

Vera: Go easy on her.

Becky: (Irritably) But you know he does anything she asks him to do. It's not fair.

Vera: Grow up! .....

Becky: (Screaming) You hate me! You never liked me! You only came to my school to spy on me because you are jealous of me

you ugly witch, you pretender.

Vera: (Tears welling) I sacrificed my golden chance to be with you stupid girl and you return it with nothing but insults!

(i) Enumerate points on Becky's shortcomings in her conversation to Vera.

(4 marks)

(ii) What good conversational skills should they have employed to enhance communication?

(3 marks)

**MOKASA JOINT EVALUATION EXAMINATION**  
**Kenya Certificate of Secondary Education**

101/2

ENGLISH

Paper

(Comprehension, Literary

Appreciation and Grammar)

2½ hours

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

(20 Marks)

Recently a friend remarked to a group of us that Kenyans love inspiration but are not too hot on perspiration. This, of course, comes from the saying that success is one percent inspiration and 99 percent perspiration. The true meaning of this saying seems lost to many Kenyans today, who are seeking 99 percent inspiration - whom I shall call the 99ners.

If you had doubt on the abundance of 99ners in our society, please take the time to observe them in action. The first lot will be found in churches, where gullible believers are persuaded to plant „seed“ with pastors, so that from such seed shall come an abundance of fruit. Of course, the fruit comes in the form of palatial homes, top-of-the-range cars, and business class air travel for the pastors, but the poor „seed“ planters mostly come up empty handed. However, they continue to be encouraged by the fruit-eaters to keep planting more seed so that one day, they too may achieve their „breakthrough“.

The second lot includes the various dreamers and sometimes entrepreneurs who have excellent visions and ideas of doing business. They are excellent at thinking up new things and new ways of doing the obvious, but are unable to turn these into a proper business that actually makes money. Among this lot are our budding information technology start-ups that constantly burst on to the scene with new apps and technologies, but rarely become a going business.

The reasons may be many. We have a few angel or venture capitalists, our markets are small and our people think local rather than global, and we have few mentors to help these mainly young people succeed. But I suspect the greatest impediment to growth for these great ideas is the geniuses behind the mistake making the app or technology for the 99 percent, instead of the 1 percent achievement that really is.

A third lot is that of rich individuals whose source of income and wealth remains mysterious. Typically, they have no specific businesses or farms they own and run, do not seem to have shares in any public or private companies, or any investments one can put their fingers on. Some are associated with corruption, others are said to dabble in unmentionable enterprises, while others still are said to be beneficiaries of diabolic oaths and practices – the converse of the seed planters in their choice of deities and spirits. This is the only lot of the three that has loads of money to dish around.

The fourth lot is those individuals who do nothing but believe their siblings, parents, and relatives owe them a living. They blame everything, tribe, gender, religion, and even deities for the fact that they don't seem able to get or keep jobs. Despite this small fact, they expect to live their full life on other people's money, and carry themselves with a strong element of entitlement to a good life at other people's expense. Then we have the thieves and robbers, beggars, and all other elements of our society that want to live on others' earnings.

The main concern is that we seem to have taken up a culture that seems to prefer these 99ners and see them as smarter than folks who believe in sweating for their livelihood. The hardworking people in all walks are looked down upon as not being „very smart“ because the fruits of their honest labour look modest compared to that obtained by our 99ners. They are mocked and laughed at, while the 99ners become the socialites, opinion leaders, and even political leaders.

We need, as Kenyans, to ask ourselves a very basic question – why would anyone, or any society, want to admire or imitate such folks, and yet we all know or are supposed to know there is no lasting or true success without hard work. One wonders how we can admire and aspire to become like Singapore, Japan, South Korea, or even America and Europe, without realizing that those countries, their chequered histories taken into account, are largely built on cultures that prize enterprise, thrift, and hard work. Indeed, there are no known short-cuts to becoming a developed country, and the values we are beginning to admire and adopt cannot become the foundation and roadmap to national economic and social prosperity.

In fact, if one looks at our key challenges – corruption, insecurity, poverty, ethnicity, and unemployment – Kenya will need to go back to its initial motto of *Uhuru na Kazi*. Liberty will spark the one percent inspiration to solve these problems by identifying the so-called „killer apps“, followed by 99 percent perspiration in the form of focused, tenacious and disciplined striving over the next three to four decades to transform our country into a world class country.

- a) Explain the irony in the first paragraph. (2 Marks)
- b) Who are the 99ners? Cite the evidence that the Kenyan society is full of them. (2 Marks)
- c) Explain how „seed“ planting works and for whose benefit. (2 Marks)
- d) Briefly describe the various groups that the writer discusses in the passage. Give your answer in about 60 words. (5 Marks)
- e) Describe the attitude of the writer towards the 99ners and to Kenyans generally. (2 Marks)
- f) What characterizes the culture which encourages and ensures a country's true success? (2marks)
- g) If you had doubt on the abundance of 99ners in our society, please take the time to observe them in action. (Rewrite, beginning, Should ... ) (1 Mark)
- h) Why do dreamers and entrepreneurs fail to actualize their visions? (2 Marks)
  - i) Explain the meaning of the following as used in the passage. (2 Marks)
  - ii) gullible believers
  - iv) diabolic oaths and practices

**Read the excerpt below and answer the questions that follow****(25 Marks)**

Nyabera was full of bitterness and she decided that a change was necessary. For her there was obviously not meant to be the comfort of a husband and children around her knees. When it came to making ruthless decision, she equalled her mother. She would cut herself off from her people. She would seek another life, a different way. She had had enough. For the first time she felt quite lucky to have a daughter. A son held one under much more obligation than did a daughter for he must be firmly rooted in his people from whom he would inherit land and from whom he was inherit land and from whom he was inextricable. You might wander the world with your son but in the end you had to take him back to where he belonged – his father's people. A girl, on the other hand, was a wanderer who would settle anywhere and marry anywhere. Nyabera felt free to go.

Now in that village, a man had once come dressed in a white robe and speaking of a new God who made meaning out of sorrow and suffering and who particularly liked the poor, the orphan and widow. The man said the latter two were poor in spirit, for having no earthly support, they could better trust in God. In fact he said that this God so loved people that he had sent his only son to live, suffer and die like man. Nyabera had had to leave at that point to attend to her chores. In any case she had only listened with half an ear, but having a retentive mind, she had occasionally mulled over his words wondering what he might have meant. Two villagers had gone with the man – one a barren woman who was totally neglected by her husband; the other a man, one of the footloose types found in every village. The man returned a year later sporting a new name Pilipo – but what he said made no sense and no one took him seriously. The woman never returned.

Nyabera looked up this man and talked to him at length using his new name, much to his delight. His tongue was further loosened by a pot of beer and a tough looking cockerel which rolled its beady eyes in disbelief each time the man launched into the different parts of his tale.

"Pilipo," began Nyabera, "I know you are a much travelled man. You have learned the new religion of the white man and in gratitude they have given you a new name."

"Yes, yes!" replied Pilipo reaching eagerly for the pot. "But I can tell you it is hard. Very, very hard, I failed several times to answer the questions they asked me but eventually I got the hang of it."

"Were they kind?"

"Yes, very kind but they made me work so hard." Pilipo did not like work at all.

"What did they teach you?"

"Hard-things my sister. I doubt a woman could understand them."

"You mean there were no women?"

"Er...er...of course there were women. In fact there were more women than men."

"So what did you learn?"

"Er...about a God-man called Kristo who was the son of God, his father. He came to die for our sins, to save us. His mother was called Maria – and she was very pure. They said something about God being three but only one but I didn't understand that very well."

- a. Plan the excerpt in its immediate context (5 marks)
- b. Describe any two aspects of Nyabera's character brought out in this excerpt (4 marks)
- c. Highlight the dominant character trait of Pilipo (2 marks)
- d. Highlight two major themes (4 marks)
- e. From elsewhere in the text, Nyabera says "You know my life is a painful wound to me and much as I try ..." In note form, identify the suffering Nyabera has gone through (3 marks)
- f. Nyabera felt free to go. Add a question tag (1 mark)
- g. Using illustrations, identify two stylistic devices used in the excerpt and show their effectiveness (4 marks)
- h. Explain the meaning of the following words and phrases as used in the excerpt (2 marks)
  - (i) Foothold
  - (ii) Inextricable

**Read the following poem and answer the questions that follow.****(20 Marks)****Operating Room, By John Reed**

Sunlight floods the shiny many-windowed place,  
Coldly glinting on flawless steel under glass,  
And blaring imperially on the spattered gules  
Where kneeling men grunt as they swab the floor.

Startled eyes of nurses swish by noiselessly,  
Orderlies with cropped heads swagger like murderers;  
And three surgeons, robed and masked mysteriously,  
Lounge gossiping of guts, and wish it were lunch-time.

Beyond the porcelain door, screaming mounts crescendo  
Case 4001 coming out of the ether,  
Born again half a man, to spend his life in bed.

- a) Describe the setting of the poem. (3 marks)
- b) Briefly explain what the poem is talking about. (4 marks)
- c) Who is the persona in the poem? (2 marks)

- d) Illustrate the use of the following styles and state their effectiveness. (4 marks)
- Metaphor
  - Hyperbole
- e) What is the tone of the poem? (2 marks)
- f) Discuss the general mood of the poem. (2 marks)
- g) Why do the men grunt as they swab the floor? (1 mark)
- h) Explain the meaning of the following phrases as used in the poem. (2 marks)
- Robed and masked mysteriously
  - Case 40001 coming out of ether

### GRAMMAR

- a) Rewrite the following sentences according to the instructions given. (3 marks)
- There are eleven players in a football team. (Begin: A football...)
  - You said Anna might take a different class the following day. (Write in direct speech)
  - The book donated by the state will be ..... to the primary school pupils. (use the correct form of the word: value)
- b) Replace the underlined words with the appropriate phrasal verbs. (2 marks)
- Where can I fit the sweater?
  - She wants to discover the truth.
- c) Fill in the gaps in the following sentences with the correct article (2 marks)
- ..... one Mr Mwangi is calling you.
  - He loved going to ..... Netherlands.
- d) Provide the most appropriate preposition in the following sentences. (3 marks)
- The exercise was conducted accordance ..... the regulations.
  - When you smile ..... me like that, I'll do anything for you.
  - Akinyi arrived at the airport just ..... time to catch the plane.
- e) Use the adjectives provided in brackets in their correct orders (2 marks)
- Derek likes the ..... bags. (Stringed, brown, tea, Kenyan)
  - East Africa has ..... forces. (Combined, military, powerful)
- f) Punctuate the following sentences correctly (2 marks)
- the art of writing by patel shamji is a good book for upcoming writers
  - i ate irio yesterday
- g) Use the verb below transitively to construct a sentence. (1 mark)
- Describe

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**MOKASA JOINT EVALUATION EXAMINATION**  
**Kenya Certificate of Secondary Education**

**101/3**

**ENGLISH**

**(Creative Composition and Essays Based on Set Texts)**

**Paper 3**

**Time: 2½ Hours**

1. **Imaginative Composition (Compulsory)** **(20marks)**  
**Either**  
 (a) Write a story to end with  
 .....she looked at me and shook her head.  
**Or**  
 (b) Expectant school girls should be allowed to continue with their education. Discuss.
2. **The Compulsory Set Text** **(20 marks)**  
*Drama: Caucasian Chalk Circle – Bertolt Brecht*  
 “The judge was always a rascal! Now a rascal is a judge.” Write an essay in support of the statement basing your illustrations on *The Caucasian Chalk Circle*: By Bertolt Brecht
3. **The Optional Set Text** **(20 marks)**  
*Answer any one of the two questions*  
**Either**  
 a) **The Novel:**  
*The Whale Rider – Witi Ihimaera*  
 “Determination is key to success” Using illustrations from Witi Ihimaera’s novel *The Whale Rider*, write an essay showing how Nani Flowers contributes to Kahu’s success.  
**Or**  
 b) **Drama**  
*Francis Imbuga, Betrayal in the City*  
 When people try to practice their rights under an intolerable government, they land in trouble. With reference to characters in *the Betrayal in the City* by Francis Imbuga, illustrate the statement.

## LONDIANI SUB COUNTY JOINT EXAMINATION

101/1

ENGLISH

PAPER 1

Functional Skills

## Question 1 (20mks)

Imagine you are the school captain of Amani Secondary School and students have been complaining of incidences of insecurity in the school. The Principal has asked you to carry out an investigation and come up with recommendations on how to curb insecurity in the school. Write a Report.

## Question 2 (10mks)

Read the passage below and fill in each blank space with an appropriate word.

We are on the verge 1 ..... an economic renewal if we consider the recent 2 ..... of mineral resources in several parts of the country. There have been discoveries of titanium in Kwale, oil and water in Turkana, 3 ..... coal in Kitui. Kenya has joined the 4 ..... of other countries in Africa endowed with natural resources.

These discoveries should provoke 5 ..... to consider 6 ..... questions; how well are the resources 7 ..... to be managed? What mechanisms are we putting in place to promote accountability and transparency in the 8 ..... of these resources? Given our track 9 ..... in managing public funds, how 10 ..... we assure the citizens of accountability by properly managing the natural resources?

## Question 3 oral skills

(30marks)

a) Read the poem below and answer the questions that follow.

**Bury me in a free land**

Make me a grave where'te you will,  
In a lowly plain, or a lofty hill;  
Make it among earth's humblest graves,  
But not in a land where men are slaves.

I could not rest if around my grave  
I heard the steps of a trembling slave;  
His shadow above my silent tomb  
Would make it a place of fearful gloom.

I could not rest if I heard the tread  
Of a coffin gang to the shambles led,  
And the mother's shriek of wild despair  
Rise like a curse on the trembling air.

*Watkins Harper (USA)*

- Identify the rhyme scheme of the above poem and describe it. (2mks)
- Which paralinguistic features would you employ when reciting the above poem before an audience? (2mks)
- How will you know that the audience is fully participating during the recitation of the above poem? Illustrate (2mks)
- Which three words would you stress in the last line of this poem and why? (2mks)
- Identify and underline the silent letter in the word "tomb" as used in the poem above, (1 mk)

**b) Read the item below and answer the questions based on it (4mks)**

The needle might be tiny but it sews.

- Classify the genre above? (1 mk)
- Provide another item that has the same meaning as the one above. (1 mk)
- For what audience would the genre be suitable? Give reasons for your answer (2 mks)
- For each of the words below, place a stress mark or underline the stressed syllables that make the following words to be nouns. (4mks)

Reject  
Rebel  
Subject  
Produce

(d)

- You recently received an invitation from your neighbouring school to participate in a debating session. List five steps you would follow in order to be effective during the debate. (5mks)
- During a school prize giving day, an invited motivational speaker invited to address the students on how to pass an examination notices restlessness in the audience. What could be the five reasons in your opinion which caused such reaction from the audience? (5mks)
- Provide three solutions appropriate for the above situation. (3mks)

**LONDIANI SUB COUNTY JOINT EXAMINATION****101/2****ENGLISH****PAPER 2****Comprehension, Literary Appreciation and Grammar****Read the passage below and then answer the questions that follow (20 marks)**

When the scalding salt flat began to crack under my boots, I knew I was approaching the lowest point in America. Death Valley is 225kilometres long, 24 kilometers wide and in the Centre 86 metres below sea level.

Rain falls in the surrounding mountains and then rolls into the valley where most of it immediately evaporates. The rest flows in a steaming muddy bag that lies just under a brittle salt crust, which refuses to support the weight of a man. It takes the boot to the ankle, then the leg to the calf, the knee...

Photographer Nick Nicole and I were trudging across the flats, brooding on rumors that in some places, a team of horses or man had been instantly sucked out of sight. It was two in the morning, and we had been walking for hours. With every step, the sharp crust scrapped our shins and then rubbed salt into our wounds. ' The desert sky was so clear I felt as if I was stranded in space. The mountain-waiting to reveal themselves in the light of the rising moon- whispered to one another in warm, gusting breezes that swept across the **valley**. The hot crusty floor, under the cold light of the twinkling stars, emitted a faint glow, like the radium dial of a watch.

Standing stock still, I seemed to be sinking deeper. My legs, which had been knee-deep in hot mud, were now braised to mid-thigh. It was hard to breathe as I felt slightly faint.

I make my living writing about adventure. I have trekked through section of the amazon and Congo basins, lived with mountain gorillas in central Africa, run some nasty rapids and surfed my kayak through ice floes on waves thrown up by flowing glaciers. But I was quickly discovering that I knew next to nothing about the desert. What had I got myself into?

The idea this time was for nick and I to hike from the depths of death valley to the highest point in the continental united states, the 4418 metres summit of mount Whitney, a mere 160 or so kilometres to the west.

Officials at the Death Valley national monument had tried to discourage us. Mount Whitney was fine, they said, but Death Valley in June was a blast furnace.

A couple of groups had previously tried to make trips in summer, a ranger had told nick but he knew only a few who had made it. "Ninety per cent of them quit the first day," he said. "It's psychological. Either that or poor planning."

Since we were determined to walk from the bottom to the top of America, the chief ranger Dick Rayner asked us to file an itinerary. He told us that natural springs in the valley were undependable, so we stashed food and water along the route.

The night before we left, Nick studied Death Valley's victims, looking at the photographs of corpses baking on the floor of the valley. "We're going to die," he said.

*(Adapted from an article by Tim Cahill, readers digest July 1990)*

- a) According to the passage, Death Valley is 86 metres below sea level in the middle. What effect does this depth have on the temperatures in the valley? 1 mark
- b) Confining yourself to paragraph three, give one reason why the writer and Nick Nicole were trudging across the flats. 2 mks
- c) What figures of speech are used in paragraph four of this passage? Illustrate your answer. 4 mks
- d) "It takes the boot to the ankle, then the leg to the calf, the knee. Why do you think the writer uses dots at the end of this statement? 2mks
- e) What frightened Nick and his friend before they began their work? 2mks
- f) Make notes on the adventures the writer has experienced during his/her writing career. 4mks
- g) But I was quickly discovering that I knew next to nothing about the desert. (Rewrite ending with ...discovering.) 1 mk
- h) "We're going to die," he said. Rewrite in reported speech. 1 mk
- i) Explain the meaning of each of the following expressions as used in the passage. 3mks
  - stranded in space
  - surf;
  - Blast furnace

**2. Read the following excerpt and answer the questions that follow (25marks)**

"My sister Vera and I have had differences, but I have no doubt that she would have made an excellent mother - much than I ever was. The children love her. So it is with confidence that I leave every aspect of their care in her capable hands with the assistance of whichever family members she chooses for I appreciate that the nature of her calling may not allow her to establish her own home. I want her to know that I love my children though my way of expressing it may not have satisfied her. I expressed it by making sure that they will never lack in the things I believe in. it is true that money cannot buy happiness or I would have been happy; buy it can buy pretty well everything else. OK, it cannot buy life either - for I am dying and will die in the slowest most painful way possible, but I am not sorry for the way I have lived; for I found out however late, that everything, everything has a price. This is the price of living the way I have lived. So be it; I will pay it"

Vera wept afresh when the will was read out. What could make anyone so bitter? They had had good loving parents and all her brothers and her other sister were happy warm-hearted people with ordinary faults, but not with such bitterness - the bitterness of gall - and that in someone so beautiful! She had been only thirty- three and until the last six months of her illness she had still been the loveliest person Vera had ever seen.

1. Place this excerpt in its immediate context. (4mks)
2. What is Becky's attitude towards the life she lived according to the excerpt? (3mks)
3. From your knowledge of the text, who are Becky's children referred to in the excerpt? (2mks)
4. State and illustrate the character trait of:
  - Becky (2mks)
  - Vera (2mks)
5. Identify and illustrate two stylistic devices used in the excerpt (4mks)
6. State and illustrate two thematic concerns brought out in the excerpt (4mks)
7. From your knowledge of novel, write in note form three things that Becky believed in. (3mks)
8. Rewrite the following sentence according to the instructions given, (1 mk)  
Vera wept afresh when the will was read out (Add a question tag)

1. **Read the poem below and answer the questions below. (20 marks)**

Theme for English B.

The instructor said,  
Go home and write a page tonight.  
And let that page come out of you.  
Then, it will be true.

I wonder if it is that simple?

I am twenty-two, colored, born in Winston-Salem.  
I went there, then Durham, then here  
To this college on the hill above Harlem,  
I am the only colored student in my class.  
The steps from the hill lead down into Harem,  
Through a park, then I cross St Nicholas,  
Eighth Avenue, seventh, and I come to the Y  
The Harlem BranchY, where I take the elevator  
Up to my room, sit down, and write this page:

It's no easy to know what is true for you or me  
At twenty-two, my age. But I guess I'm what  
I feel and see and hear. Harlem, I hear you,  
Hear you, hear me-we two-you, talk on this page.  
(I hear New York, too) me- who?  
Well, I like to eat, sleep, drink, and be in love.  
I like to work, read, learn and understand life.  
I like a pipe for a Christmas present,  
Or records- Bessie, bop, or Bach.  
I guess being colored doesn't make me not like  
The same things other folks like who are other races.

So will my page be colored that I write?  
Being me, it will not be white.  
But it will be A part of you, instructor.  
You are white  
Yet a part of me, as I am part of you.

That's American.  
Sometimes perhaps you don't want to be part of me.  
Nor do I often want to be part of you.  
But we are, that's true!  
As I learn from you,  
I guess you learn from me- Although you are older- and white- And somewhat more free.  
This is my page for English B.  
(Langstone Hughes)

**Questions.**

- a) Who is the speaker in the poem? Illustrate your answer. 2 mks
- b) Identify two themes in the poem. Explain. 4 mks
- c) Describe the mood of the poem? What details contribute or help establish that mood? 2mks
- d) What point does the speaker seek to make by listing the things that he or she likes? 2mks
- e) What is the tone of the poem? Explain 2 mks
- f) Identify the use of personification in the poem. 2mks
- g) In what ways is the speaker and the addressee similar and different? 2mks
- h) Describe the relationship between the persona and the addressee 2mks
- i) i) "I wonder if it is that simple." Rewrite as a yes/no question.
- ii) Rewrite the following beginning with: neither....  
You don't want to be part of me. Nor do I often want to be part of you 1 mk

**GRAMMAR (15 marks)****a) Re write the following sentences according to the instructions given after each. Do not change the meaning.(5mks)**

- Lilian Gilbert invented the step-on garbage can. Her children wrote about her life.
- (join into one sentence using 'whose'.)
- My brother and me have been taking piano lessons for six years. (Correct the grammatical error)
- The frog states an old African proverb does not jump without a reason, (punctuate the sentence correctly)
- Women can run faster than Johnston. (Rewrite to remove the repetition in the sentence)
- He was very sick and so he could not go to work. (Re write using too - to )

**2. Use the correct form of the nouns given in brackets****(3mks)**

- These (student) phones were confiscated.
- There are many (hero) who fought for our independence.
- This must be your (father - in - law) car.

**3. Complete the gaps in the following sentences correctly by using one word.****(3mks)**

- Each of their children ..... been to a university recently.
- Neither the teacher nor the students ..... to blame.
- The new set of books ..... delivered yesterday.

**4. Complete each of the following sentences by filling in the blank space with the correct preposition.****(2mks)**

- They plan to build a new bridge ..... the river.
- When the twins stand ..... each other, you cannot tell who is who.

**5. Fill in the blanks with the correct alternative from the choices given.****(2mks)**

- An elephant looks after ..... calf (it's/its)
- If she ..... (comes, came) late again, she'll lose her job.

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## LONDIANI SUB COUNTY JOINT EXAMINATION

101/3

ENGLISH

PAPER 3

CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS

JULY / AUGUST 2016

**Question 1.****Imaginative composition (Compulsory)****Either**

- a) Write a composition that starts with this statement  
„I sat in the cold police cell desperately trying to author some lies “
- Or**
- b) Write a composition on how the youth can help to solve the problem of examination cheating in Kenya today.

**Question 2.****The Caucasian Chalk Circle. (Compulsory)**

It is only through a lot of strive that even the most humble people sustain their existence when faced with difficulties. Using Grusha as an example write an essay to justify this statement basing your answer on “The Caucasian Chalk Circle” by Bertolt Brecht.

**Question 3.***Answer only one question in this section.***Either****3. The short story**Ilieva Emilia and Waveney Olembo (Ed.), *When the sun goes down and other stories*

Life is what you make it” Write a composition to illustrate this statement. Cite you evidence from Moyes G. Vassanji’s “LEAVING”

**Or****4. Drama**Francis Imbuga, *Betrayal in the city*.

The true picture of the government of Kafira is well reflected in Mulili. Write an essay to illustrate this statement drawing your illustrations from Francis Imbuga’s “Betrayal in the city”.

**Or****5. The Novel**Witi Ihimaera, *the Whale Rider*

In a world where male chauvinism abounds, only those with very strong character survive. Assess the truth of this statement with reference to Nani Flowers in “The Whale Rider” by Witi Ihimaera.

**KIMA JOINT EVAKUATION TEST 2106****101/1****ENGLISH****PAPER 1****July/ August 2016****1. FUNCTIONAL WRITING****(20 marks)**

Imagine that you are employed by an NGO that works with the youth in the fight against drug abuse. You are asked to be the secretary of a committee that is to investigate the causes and effects of the vice in your neighbourhood. Write a report.

**2. CLOZE TEST****(10 marks)**

**Read the passage below and fill in each blank space with an appropriate word.**

Sacking the Kenya National Examinations Council management. (1)..... exam leakages is a relief that (2) .... long overdue, remarks Kamichore Mutindira. According (3) .... him, the new sheriff in town, cabinet secretary Fred Matiangi, has (4) .. the sword against the (5) ..... who make our children cry over (6) ..... of their results. The axe (7) ..... next fall on the county education chiefs in (8) ..... areas exams are leaked. He proposes we make them cry (9) .... with the children; Kamichore whose (10)..... is Kamichore7@g.mail.com pleads.

**3. ORAL SKILLS****(30 marks)**

a) Construct two sentences per word listed below to bring out two different meanings. **(3 marks)**

- i) Dear
- ii) Woods
- iii) Race
- iv) Saw
- v) Buffet

b) Place the following words in their appropriate column. **(5 marks)**

Either, author, thanks, than, the, theatre, those, third, thorax, rhythm

/ ð/	/ð/

c) Read the oral narrative and answer the questions that follow:

One day chameleon and donkey were arguing as to who could run faster than the other. The donkey said. "You chameleon, you are very old. You can't compete with me in a race! The chameleon replied. Don't blow your own trumpet. I am not going to praise myself, but I know you can't defeat me in a race. We shall be equal".

The race begun and the chameleon jumped on the donkey's tail. They ran until the donkey was too tired that he stopped to rest. As soon as the donkey stopped, the chameleon jumped from the donkey's tail and said. "Wow! Know that you are a man."

- i) Explain two ways you would use to make the narration of paragraph one of the story effective. **(4 marks)**
- ii) If you were part of the audience for this story, explain **three** things you will do to show that you are participating in the performance. **(3 marks)**
- iii) Referring to any meeting or group discussion you personally participated in, explain any two positive and negative skills of chairing a meeting or group discussion that you observed. **(4 marks)**
- iv) For a long time there has been a long spell of drought, then rain starts falling, a friend of yours composes a song welcoming the rain and asks you to present it to an audience. What preparations would you make? **(4 marks)**

**f) Read the following dialogue then answer the questions that follow**

John: Good morning, Juma.

Juma: Good morning. Do I know you?

John: How are you?

Juma: (After a long pause) I am fine, thank you. Do we know each other?

John: Not very well but I come from a place near your home. I saw you here yesterday and the day before yesterday. Do you live here?

Juma: I don't know why you ask but yes, I have lived here for the last two months.

John: Why did you come to live in the streets?

Juma: What are all these questions about? Do you want to have me arrested or something?

John: (Coming close) Oh, no, there's no such thing. I just liked you, I noticed you from among all these others. I think you

are quite an intelligent young man. The best place for you should be in school.

Juma: I have no home, so how do I go to school?

John: (Holding Juma by the hand) I am sure you have a home. About school, I am sure something can be worked out. You shouldn't give up on things so easily.

Juma: Can you start by buying me something to eat?

John: Sure: Let's go to a cafe. (Walking away together) Now tell me, where did you live before?

Juma: In Huruma Estate, with my stepmother.  
 John: Why did you leave home?  
 Juma: She beat me. She kept saying that I am lazy  
 John: Well, I shall talk to her about all that. I am sure things will work out.

- i) How does John show empathy to Juma? (3 marks)  
 ii) Identify and explain Juma's shortcomings in this conversation. (2 marks)

**KIMA JOINT EVAKUATION TEST 2016**  
**English paper 101/2**  
**Comprehension, literary appreciation and grammar**  
**July/ August 2016**

**1. Read the following passage and then answer the questions that follow (20 marks)**

Certainly, national examinations are the most objective instrument for evaluating the quality of instructions learners get in a school over a given period of time. They help to determine, in the short term, how well schools have exposed learners to the prescribed curriculum.

An exam is a monitoring and evaluation tool of some sort; it helps the policy makers to determine how schools are implementing the curriculum.

There is, however, a big danger here. Over time, the public come to view examinations, tests, as indicators of how well schools are teaching. The better the results, the more the public believe that there is quality education a school is giving to its learners.

When society comes to idolize examinations and all that they can do- secure qualification for admission into competitive courses in universities or training- it makes the school and the teaching fraternity to narrow their perspective to nothing but examinations.

Some schools discard the professional integrity that has long defined the teaching profession over the years. Lest we have forgotten, education is the instrument by which the knowledge, skills and habits of the society is transmitted or transferred from generation to the next through teaching and research. Included in this is the knowledge, beliefs, art, law, morals, customs and other capabilities and habits mankind has acquired as a member of the society, to paraphrase a definition of culture by English anthropologist E.B. Tylor.

Pressed to produce excellent results, schools face the temptation of developing methods that can deliver those results with or without imparting the knowledge, skills and habits.

The core curriculum has been designed in such a way that it is sequentially covered within a period of eight years for primary and four years for secondary education. Build into the scope and sequential implementation of the curriculum are leading ideas of education psychologists on the nature of knowledge, how children learn, and how best they can learn the prescribed curriculum without stress.

The series of guidelines the Ministry of Education, Science and Technology has developed pre-scribing normal teaching and learning hours are informed by knowledge of educational psychology.

They seek to ensure that schools actually implement the curriculum as designed to allow children time to rest, to do their own reading after formal teaching hours during weekdays and over the weekends. The Kenya Institute of Curriculum Development (KICD) has sequenced the curriculum in such a way that students painstakingly build on previous concepts and ideas to reinforce their understandings and appreciation of the things they are learning.

This is the principle that underlies the ban against holiday tuition, and teaching outside official teaching hours including Saturday and Sundays. The Government wants quality curriculum delivery and control. It is not after getting sterling grades through hook or crook.

A highly valued method of imparting prescribed knowledge, skills and habits is through the development of and promotion of the use of effective learner- centred pedagogies, curriculum models/ resources and assessment mode to enhance learning in the cognitive, affective, physical and aesthetic domains.

*(Adapted from Education Mews: April, 2014)*

- a) According to the writer, why is an exam important to policy makers? (1 mark)  
 b) What misconceptions does the public have towards examinations? (2 marks)  
 c) In not more than 40 words. Write a summary on the effects of idolizing examinations by the society. (3 marks)  
 d) According to E.B. Tylor, what is culture? (2 marks)  
 e) According to the passage, what has influenced the designing and implementation of the curriculum? (2 marks)

- f) Why has the Ministry of Education, Science and Technology come up with guidelines on normal teaching and learning hours. (2 marks)
- g) "It is not after getting sterling grades through hook or crook". What is the meaning of the underlined statement? (1 mark)
- h) The government wants quality curriculum delivery and control.  
Change above statement to an interrogative sentence. (1 mark)
- i) Provide a suitable title to the passage. (1 mark)
- j) Give the meaning of the following words as used in the passage. (5 marks)
- Prescribed
  - Implementing
  - Idolize
  - Anthropologist
  - Sequenced

2. **EXTRACT :** (25 marks)

**My dear parents,**

I hope you are well. You will be glad to hear that I have finished my internship successfully. I have now one month's leave and I will come home on Thursday the 28th to see you. I am bringing a girl with me - the girl I intend to marry. Her name is Wandia and she is a doctor. I'm sure you will like her. No. love her.

I am your affectionate son,

Aoro

The envelope had been addressed to Mark who opened it, read the letter and passed it to her.

"At least she is from the country," he said sounding a bit odd. She looked at him and then lowered her eyes to the letter. It was characteristically Aoro - brief and to the point. She felt kind of sorry for Mark. First there had been Becky who had left home unceremoniously only to return with a white man in tow. A very nice man but apparently not nice enough for Becky. He had found out that she was having an affair during this trips abroad and had sued for a divorce. Now she was living alone with the children. Financially well off, but unhappy. It was one thing to enjoy the thrills of an affair, but a different thing altogether to have a carte blanche to do exactly as you pleased. John had been terribly hurt of course and Mark had been furious with her."

Then Tony had joined priesthood - Mark resisted it at first but recently, during Tony's ordination he had been full of pride for his son - whose face had shone with joy and youthful dedication.

- State what happens immediately after this extract. (2 marks)
- In note form, highlight the content of the letter motif used in this extract. (4 marks)
- Point out how Becky presents herself as an unstable character. (4 marks)
- "Becky who had left home unceremoniously . . ." From elsewhere in the novel. State the nature of Becky's departure from home. (4 marks)
- Mark had resisted Tony's resolve to join priesthood. Who is Tony's role model and how is he related to the Sigu family. (2 marks)
- I am sure you will like her. (add a question tag) (1 mark)
- Give any two thematic concerns in the extract. (4 marks)
- "At least she is from the country." What frustrations had Mark gone through with his children that prompts him to utter these words. (4 marks)

3. **POETRY**

**Read the following poem and answer the questions that follow.**

**The Gourd of Friendship.**

Where is the curiosity we've lost in discovery?

Where is the discovery we've lost in knowledge?

Where is the knowledge we've lost in communication?

Where is the communication we've lost in mass media?

And where is the community we've lost in all these?

Where is the message we've lost in the medium?

It is easy to go to the moon:

There, there are no people.

It is easier to count the stars:

They will not complain.

But the road to your neighbour's heart - who has surveyed it?

The formula to your brother's head - Who has devised it?

The gourd that doesn't spill friendship - In whose garden has it ever grown?

You never know despair Until you've lost hope;

You never know your aspiration Until you've seen others disillusionment.

Peace resides in the hearts of men.

Not in conference tables and delegates signatures.

True friendship never dies - It grows stronger the more it is used.

***By Richard Nturu***

1. Explain the meaning of the poem (3 marks)
  2. Discuss the use of the rhetorical questions in the poem. (3 marks)
  3. Describe the tone of this poem (3 marks)
  4. Identify and explain two other stylistic devices (apart from the rhetorical questions) (4 marks)
  5. Explain the meaning of these lines. (4 marks)
    - i) "where is the curiosity we have lost in discovery".
    - ii) "But the road to your neighbour's heart - who has surveyed it?" ( marks)
  6. What does the persona think about relationships? (2 marks)
  7. Explain the appropriateness of the title. (1 mark)
- 4. GRAMMAR (15 marks)**
- a) Rewrite each of the following sentences according to the instructions given in brackets. (4 marks)**
- i) Mochumbe had hardly completed his assignment when the lights went off. (Begin: scarcely . . . )
  - ii) If you work hard, you will pass your exams. (Begin: Unless )
  - iii) I have never heard a more ridiculous story. (Rewrite beginning with: That is ....
  - iv) The principal gave the education officer the forms. (Write in the passive)
- b) Insert the correct preposition in the blanks to complete the sentences below. (3 marks)**
- i) The ailing man has been in bed .....the whole week.
  - ii) Adam's birthday is .....July.
  - iii) Unemployed youths often subscribe.....illegal groups.
- c) Fill in the blanks with the appropriate form of the words given in brackets. (2 marks)**
- i) I don't like this team at all. They play.....(awful)
  - ii) There is little evidence of .....(diligent) in his school work.
- d) Give the meaning of the following idiomatic expression. (2 marks)**
- i) I am overcommitted that I cannot have time to drop my fiancé a line.
  - ii) The whole family raised eyebrows at his wish to marry a prostitute.
- e) Punctuate the following sentences. (2 marks)**
- i) We want to help them the bank manager said because they are focused.
  - ii) There is a teacher I will never forget Mr. Jeff
- f) Replace the underlined phrasal verb with a suitable word (2 marks)**
- i) The council pulled down our mansion in Kish.
  - ii) Kerubo takes alter her grandmother.

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**KIMA JOINT EVAKUATION TEST 2016****ENGLISH****PAPER 101/3****Creative Composition and Essays Based On Set Books****Answer THREE questions only**

1. **COMPULSORY Imaginative composition** (20 marks)  
**EITHER**  
 a) Write a story ending with the following statement.  
 ".....thank you, it was only a dream."  
**OR**  
 b) Write a composition entitled: "Patience pays."
2. **The compulsory set text**  
**DRAMA**  
*The Caucasian Chalk Circle* By Bertolt Brecht  
 "True Christianity encompasses staying true to oneself and doing good to all." How ironical has the statement been depicted in Bertolt Brecht's *The Caucasian Chalk Circle* ? (20 marks)
3. **OPTIONAL SET TEXTS EITHER.**  
 a) The short story: Longhorn: *When the sun goes down and other stories from Africa and Beyond*. "Marriage ought to be an amicable agreement between the bride and groom as opposed to it being prearranged." Closely referring to Cyprian Ekwensis story *Law of the Grazing Fields* for illustrations, show the validity of this statement. (20 marks)  
**OR**  
 b) Drama: *Betrayal in the city* -Francis Imbuga.  
 The true Picture of the government is well reflected in Mulili. Write an essay to illustrate this statement drawing your illustration from Francis Imbuga's *"Betrayal in the City"* (20 marks)  
**OR**  
 c) The Novel: *The Whale Rider* - Witi Ihimaera  
 "A people's tradition is their backbone". Using illustrations from *'The Whale Rider'*, Write an essay in support of this statement. (20 marks)

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**KASSU JET****101/1****ENGLISH****Paper 1**

(Functional writing, cloze test and oral skills)

**June 2016****2 Hours**

1. Your class, Form 4 East, has been the best stream whenever examinations are done. During the release of pre-mock results, the Principal mentioned to the other three streams that they should emulate what you do in order to compete favourably with you. After the meeting, he requested you as the class prefect to write a **report** on what your class has done to consistently post good results in all the examinations that are being done in school. **(20 marks)**

**CLOZE TEST (10 MARKS)**

2. Fill each of the blank spaces in the passage below with the most appropriate word.

**Ngugi wa Thiong'o**, original name James Thiong'o Ngugi was in Limuru on January 5, 1938. He is East Africa's (1).....novelist, (2).....popular *Weep Not Child* was (3).....first major novel in English by an East African. As he became sensitized (4).....the effects of colonialism in Africa, he adopted his traditional name and wrote in the Bantu language of Kenya's Kikuyu people.

Ngugi (5).....bachelor's degrees from Makerere University, Kampala, Uganda, in 1963 and from Leeds University, Yorkshire, England, in 1964 (6).....doing graduate work at Leeds, he (7).....as a lecturer in English (8).....University College, Nairobi, Kenya, and as a visiting professor (9).....English at Northwestern University, Evanston, Illinois, U.S. From 1972 to 1977 he was senior lecturer and chairman of the (10).....of literature at the University of Nairobi.

(Adapted from: *Weep Not Child* by Ngugi Wa Thiongo: Nairobi: Heinemann, 1964)

**ORAL SKILLS (30 MARKS)**

3. **A: Read the story below and answer the questions that follow. (10 marks)**

There lived two men who were good friends. One of them was very wise one the other very foolish. One day, they argued between themselves, and one said, "I am the wisest man in the country." The other said, "No, I am the wisest." As there was no way of measuring wisdom, the two men did not know who was wiser than the other.

One day they were discussing the ill-behaviour of their wives and one of them said, "If we want them to behave well we must beat them up. Women are like children, beat them up and they will behave well."

The other said, "No! If you beat your wife, she will become worse." After arguing for a long time, they kept quiet and went home. On reaching his house, the man who was in favour of beating wives began to beat an ox-skin vigorously. When the other heard this, he thought the sound came from his friend beating his wife and he took a stick and beat his wife severely until she fell sick and later died.

When the two men met later, it was now clear who between them was wiser than the other.

(Adopted from: *The Hyena and The Rock* by B. M. Luswati: Nairobi: the Macmillan Press Ltd. 1992))

- Suppose you are the one narrating this story, what would you do first before the narration to capture the attention of the audience? (2 mks)
- How would you deliver the speech by the 2<sup>nd</sup> speaker? "No! I am the wisest." (2 mks)
- If you are listening to this story, what would you expect the story teller to do so as to make the story interesting? (4 mks)
- As the performer how would you know that your audience is paying attention to your performance. (2 mks)

**B:** You are a radio presenter and you are scheduled to interview a prominent politician about the current debate on IEBC commissioners.

- What preparations would you carry out before the interview? (2 mks)
- What strategies would you employ during the interview session? (2 mks)

- C:** As the school captain, you are part of the reception committee that is receiving the guest of honor who has just arrived for the Annual Prize Giving day. Complete the conversation below using the most appropriate language. (6 mks)

Guest: Good morning. I guess you are the school captain, am I right?

You: ..... (3 mks)

Guest: Thank you. I have heard a lot about you. It's my pleasure to meet you.

You: ..... (2 mks)

Guest: I hope the current class will do as well as last year's class. Have you set a target?

You: Yes sir. We have set a higher target.

Guest: ..... (1 mk)

You: Actually sir, that class was first of all very motivated and secondly they were determined to break a record.

Guest: I am glad to hear that. Keep up the good work.

D: Which intonation would you use at the end of each line of the following verse: (3 mks)

And behold in walked the groom. ....

But wait, is that the bride? ....

Without her wedding gown? ....

E: Underline the part you would stress in the **bolded** words. (2 mks)

(i) You need to **appreciate** my efforts

(ii) I gave her a **surprise**

F: Give a homophone for each of the following words. (3 mks)

(i) Barren .....

(ii) Bore .....

(iii) Mean .....

G: Using the pronunciation of the vowel sounds highlighted in the following sets of words, pick the odd one out. (2 mks)

(i) Slow honk plot

(ii) Fend hen mere

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## KASSU JOINT EXAMINATION TEST

101/2

ENGLISH

Paper 2

(Comprehension, Literary

Appreciation and Grammar)

June, 2016

2½ hours

## 1. Read the Passage below and answer the questions that follow. (20 marks)

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, 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 is 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 Coordinating 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. (2marks)
- b) Give the factors leading to teenage pregnancy, according to the passage. (3marks)
- c) What is the consequence of the rejection and abuse that teenage mothers experience? (2marks)
- d) Jeff says the issue of teenage mothers is so big that it should be considered a cry for help. **Rewrite** the sentence above in direct speech. (1mark)
- e) **In not more than 50 words, summarize** the consequences of teenage pregnancy. (4marks)
- f) What solution does the writer offer to curb teenage pregnancy? (2marks)
- g) Identify and explain an instance of **irony** in the passage. (3marks)
- h) Explain the **meaning** of the following words as used in the passage. (3marks)
  - (i) Scot-free
  - (ii) Stigma
  - (iii) Consensual

2. **Read the following excerpt and answer the questions that follow. (25 marks)**

The recently concluded multi-party elections which many had hoped would usher in a new era had been characterized by confusion and cries of foul by the opposition and declarations of total transparency by the winners-who if they were to be believed, had turned from goat to guardians of the vegetable patch. Once again the people's dogged perseverance in the face of lies and bureaucratically engineered setbacks was something to behold: Kenyans – the common people, had come out shining. The donors, not particularly impressed by the Capricorn turned guardian angel transformation of the rulers where still withholding aid and the country was going to the dogs, slowly but surely. These were the words in the mouth of all able bodied Kenyans these days and there was a fair representation of them in that room-from bankers to teachers, doctors to lawyers, engineers to architects: and each and every one of them had an opinion to be voiced, preferably at the top of his or her lungs-with the assistance, of course, of some frothy brew or stinging distillate.

Elizabeth came out of the bedroom unobserved, stood looking at the noisy gathering below. These were her children and their friends and behind her-fast asleep-her children's children; a wonderful sight indeed. She turned and pattered away quietly, but on an impulse decided to check on the little ones. She found them sprawled all over the place as only the very young can be. One rascal – her son Opiyo's son Mark actually had his leg placed squarely on another child's neck. Elizabeth bent to remove it and felt the attack of dizzy breathlessness come upon her once again and with the sure knowledge of one who has lived long she knew that this ominous suffocation was a sign of the beginning of the end. She rested a little, holding on the door and then quietly went to join Mark in bed.

She stayed awake late into the night and as was wont to happen to her so much of late, memories of seventy years duration flashed effortlessly through her mind. There she was as a very little girl, clothed in nothing but the love of Were-the god of the eye of the rising sun; then she was sitting in the shadow of grandfather Oloo's largest bull missing her mother who had gone away to seek the new way. Again there she was with her cousin Owuor walking in single file between Maria in front and grandmother Akoko in the back. They were on their way to the mission at Aluor, a haven for heartbroken widows and bereft orphans who wanted to learn the ways of Yesu Kristu. And here she was studying in her cubicle at the teacher training college. A love letter comes flying in through the open window; it was from a fellow student whose name was Cosmas somebody or other and like so many others it declared his willingness to climb mountains, ford rivers and swim oceans in order to reach her and win her love. The guy must have drowned by now, thought Elizabeth, her lips twitching. And, of course, there was a lifetime of memories with Mark Anthony-in her opinion still the best looking man around. She also remembered clearly the day Akoko had died and her conviction that it was all over. How mistaken she had been! For in truth it had only just begun and now she saw evidence of that great woman in so many of her grandchildren, but strangely enough most clearly in her daughter-in-law Wandia-the girl from the ridge country of the Kikuyu, who was no blood relative but who clearly if instinctively understood the true destiny of a woman-to live life to the full and to fight to the end.

In the small hours of the night, Elizabeth eventually slid into a fitful and disturbed sleep. Mark, being a very heavy sleeper stirred stiffly but did not wake up. The following morning everyone packed up and scattered to whatever direction they had come from – exhausted but happy.

- a) Briefly explain what has led to the family gathering together? (4 marks)
- b) With illustrations, describe the **setting** of the excerpt. (3 marks)
- c) State **three** roles played by the mission at Aluor. (3 marks)
- d) Discuss any **two** themes found in the excerpt. (4 marks)
- e) Comment on the following **styles** as used in the excerpt. (4 marks)
  - (i) Foreshadowing
  - (ii) Flashback
- f) **From elsewhere** in the novel, Akoko makes another epic journey. Describe the journey and give **two** reasons why she makes the journey. (3 marks)
- g) Describe the **character** of Elizabeth as portrayed in this excerpt. (2marks)
- h) "The guy must have drowned by now." Who is the guy referred to here? (1mark)
- i) She also remembered clearly the day Akoko had died. (Add a **question tag**) (1 mark)

3. **Read the poem below and then answer the question that follow. (20 marks)**

DEATH OF MY FATHER

His sunken cheeks, his inward-looking eyes,  
The sarcastic, scornful smile on his lips  
The unkempt, matted, grey hair,  
The hard, coarse sand-paper hands,  
Spoke eloquently of the life he had lived.  
But I did not mourn for him.

The hammer, the saw and the plane,  
These were his tools and his damnation,  
His sweat was his ointment and his perfume.  
He fashioned dining tables, chairs, wardrobes,  
And all the wooden loves of colonial life.  
No, I did not mourn for him.

He built colonial mansions,  
Huge,unwieldy,arrogant constructions;

But he squatted in a sickly mud-house,  
With his children huddled stuntedly,  
Under the bed-bug bed he shared with Mother.  
I could not mourn for him.

I had already inherited  
His premature old-age look,  
I had imbibed his frustration;  
But his dreams of freedom and happiness  
Had become my song, my love.  
So, I could not mourn for him.

No, I did not shed any tears;  
My father's dead life still lives in me,  
He lives in my son, my father,  
I am my father and my son.  
I will awaken his sleepy hopes and yearnings,  
But I will not mourn for him,  
I will not mourn for me.

- a) Identify the persona. (2 marks)
- b) What is the poem talking about? (3 marks)
- c) Comment on the **alliteration** that is used in the poem? (2 marks)
- d) Apart from alliteration, identify and explain any other **two** aspects of style that the poet has used. (4 marks)
- e) What reason does the persona give for not mourning his father's death? (3 marks)
- f) What is the father's profession from the poem? (1 mark)
- g) Explain the **meaning** of the following lines as used in the poem: (3 marks)
- The hard, coarse sand-paper hands,  
Spoke eloquently of the life he had lived.
  - His premature old-age look,
  - I will awaken his sleepy hopes and yearnings,
- h) What is the **attitude** of the persona towards his father's life? (2 marks)
4. a) Rewrite the following sentences according to the instructions after each (2 marks)
- The young man wept uncontrollably when he learnt that his whole family had perished in Gate Mall terrorist attack. (**Begin:** Having.....)
  - Muchangi regrets not having campaigned much for the post of a school captain. He realized he was not the students' favourite after the polls. (Rewrite using the **present participle**)
- b) Rewrite the following sentences using **impersonal passives**. (2 marks)
- The motorist could not use the southern by-pass. People believed the lions had been let loose.
  - People say Chapakazi works 18 hours a day.
- c) Using the verb in brackets form a **phrasal verb** to replace the underlined word. (3 marks)
- It takes a lot of challenge to nurture a child into an adult. (bring)
  - The politicians' dirty tricks did not succeed. (come)
  - It is not good to desert one's family. (walk)
- d) Fill in the blanks with an appropriate **preposition**. (3 marks)
- We wondered if there was need .....such equipment.
  - Oundo, get .....the wet wall immediately!
  - She was born .....rich parents.
- e) Rewrite the following sentences according to the instructions given. (2 marks)
- The teacher was so disappointed. She ordered the students to leave the scene. (Rewrite into one sentence beginning with „so“)
  - If you have nothing else to say, we will adjourn the meeting now. (**Begin with:** Unless...)
- f) Fill in the gaps with the given **adjectives** in the correct order. (2 marks)
- Wayne Rooney drives a .....car. (Italian, silver, small, flashy, sports)
  - The .....Member of Parliament was thrown out of the house by the sergeant-at-arms. (Light-skinned, arrogant, tall, young)

**KASSU JET EXAMINATION****101/3****ENGLISH****Paper 3**

(Creative Composition and

Essays based on Set Tests)

June-2016

**1. Imaginative Composition (Compulsory)****(20mks)****EITHER**

- (a) Write a story ending with: ...he walked away feeling dejected.

**OR**

- (b) Write a story to illustrate the proverb „Make hay while the sun shines.“

**2. *The Caucasian Chalk Circle*, By Bertolt Brecht.****(20mks)**

“Poor governance is a recipe for chaos.” Drawing illustrations from *The Caucasian Chalk Circle*, write an essay in support of the above statement.

**3. The Optional Set Texts.****(20mks)**Answer any **one** of the following three questions.**EITHER****a) The Short Story**

Ilieva Emilia and WaveneyOlembo(Ed). *When the Sun Goes Down and Other stories from Africa and Beyond*.

„Africans have to grapple with many challenges in the post-apartheid period. Using Rayda Jacob’s story, *The Guilt*, illustrate the truth of this statement.

**OR****b) Drama**

Francis Imbuga, *Betrayal in the City*

Injustice propagated by leaders in Kafira has led to the suffering of the citizens. Discuss this statement basing your illustrations on the play *Betrayal in the City*.

**OR****c) The Novel**

Witi Ihimaera: *The Whale Rider*.

„Better late than never.“ With reference to Koro Apirana, write an essay in support of the proverb.

## KAMDARA JET - 2016

101/1

ENGLISH

(Functional Skills)

2 Hours

## 1. FUNCTIONAL WRITING

Imagine you are the head of the students' council of Kubamba Secondary School and students have been complaining of incidences of insecurity in the school. The Principal has asked you to form a committee to carry out an investigation the causes of insecurity and come up with recommendations on how to curb the insecurity in school. The report should reach the principal in a month. Write the Report.

(20 marks)

## 2. CLOZE TEST (10 marks)

Fill in the blanks with the most suitable word.

We need to start reading more. (1) \_\_\_\_\_ encourages more creative thinking, keeps the (2) \_\_\_\_\_ fresh and stimulated in ways nothing else can. Reading awakens a (3) \_\_\_\_\_ imagination and inhibits the brain (4) \_\_\_\_\_ rotting, as is evident with (5) \_\_\_\_\_ so-called political elite: If you neglect the pot, (6) \_\_\_\_\_ boils over and extinguishes the fire. The youth (7) \_\_\_\_\_ should ignite a love for reading (8) \_\_\_\_\_ of engaging in the nonsensical issues they are normally caught up in; old heads on young shoulders they would die. It is said a reader lives a thousand lives (9) \_\_\_\_\_ they die, but one (10) \_\_\_\_\_ never reads lives only one.

## 3. ORAL SKILLS

(30 marks)

## a) Read the following Ankole song and answer the questions that follow.

Suck and I hide you, my gentle one  
Suck and I hide you, my beloved  
I dreamt that the hunt was at Buganga  
I dreamt that the hunt was at Ngarama  
Where, oh where, shall I put, my little baby?  
Where, oh where, shall I put you, my lovely little lips?  
If I put you in a clump of grass, my gentle one  
The hunters' rough dog will come sniffing around  
The hunters' thick club tears up the back  
Suck and I hide you, gentle one  
Suck and I hide you, for whom the drum sounds  
Where, oh where, shall I put you, my lovely little lips?  
Where, oh where, shall I put you, my beloved?  
If I put you by the wayside, gentle one  
Passers-by will take you with them, my beloved  
If I put you in an anthill, my little baby  
The ants will enclose you in their nest, lovely little lips  
Suck and I hide you, little baby  
Suck and I hide you, my gentle one  
When I am dead and gone, gentle one  
Feed on little blades of grass like cow, my beloved  
And wash them down with a little water, my little baby  
That's what raises orphans, you for whom the drum sounds  
If I do not die, my little baby

Good things will be ours to enjoy, you for whom the drum sounds

i) Identify aspects of oral performance that make this song easy to remember? (2mks)

ii) In what ways would this song be made interesting to listen to? (2mks)

iii) How would you perform the last two lines of the above song? (2mks)

## b) Read the following speech made by the chair of a church youth group and answer the questions that follow.

"What's up guys? Why do you look so sad? I thought the ting tang tong of the guitar would wake you up. I am here to represent the youth. We are asking you *jamaaz* to give us some colour or bakes to buy more musical instruments for this church. I can hear the click of coins. No, that will not do! We are interested in real colour; real cash in the form of notes. We want you to splash us with real cash."

i) Pick out **four** expressions/words in the speech to demonstrate that the chair has used the wrong register. (2marks)

ii) Give at least **two** examples of ideophones and onomatopoeia from the chair's speech. (2marks)

## c) You are part of a student's group representing your school in a conference. You have been elected the Chairperson of a small group discussing a topic on leadership.

i) How would you ensure the group is engaged in an effective discussion? (3marks)

- ii) As you later present your points to the larger group, nobody seems to pay attention. Give **two** reasons that could have contributed to the lack of attention. (2marks)
- d) State what type of intonation you would use in the following sentences. (3 marks)
- i) When were you born?
- ii) Did you complete your work?
- iii) What a beautiful car you have bought!
- e) A teacher of English was in class during a reading lesson. He realized that the students had poor reading habits. Mention **three** of these habits he might have observed. (3marks)
- f) Study the following item of oral literature and answer the questions that follow.**  
 Kot took Kot's coat, Kot went to court, the court told Kot to return Kot's coat to Kot.
- (a) Which genre of oral literature has been used above? (1 mark)
- (b) If the above genre was to be translated to another language, what would be the effect of translation? (2marks)
- g) Read the telephone conversation below and answer the questions that follow.**
- Wanjala:** Hello, is that Chaka Limited?
- Sheila:** (*Picking the phone*) Those shoes fit well.  
Hello, is anybody on this line?
- Wanjala:** Hello, is that Chaka Limited?
- Sheila:** What do you want?
- Wanjala:** Please confirm for me whether I called the right place, Chaka Limited?
- Sheila:** (*Shouting*) Which other company has a similar phone number as this?
- Wanjala:** May I then speak to the Managing Director?
- Sheila:** I prefer the red shoes.... (*on phone*), what did you say? Oh, the Managing Director can't talk to you.
- Wanjala:** Can I then leave a message which you can pass to him?
- Sheila:** Why can't you call him on his personal line... (*away from the receiver*) go for the red ones.
- Wanjala:** (*Surprised*) Hello, excuse me madam, I am Wanjala Nicholas and am requesting to talk to the Managing Director
- over an important matter concerning one of your employees...
- Sheila:** I told you the Managing Director is not in (*hangs up*).
- i). Explain **three** things that make Sheila an ineffective communicator. (3marks).
- ii). Explain **three** things that one should observe if they are to communicate effectively over the phone. (3marks).

**KAMDARA JET - 2016****101/2****ENGLISH****(Comprehension, Literary appreciation and Grammar)****TIME: 2½ Hours****1. COMPREHENSION****(20 marks)****Read the passage below and then answer the questions that follow.**

Gender is probably the most important social issue in the world today. It affects and influences every aspect of our lives: politics, economics, religion and leisure. People in the 21<sup>st</sup> Century strongly believed that every project must get the gender dimension right in order to succeed. But what is gender?

Basically, gender is the expectation that people should do or not do certain things according to their sex. Every normal human being is either female or male. This is sex and it is a biological fact. Indeed, sex is the most conspicuous difference between human beings. The moment we look at a person, we can tell whether that person is a man or a woman, a boy or a girl. The question is if society should use this biological difference to tell people what they should or should not do.

Yet, since time immemorial, this is what human communities all over the world have done. Some African societies bring up their boys to believe that men must be fighters, take whatever they want – by force if necessary and never cry. If anyone asks why they should or should not do this and that, the ready answer is always: you are a man, and that's what men are supposed to do. Girls are told to be gentle and quiet, to obey men, not to climb trees and not to eat certain kinds of food. A girl who asks why she should not climb trees or speak loudly in public is told, you are a woman, and women don't do that. In other words, society is always telling us what we can do and what we cannot do just because we are men or women.

In most cases, there is no physical or logical reason for a man or a woman to do or not do certain things. Any girl can climb a tree as smartly as any boy. If a boy wants to go into the kitchen and cook, there is no reason why he should not do so. Indeed, some of the best cooks in the world, called „chefs“ are men. Yet in some societies, it is a taboo for a man or boy to enter the kitchen. Similarly, some societies do not allow their women to build houses, even work at building sites, whereas in other societies it is indeed the woman's role to build houses. Gender is thus society's assigning of roles to people according to their being male or female.

On the face of it, there is nothing wrong with sharing roles – indeed, there are many cases where it is logical to expect that certain people should do or avoid some activities. For example, it would not be safe for a woman in advance stages of pregnancy to go hunting wild animals or grazing livestock many miles away from home. However, this should not be taken as a blanket excuse to declare that all women must not hunt wild animals. The problem is even worse when some people use gender roles to exploit or oppress other people. Men for example, have for a long time invoked gender roles to force women to do certain things and to prevent them from doing things the women may want to do.

This oppressive practice may be called gender imposition, and it may be seen in all aspects of society.

In social relations, boys and girls are segregated from the earliest years of life. Members of each sex are strictly drilled into what „feminine“ or „masculine“ in behaviour, speech, dress and every activity. Boys and girls are told what work they should or should not do, what places they can or cannot go to. What games to play and even what foods to eat or not to eat; just because they are boys or girls. By the time a person is in his or her teens, he or she has learnt – from both example and direct teaching by older members of society – what exactly is expected of him or her as a man or a woman. These gendered roles often suggest that men should lead and command in everything, be „tough“ – meaning hard and even cruel – and „strong“, which often means aggressive and violent. The women on the other hand, are required to be soft and kind, submissive and unquestioningly obedient to men. Even in public affairs, such as politics or religion, the gendering of roles leads to some curious situations. In some places of worship for example, men and women are strictly separated. Several denominations do not permit women to preach in public or to be ordained as priests or pastors. Politics is widely regarded as a man's field. Some societies insist that a woman cannot be a leader, like President or Army commander. The nagging question, which many women and enlightened men are asking today is: Why not?

This is the challenge to the conventional gendering of roles. Is there any logical reason why a man should not change the nappies of his child, or go into the kitchen and cook? Why can a talented woman not become a top soccer or rugby player, or a bishop or a top business executive? Is it fair to prevent people from eating such nutritious foods as chicken and eggs simply because they are women? Should children be denied the right to inherit their parents' property on the grounds of sex? Is it not pathetic seeing men inflict beastly violence on their wives and children, or one another simply because men are expected to be „tough“ and „strong“?

To avoid such absurdities, advocates of gender equity demand that sex should not be the main consideration in dealing with people. Assigning roles to people on the grounds of biological differences is a form of evil discrimination, like racism. A more sensible way of dealing with men and women is to take them strictly on the basis of their individual abilities. A human being is a human being, whether man or woman and each should be given every opportunity to realize his or her full human potential. An enlightened approach to gender equity is suggested by the old English saying “What's good for the goose is good for the gander”.

**Questions**

1. (a) According to the passage, what is the difference between gender and sex? (2 marks)
- (b) What is gender imposition? (1 mark)
- (c) How are gender roles passed on? (1 mark)
- (d) Add a question tag to the following:  
Any girl can climb a tree as smartly as any boy..... (1 mark)
- (e) Identify a phrase in the passage that shows that it is not only women who are concerned with the problems created by gendering of roles. (1 mark)
- (f) In not more than 60 words write a summary on what women are not allowed to do simply because they are women. (6 marks)
- (g) In not more than three sentences, paraphrase the author's argument. (3 marks)
- (h) Change the following question into a statement:  
Should children be denied the right to inherit their parents' property on the grounds of sex? (1 mark)
- (i) What is the meaning of the following: "What is good for the goose is good for the gander." (1 mark)
- (j) Explain the meaning of the following as they are used in the passage. (3 marks)
  - (i) Segregated
  - (ii) Absurdities
  - (iii) Blanket excuse

**2. LITERARY APPRECIATION****(25 marks)**

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

The envelope had been addressed to Mark who opened it, read the letter and passed it to her.

"At least she is from the country," he said sounding a bit odd. She looked at him and then lowered her eyes to the letter. It was characteristically Aoro – brief and to the point. She felt kind of sorry for Mark. First there had been Becky who had left home unceremoniously only to return with a white man in tow. A very nice man but apparently not nice enough for Becky. He had found out that she was having an affair during his trips abroad and had sued for a divorce. Now she was living alone with the children, financially well off, but unhappy. It was one thing to enjoy the thrills of an affair, but a different thing altogether to have a carte blanche to do exactly as you pleased. John had been terribly hurt of course and Mark had been furious with her.

Then Tony had joined priesthood – Mark resisted it at first but recently, during Tony's ordination he had been full of pride for his son – whose face had shone with joy and youthful dedication.

Vera's case had been the hardest to accept. Mark thought of the world of Vera, and deferred to her in everything. Then she had arrived home one day and declared that she wanted to join the Catholic Prelature of Opus Dei as a non-marrying member. It didn't help that Mark had never heard of Opus Dei and could not understand why Vera could not marry. But he had eventually accepted because he loved her. Because she looked so happy, so radiant. Anything that could bring such joy and serenity could not be that bad. It was a pity though that she did not wear a veil or a habit. That way he could at least have bragged about her a little to his friends. His children were a source of great envy to his less lucky friends. Vera for one was a fully qualified electronics expert and had a lucrative job in the city with a large salary and all sorts of benefits. Women like that tended to marry the most amazing wimps and Mark had held his breath in fear. But in the end all Vera wanted was to dedicate her life and her work to God, and there was no turning her back.

So Elizabeth secretly hoped that Aoro would bring home a nice girl – naturally a Luo like himself – who would proceed to have many children – all of ordinary black colour.

She had heard the farm – hand greeting them, and soon afterwards saw the pair walking through the gate and up to the house. The girl was brown and very slim with long black hair. Elizabeth noted her large earnest eyes as she looked at her son and in a typically Elizabeth manner made up her mind immediately about the girl.

**Questions**

- (a) What happens before this excerpt? (3 marks)
- (b) "At least she is from the country." Who is the „she“ referred to in this excerpt? (1 mark)
- (c) "She felt kind of sorry for Mark." Make notes on why Elizabeth feels sorry for Mark. (4 marks)
- (d) Identify **two** instances of irony in this excerpt. (4 marks)
- (e) It is apparent that Mark is uncomfortable with the choices made by his children. Cite evidence in this excerpt to support this statement. (2 marks)
- (f) Describe the character of the following in this excerpt. (4 marks)
  - (i) Mark
  - (ii) Becky
- (g) Mention and illustrate one theme in this excerpt. (2 marks)
- (h) "First there had been Becky who had left home unceremoniously only to return with a white man in tow." (Rewrite beginning: Not only ..... ) (1 mark)
- (i) What was the content of the letter that Mark had received? (3 marks)
- (i) Elizabeth made up her mind about the girl. What did Elizabeth conclude? (1 mark)

## 3. Read the Poem below and answer the questions that follow:

(20 Marks)

**The Twist**

In a little shanty town  
Was on a night like this

Girls were sitting down  
Around the town  
Like this

Some were young  
And some were brown  
I even found a miss

Who was black and brown  
And really did  
The twist

Watch her move her wrist  
And feel your belly twist  
Feel the hunger thunder  
When her hip bones twist

Try to hold her, keep her under  
While the juke box hiss  
Twist the music out of hunger  
On a night like this

- a) What is the poem about? (3 marks)
- b) Identify **three** senses that the poem appeals to. (3 Marks)
- c) What is the main theme of this poem? (2 Marks)
- d) What is the attitude of the persona towards the girls mentioned in the poem? (2 Marks)
- e) Identify three poetic devices used in the poem. (6 marks)
- f) What are the achievements of the persona on this night? (2 marks)
- g) Explain the meaning of:
  - i) ..... a miss (who was brown and black). (1 Marks)
  - ii) Twist the music out of hunger. (1 Marks)

4. **GRAMMAR****(15 marks)**

- (a) Rewrite each of the following sentences according to the instructions given after each. (3 marks)
  - (i) We did not know that he was a thief. (Rewrite beginning: Little.....)
  - (ii) My father would not allow us to go out at night under any circumstances. (Begin: Under .....)
  - (iii) She does not like either of them. (Rewrite to end ..... by her)
- (b) Fill in the blank spaces with the correct preposition. (3 marks)
  - (i) The doctor put me \_\_\_\_\_ these drugs.
  - (ii) Wife beaters have scant regard \_\_\_\_\_ women.
  - (iii) During the match between the national team and the visiting team, the field was filled \_\_\_\_\_ capacity.
- (c) Use the correct form of the word in brackets to fill in the blank spaces. (3 marks)
  - (i) Her \_\_\_\_\_ (deceive) cost her two million US dollars.
  - (ii) The minister was impressed by the \_\_\_\_\_ (keen) with which the students carried the experiment.
  - (iii) The teacher punished the student for \_\_\_\_\_ (spell) the word.
- (d) Give two possible meanings for the following sentence. (2 marks)  
Flying planes can be dangerous.
- (e) Rewrite the following sentences in direct speech. (2 marks)
  - (i) The girls exclaimed that Miss Kenya was a beautiful lady.
  - (ii) The teacher told Juma to go where she was.
- (f) **Fill in the blanks with the correct alternative from the choices given.** (2 marks)
  - (i) The girl \_\_\_\_\_ her clothes yesterday. (hung/hanged)
  - (ii) The Chef \_\_\_\_\_ the mats on the table before serving the food. (lay/laid)

KAMDARA JET - 2016

101/3

ENGLISH

(Creative Composition and Essays Based on Set Texts)

TIME: 2 ½ Hours

**1. Imaginative composition****Either**

- a) Write a story entitled, East or West Home is Best.

**OR**

- b) Write a story beginning,  
As I approached the house, I noticed it had no lights on and it was silent..... (20 marks)

**2. The compulsory set text****The Caucasian Chalk Circle** – Bertolt Brecht.

“Some people usually abandon their close family members during hard times.” Drawing illustrations from the play **The Caucasian Chalk Circle**, write an essay illustrating the truth in this statement. (20 marks)

**3. Optional set texts**

Answer any of the following questions.

**a) The short story**Emilia Ilieva and Waveney Olembo, **When the Sun Goes Down and Other Stories from Africa and Beyond**

“Parenthood comes with responsibility and preparedness.” Using illustrations from Tillie Olsen’s story, „I Stand Here Ironing“, discuss the plight of children born to parents lacking in these qualities?

**OR****b) The Play**Francis Imbuga, **Betrayal in the city**

“In a dictatorial regime, prisoners are not the only incarcerated.” Drawing your illustrations from Imbuga’s Betrayal in the City, write an essay to justify this statement.

**OR****c) The Novel**Witi Ihimaera, **The Whale Rider**

“Female characters are portrayed as possessing admirable qualities irrespective of the challenges they face in society.” Show the truth of this statement with reference to Nani Flowers and Kahu in The Whale Rider by Witi Ihimaera. (20 marks)

# NANDI EAST, NANDI SOUTH & TINDERET SUB-COUNTIES JOINT EVALUATION 2016

101/1

ENGLISH

PAPER 1

(FUNCTIONAL SKILLS)

JULY / AUGUST 2016

TIME: 2 HOURS

## 4. FUNCTIONAL WRITING

(20mks)

Imagine you are a member of the Students' Council in-charge of the Environment. Your school principal has called you to inquire about the school's wanting state of the natural environment. After the discussions, he asks you to write a report on the issue. Write a report on the various hazards in the environment such as pollution, vegetation care, rubbish disposal, soil erosion and general cleanliness.

## 5. CLOZE TEST

(10mks)

Read the passage below and fill in the blank spaces with an appropriate word.

Vasco da Gama not only signed a (1) \_\_\_\_\_ treaty with the Sultan of Malindi but also (2) \_\_\_\_\_ the famous pillar as a show of friendship. Of all the pillars he (3) \_\_\_\_\_ a long the various points on his (4) \_\_\_\_\_ from Portugal via the Southern Trip of Africa and up the East (5) \_\_\_\_\_ of Africa, this is the only pillar that stands - but (6) \_\_\_\_\_ be washed away by the wind and waves if nothing is done (7) \_\_\_\_\_ to strengthen its foundation. The Portuguese Chapel built by the Portuguese (8) \_\_\_\_\_ the 16<sup>th</sup> century looks quaint and nicely kept. A (9) \_\_\_\_\_ centuries old now, it's reminiscent of the (10) \_\_\_\_\_ who passed by.

## 6. ORAL SKILLS

(30mks)

(a) Read the poem below and then answer the questions that follow.

### Madam and the Rent Man

By Lang Sttne Hughes

The rent man knocked.  
He said, Howdy-do?  
I said, What  
Can I do for you?  
He said, You know  
Your rent is due.

I said, Listen,  
Before I'd pay  
I'd go to Hades  
And rot away!

The sink is broke,  
The water don't run,  
And you ain't done a thing  
You promised to "ve done.

Back window's cracked,  
Kitchen floor squeaks,  
There's rat in the cellar,  
And the attic leaks.

He said, Madam,  
It's not up to me.  
I'm just the agent,  
Don't you see?

I said, naturally,  
You pass the buck.  
If it's money you want  
You're out of luck.

He said, Madam,  
I ain't pleased!  
I said, neither am I.  
So we agreed.

**QUESTIONS**

- (v) Identify **two** onomatopoeic words in the poem. (2mks)  
 (vi) How would you say the last line in stanza 5? (1mk)  
 (vii) Imagine that you are to recite this poem to an audience. What would you do to capture the conversational nature of the poem? (3mks)  
 (viii) Identify **three** pairs of words that rhyme in the poem (3mks)

(b) Provide homophones for the following words. (5mks)

- (i) Sword: .....  
 (ii) Liars: .....  
 (iii) Thyme: .....  
 (iv) What: .....  
 (v) Not: .....

(c) Which syllable would you stress in the following words? (5mks)

- (i) Dislike  
 (ii) Separate  
 (iii) Abuse  
 (iv) Towards  
 (v) Torment (verb)

(d) Read through the conversation below and identify six conventions of a conversation found in it.

- Kiprono: There's still a lot of sexism in football.  
 Why can't the Kenya Football Federation let Akinyi play in the Premier League.
- Mengich: Oh, come off it, Kiprono. The KFF has nothing to do with Akinyi's case. She can't play in the Premier League because she doesn't belong to any team in the league, pure and simple.
- Babu: But, excuse me, Mengich, Akinyi doesn't belong to a team because KFF wouldn't let her join one. Moreover ...
- Mengich: Just a moment, Babu. You know quite well that the teams in the Premier League are all men's teams. How were they going to enroll Akinyi?
- Kiprono: Fair enough, but that is just the point I'm making. Why should the teams be exclusively male? Why can't a super player, like Akinyi ...
- Mengich: Sorry for the interruption, Kiprono. But every sport has its rules and in football there are no provisions for mixed male and female teams.
- Babu: I thought Gor Mahia Football Club wanted to .....
- Kiprono: Why can't they change the outdated rules?  
 Sorry, Babu. You were saying something.
- Babu: Well, I was just going to say Gor Mahia had wanted to consider Akinyi's application to join them, but the KFF told them to consult FIFA first.

(e) Read the genre below and answer the questions.

**The long lorry rolled down the long rocky road.**

- (i) Identify the above sub-genre. (1mk)  
 (ii) Explain how rhythm has been achieved in the above item. (4mks)

**NANDI EAST, NANDI SOUTH & TINDERET SUB-COUNTIES JOINT EVALUATION 2016****101/2****ENGLISH****PAPER 2****(COMPREHENSION, LITERARY APPRECIATION & GRAMMAR)****JULY / AUGUST 2016****TIME: ½ HOURS****Question 1: COMPREHENSION:****Read the passage given below, then answer the questions given.**

The temptation after a major attack such as the Shabaab mounted against Kenyan troops in southern Somalia is to escalate the war and exact revenge. There is nothing wrong with those instincts. Going in “hot pursuit” of militants after such a savage attack is perfectly justified. But deepening Kenya’s involvement in a war which we must admit has turned into a mess and a quagmire will be a mistake.

All the major troop contributing countries in Amisom have a strategic reason why they are in Somalia. As a rebel commander who fought his way into office, the military is President Yoweri Museveni’s most important constituency. For some time, especially since the insurgency in northern Uganda waned, Museveni was under pressure to reduce the size of the army and spend less on the military. The Somalia engagement was a perfect way to keep the military happy. The troops are paid handsomely by the United Nations and others and they are kept busy in Mogadishu, where they have dug themselves into a reasonably secure encampment around the presidential palace. Those Ugandan troops will be there for a long time.

The Ethiopians have historically regarded Somalia as a strategic foe, have fought wars with it and meddle constantly inside Somalia (and Kenya) partly because of ethnic politics back in Ethiopia.

The Ogadenis, who are one of the dominant clans in southern Somalia, are a major ethnic group in Ethiopia and, through the Ogaden National Liberation Front, they have fought a separatist war in Ethiopia for years. That partly explains why the Ethiopians take such a keen interest in the clan politics in southern Somalia and have insisted on having a presence there.

What are the Kenyans doing in Somalia? The objective of creating a buffer zone has failed. Instead, Kenya has been drawn into a clan war, being viewed as the enforcement wing of the Ogaden clan. Other clans in the region, especially the Marehan, bitterly resent the presence of Kenyan troops there.

It is little wonder that the El-Adde camp which was attacked was in the Marehan heartland and locals seem to have been warned to flee hours before the attack. Meanwhile, the African Union Mission in Somalia (Amisom) is under-equipped and dysfunctional with no air force, no aerial surveillance capability and no helicopter gun ships. What is the endgame? Kenya’s leaders say they want to help Somalia “to build a stable country”.

How realistic is this goal? Isn’t that a task better left to the Somali people? Isn’t it wiser to build the strongest defences possible and leave the task in Somalia to others? History offers numerous examples of political leaders who have reacted to provocative attacks by escalating military involvement with disastrous consequences. Perhaps the most famous example was the attack on an American military base in Vietnam in the early hours of February 7, 1965, near Pleiku. The attackers destroyed military equipment and killed eight American soldiers and wounded 126. President Lyndon Johnson reacted by launching one of the most dramatic troop buildups in history, taking troop levels up more than 20 times the number who were in Vietnam during the attack. The strategy, of course, failed and America lost the war. President Uhuru Kenyatta did not launch this war. That gives him political cover to end it.

*Adapted from “Sunday Nation.”***Questions**

- (a) Which instincts does the author have concerning the attack mounted against Kenyan troops in Southern Somalia? (2mks)
- (b) Name some of the countries that form the Amisom according to this passage. (2mks)
- (c) What evidence is given to show that the Ugandan troops will be in Somalia for a long time? (3mks)
- (d) Why, according to the passage do the Ethiopians take such a keen interest in the clan politics in Southern Somalia? (2mks)
- (e) Which reason is given to explain why Kenyans engage in Somali war? (1mk)
- (f) Explain the contradiction in paragraph four of the passage. (3mks)
- (g) In your opinion, do you think the author agrees with the political leaders’ reaction to provocative attacks by enhancing military involvement? (2mks)
- (h) Explain the meaning of the following as used in the passage. (2mks)
  - (i) Meddle:
  - (ii) Escalating:
- (i) President Uhuru Kenyatta did not launch this war. (Rewrite to end with ..... President Uhuru Kenyatta). (2mks)
- (j) Giving an illustration, identify the attitude of the Marehan towards Kenyan troops in Somalia. (2mks)

**Question 2: Read the following extract and answer the questions that follow.**

“But he is white! Remember father couldn’t even stand Tommy who is a Luhya from the neighbouring province. He will just shout at me.”

“That might be so – he gave me a shock. You’d have to get used to people getting shocked and staring at you. So it is not surprising that your father might react the same way; but it is your duty to tell them.”

“Why don’t you tell them for me?”

"Forget it, once is enough. Dad nearly passed out – so mad was he. I never had to talk so fast or so hard in my life. He wanted to come after you immediately until I pointed out just how large a place Nairobi is. Still I would hate to go through that again. This, dear sister, is your ball game? Becky got up and stood looking out of the window at the street below.

"Why is it that I've never felt a part of them?"

"Because you were always too pre-occupied with yourself to notice how much they really cared. It does not help to tear your eyes off the mirror once in a while to really look at other people you know."

"Hey! You are really angry with me."

"Look Becky. You are an adult. Surely you can face your father and mother and tell them this is the man you have chosen. They won't kill you. They can't untie you down. They may or may not give their blessing, but at least they will know that you are safe and happy. I don't have a child, but if I did, I'd hate to be permanently guessing about her whereabouts and welfare. Besides I think they are damned good parents – if you ask me. If they say no, it is only because they are thinking of your own good. Have you stopped to think how difficult it is going to be for you – and your children? Where will you live? Where does he come from anyway?"

### **Questions**

- (a) "But he is white!" Who is being referred to and what else do we know about him? (2mks)
- (b) Who is Tommy and what instance is being spoken of in this excerpt? (3mks)
- (i) From the excerpt, what kind of a person is Vera? (2mks)
- (ii) Becky? (2mks)
- (c) In note form, summarize Vera's reasons as to why Becky should tell her parents about her plans. (5mks)
- (d) Comment on the use of dialogue in the excerpt. (2mks)
- (e) Give the meaning of the following phrases as they are used in the excerpt. (2mks)
- (i) Your ball game:
- (ii) Tear your eyes off the mirror:
- (f) What theme comes out in the excerpt? (3mks)
- (g) "Why is it that I have never really felt a part of them?" (Rewrite as a question beginning: How...) (1mk)
- (h) What happens immediately after this excerpt? (3mks)

### **Question 3: Read the poem below and answer questions that follow.**

#### **White child meets black man**

She caught me outside a London  
Suburban shop, I, like a giraffe  
And she a mouse. I tried to go  
But felt she stood  
Lovely as light on my back

I turned with hello  
And waited. Her eyes got  
Wider but not her lips.  
Hello I smiled again and watched.

She stepped around me  
Slowly, in a kind of dance,  
Her wide eyes searching  
Inch by inch up and down:  
No fur no scales no feathers  
No shell. Just a live silhouette,  
Wild and strange  
And compulsive  
Till mother came horrified

'Mummy is his tummy black?'  
Mother grasped her and swung  
Toward the crowd. She tangled  
Mother's legs looking back at me  
As I watched them birds were singing.

**James Berry (Jamaica)**

**QUESTIONS**

- (a) Briefly explain what the poem is about. (3mks)  
 (b) Explain what the reaction of the white child makes the persona feel. (4mks)  
 (c) Compare and contrast the reactions of the mother and daughter to the black man. (6mks)  
 (d) Identify and explain any **two** figures of speech used in this poem. (4mks)  
 (e) Explain the significance of the last line of the poem. (3mks)

**Question 4: Grammar (15 Marks)**

- (g) **Complete the sentences below with the correct form of the verb given.** (2mks)  
 (i) The workmanship was shoddy and the people \_\_\_\_\_ (expect) much from it.  
 (ii) Julia \_\_\_\_\_ (be) the presenter of that programme for four months.
- (h) **Supply the correct preposition to complete the sentence given.** (2mks)  
 (i) Kenyans are likely to spend more \_\_\_\_\_ the importation of refined petroleum.  
 (ii) Property worth millions of shillings went up \_\_\_\_\_ flames in Murang'a town.
- (i) **Briefly explain the difference between the following pair of sentences.** (2mks)  
 (i) Four of those students were admitted to the university.  
 (ii) Those four students were admitted to the university.
- (j) **Rewrite the sentences using an appropriate phrasal verb formed from the verb given to replace the underlined word.** (2mks)  
 (i) She was unable to restrain her tears. (keep)  
 (ii) After consultation the man agreed to assume the role of manager. (take)
- (k) **Rewrite the following sentences according to the instructions given.** (5mks)  
 (i) She is proud, but she must obey the order. (Begin: Proud .....)  
 (ii) I will meet you at home. I see my uncle. (Join the sentences using "after")  
 (iii) He visited us. (Rewrite as an interrogative)  
 (iv) I feel very good today. (Add a question tag)  
 (v) Rusada responded defiantly to the Wada report. (Underline the adverb in the sentence.)
- (l) **Punctuate the following sentences correctly.**  
 (i) Some players have left, others have come in this is a team in transition.  
 (ii) Can you tell me asked Mercy how many syllables are in the word keep.

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**NANDI EAST, NANDI SOUTH & TINDERET SUB-COUNTIES JOINT EVALUATION 2016**


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**101/3****ENGLISH****PAPER 3****(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)****JULY / AUGUST 2016****TIME: 2 ½ HOURS**

- 
4. Imaginative Composition (Compulsory). (20marks)

**Either**

- (a) Write a story ending with the words:  
.... as I watched her disappear round the corner that evening, I knew that was the worst form of betrayal.

**Or**

- (b) Write a story to justify the proverb:  
A bird in the hand is worth two in the bush.

5. The Compulsory Set Text. (20marks)

Brecht Bertolt, *The Caucasian Chalk Circle*.

“One has to take risks in order to succeed in his / her endeavours.” Using the play, *The Caucasian Chalk Circle*, by Brecht Bertolt for your illustrations, write an essay showing how Azdak takes risks.

6. The Optional Set Texts (20marks)

Answer any of the following three questions:-

**Either**

- (a) The Short Stories  
Alembic and Ilieva, *When the sun Goes Down and Other Stories*.  
“Women are their own worst enemies, they propagate male chauvinism in the society.”  
Using Grace Ogot’s short story, “*The Bamboo Hut*” for illustration, write an essay in support of this statement.

**OR**

- (d) Drama, Francis Imbuga’s, *Betrayal in the City*.  
“Corruption is a vice, among government officials in developing countries, that has enriched few individuals while denying a majority opportunities and rendering their lives miserable.” Using illustrations from Francis Imbuga’s play *Betrayal in the City* by Francis Imbuga, write an essay illustrating the truth of this statement.

**OR**

- (e) The Novel, Witi Ihimaera, *The Whale Rider*.  
With close reference to the Novel, *The Whale Rider*, show how human beings protect their natural environment.

**KIGUMO SUB-COUNTY CLUSTER EXAMINATION 2016****Kenya certificate of secondary education****101/1****ENGLISH****PAPER 1****(Functional Writing and Oral Skills)****JULY/AUGUST 2016****TIME: 2 HOURS**1. **Functional Skills.** (20 marks)

- (a) You are the leader of a group assigned to write a book review of the play
- The Caucasian Chalk**

**Circle** for presentation during an inter schools literature symposium when the school open.

Write the book review.

(12 marks)

- (b) Imagine you are the teacher of English, write a memo to the students reminding them of the importance of completing the assignment in time.

(8 marks)

2. **Cloze Test.** (10 marks)**Read the passage below and fill in each blank space with the most appropriate word.**

When a patient goes to hospital, the last thing they should (1) \_\_\_\_\_ is misdiagnosis or even worse, negligence or mismanagement of their condition.

Illness is psychologically and financially draining. Throw in wrong medication or treatment and it makes the whole experience not only traumatising (2) \_\_\_\_\_ ethically wrong.

In the past month, I have sat with patients who have gone (3) \_\_\_\_\_ chemotherapy and had a breast removed, only to find out they did not have cancer at all.

I have met with families whose pockets have run (4) \_\_\_\_\_, paying hospital bills to (5) \_\_\_\_\_ the effects of misdiagnosis or families who buried their loved ones because of what they say is negligence in hospitals. I have heard harrowing tales of people said to be H.I.V- positive and losing once-in-a lifetime (6) \_\_\_\_\_ such as scholarships and relationships, only for more tests to rule out the infection. I have also spoken to doctors who say that (7) \_\_\_\_\_

\_\_\_\_\_ is their greatest fear and that it is never intentional. (8) \_\_\_\_\_, most doctors are dedicated personnel who make many sacrifices and sometimes risk their safety to offer their patients the best possible care. However, there is a small group among them (9) \_\_\_\_\_ make their lot look bad. They are either not properly trained or (10) \_\_\_\_\_ to handle the cases, or just fail to follow procedure.

3. **ORAL SKILLS.** (30 marks)

- (a)
- Read the oral poem below and answer the questions that follow.**

**INSIDE THE SHELL**

Until I talk to fate

I'll dwell inside this shell

Away from homely hell

Where hearts now brim with hate

What peace a snail must find

Inside a world so small

But free of brutes and all

That thrive on deeds unkind!

Some wave will creep ashore

And set my shell adrift

Thus granting me a lift

To a place that I'll adore

My saviour shell will rest

Upon some newfound land

Whose dwellers understand

When they behold the best

It's there that I'll emerge

From where I must reside-

As I from monsters hide;

It's there that I'll be large.

*By Collins Odhiambo.***Questions.**

- i) Describe the rhyme scheme of this poem. Give a reason for your answer.

(2 marks)

- ii) Identify words which make the poem musical in stanzas 1 and 2.

(2 mark)

iii) Mention **two** non-verbal cues you would use to enhance the recitation of this poem.

(2 marks)

- b) **Read the verse below. Rewrite it replacing the underlined words with the appropriate homophones to bring out the desired sense.** (4 marks)

The prince was their idol,  
 Though he was enjoying the peas,  
 He was bored and needed parting,  
 The regency took the queue  
 To enjoy form the generous air,  
 The kind sun of the kingdom  
 In the end, it was classified as a blessed, rain

- c) **Fill in the blank spaces by choosing the correctly stressed word. The stressed part of each word is indicated with a stress mark above it.** (3 mark)

- i) A nationwide \_\_\_\_\_ was carried out. (,survey, sur<sup>ˈ</sup>vey)  
 ii) I really want to \_\_\_\_\_ my public speaking skills. (,perfect, per<sup>ˈ</sup>fect)  
 iii) Who will \_\_\_\_\_ for the Nairobi Gubernational seat? (,contest, con<sup>ˈ</sup>test)

- d) **Study the following item and answer the questions that follow.**

How much wood would a woodchuck chuck if a woodchuck would chuck wood? A woodchuck would chuck all the wood he could chuck if a wood chuck would chuck wood.

- i) In which genre would you place the item given above? Why? (2 marks)

- ii) Which aspect of style does the above genre effectively employ? (2 marks)

- iii) What is the effect of this stylistic device as used in the item above? (2 marks)

- iv) Which age set is best suited for this genre? (1 mark)

- e) **Identify the silent letter(s) in the following words.** (5 marks)

- i) Thumb -  
 ii) Autumn -  
 iii) Cologne -  
 iv) Even -  
 v) Wrath -

- f) **Study the conversation below and give five instances of shortcomings in it.** (5 marks)

Caller: (Dial a number) Hello, hello, hello! (almost shouting)  
 Receiver: Hello. This is Dr. Karechu's office ...  
 Caller: (Shouting) Who is that? Eee, who ...?  
 Receiver: Dr. Karechu's office, can I help you?  
 Caller: I want to talk to the doctor. Is he in?  
 Receiver: Sorry, he is not in. Can I take a ...  
 Caller: Tell him to call me back, a?  
 Receiver: Yes, but whom am I speaking to?  
 Caller: I will call back later. (Hangs up on her)

**KIGUMO SUB-COUNTY CLUSTER EXAMINATION 2016****Kenya certificate of secondary education****101/2****ENGLISH****PAPER 2****(Comprehension, Literary Appreciation & Grammar)****JULY/AUGUST 2016****TIME: 2 ½ HOURS**

1. **Unseen passage (20 marks)**  
**Read the passage below and answer the questions that follow.**

December 1 is World AIDS Day. The theme in 2010 was “Universal Access and Human Rights” *Global* leaders have pledged to work towards universal access to HIV and AIDS treatment, prevention and care recognizing these as fundamental human rights. Valuable progress has been made in increasing access to HIV and AIDS services, yet greater commitment is needed around the world if the goal of universal access is to be achieved. The protection of human rights is fundamental to combating the global HIV and AIDS epidemic.

By promoting individual rights, new infections can be prevented and people who have HIV can be free from discrimination. I always say promoting individual human rights is one thing; changing deeply social entrenched constructs in another thing altogether. I’m not a party-popper but the former can take a day in office while the latter can take a term in office.

I’m passionate about access to treatment and human rights because in a nutshell, this theme forms the basis of what I have been advocating for the past two decades. For starters, it is access to care and treatment that has given me longevity and allowed me to outlive my peers. I remember in the early days when HIV infection was *akin* to death sentence because people did not know where to start a treatment plan, if there even was one.

Treatment involved shooting aimless darts, “guesstimating”, and trying anything that anybody swore would kill the virus in our bodies. I remember someone one time told us that drinking the urine that one passes first thing in the morning for seven days, would kill the virus. From where I was standing, it looked sensible. Why not? Sure enough for the next seven days, my breakfast consisted of a waste product that is secreted by the kidneys and discharged by the urethra! Those were desperate times and they called for desperate measures.

I am sober to the fact that, even today, there are some people living with HIV who cannot access treatment and have to make do with, well, nothing. We are still a long way from reaching the goal of providing treatment to all the people who need it at the right time because with HIV, time is of the essence.

That is why it’s time for each one of us - because we are all affected - to *picket* the government and urge it to keep its promise of providing access to care and treatment. It is not a favour, it’s a basic human right.

The other thing that is close to my heart is the issue of human rights. There’s a general thinking that, with awareness having touched almost all corners of our country, things like stigma and discrimination are behind us. But I have been to some parts of our country, and even neighboring countries, where there are still misconceptions about HIV.

I am marching on to the future because I can’t go on living a past that was filled with stigma and discrimination. After HIV infection, stigma and discrimination were the two worst things that happened to me, and made me feel less of a human being. Some of the things that were done to me killed me, and the year that followed, I was a living dead, even though i tried to put on a *façade*.

Each time I come across stigma, whether it’s directed at me or at any other person, I have to pinch myself because I can’t believe that this is still happening. That’s why today it’s incumbent upon all of us HIV-positive and negative to promote individual human rights; to let the infected and affected know that, as Dr. Martin Luther King once said, “We are saying we are God’s children. And that we don’t have to live like we are forced to live.”

On this World AIDS Day, universal access and human rights starts with me because - although I’m on treatment and I can’t remember the last time my human rights were violated because of my HIV status - I know where the stiletto pinches because I have worn it for the past two decades. And it starts with me, not just pinning the notice on every available space to tell our leaders, and whoever else who cares about this cause that we need to change as soon as yesterday.

**Questions**

- (a) Explain the theme of World AIDS Day 2010. (3 marks)  
 (b) According to paragraph 2, why is protection of human rights important in combating HIV/AIDS pandemic? (2 marks)  
 (c) Describe the character trait of the author of this passage. (2 marks)

- (d) "It is access to care and treatment that has given me longevity and allowed me to outlive my peers," Explain the meaning of the statement in relation to the passage. (2 marks)
- (e) Describe a desperate measure to combating HIV/AIDS that the writer outlines in the passage. (2 marks)
- (f) What in the passage proves that the writer is living positively? (2 marks)
- (g) Comment on the writer's tone in advocating for access to treatment of HIV/AIDS and promoting individual rights. (2 marks)
- (h) The protection of human rights is fundamental to combating the global HIV/AIDS pandemic.  
(Replace the underlined word with a synonym) (1 mark)
- i) Explain the meaning of the following words as used in the passage. (4 marks)
- ii) Global
- ii) Akin
- iii) Picket
- iv) Façade

## 2. **The River and The Source (25 marks)**

### **Read the following extract and answer the questions that follow.**

She found Wandia sitting in the balcony of their flat, sunning herself in the warm evening sun. She had not been at work for a couple of days because she had a bad cold. She was pregnant and had confided to Vera that she was expecting twins. Vera was delighted and treated her like a priceless and breakable porcelain object - which had amused her hugely. "People have triplets you know, and they survive," mused Wandia. And true enough she had been remarkably fit. Her appetite was great, morning sickness had not shown its miserable face and she continued working hard until now at eight months her obstetrician had decided that her cough was too severe and might rupture the membrane before time. In truth she herself was glad to rest a little. The babies seemed to alternate between playing football and handball with her internal organs and they were getting heavier by the minute. It would be nice to laze, if only for a few days

"Hi elephant," greeted Vera - smiling at her.

"Hi! Don't count on my being elephant for much longer. The way I am coughing I may just send a baby flying out unceremoniously at any moment."

"I hope not!"

It sure would be a relief. These relatives of yours are giving my insides a thorough beating. Sometimes I feel as if it is Gor Mahia versus AFC football clubs vying for some trophy.

"Sounds interesting," answered Vera laughing. She dragged a chair and sat looking at her sister-in-law.

"I need your advice."

"Sure."

"This business with my sister Becky, since she and John broke up, she has thrown all caution to the wind. It's almost as if she hates herself. Every time I see her she has a different man and she doesn't care who knows it and that includes her children. The effect on the children is noticeable already. Johnny hardly talks and Alicia acts as if her mother is not there. I went there today and told her to send the children to Mum and Dad or to their father".

### **Questions**

- (a) Why is Vera here? (1 mark)
- (b) Comment on Wandia and Vera's relationship as evidenced in the excerpt. (3 marks)
- (c) Identify the use of humour in the excerpt. (4 marks)
- (d) Apart from humour, what other aspect of style has the author employed? (2 marks)
- (e) Who are the twins that Wandia is expecting? (1 mark)
- (f) From elsewhere in the text, how does Becky react to Vera's suggestion of taking Johnny and Alicia to their grandparents? (2 marks)
- (g) Sometimes, I feel as if it is Gor Mahia versus AFC football club vying at city stadium. What is the relevance of this analogy. (3 marks)
- (h) It would be nice to laze if only for a few days \_\_\_\_\_ (1 mark)  
(Add a question tag)
- (i) Identify and illustrate one character trait of Vera as depicted in the passage. (2 marks)
- (j) Explain **one** theme brought out in the excerpt. (3 marks)
- (k) Explain the meaning of the following words and phrases as used in the excerpt. (3 marks)
- i) Confided to
- ii) Thrown all caution to the winds
- iii) My insides

3. **POEM**

**Read the poem below and answer the questions that follow.**

**Beggar in the three pieces.**

My Jumbo  
Shot its way  
Across the sky  
To distant lands  
Across blue seas

I descended the ladder  
To a waiting ribbon  
Of blood-red carpet  
A quick glance at my  
Three piece suit and the tie  
That beautifully strangled my neck.

On my left hand hang  
My beaded knob kerry  
On my right I clutched  
My rusty inter- nation Begging Bowl  
On my face I wore humility and need  
And of course dignity.

Sir, the dearth of food  
Had rendered my people thin  
And hungry  
Scoop us a little  
You know  
Just little  
To keep them till next rains.

But Sir, beggars  
In three piece  
Are a rare sight  
But your suit is beautiful  
Honestly.

Now my suit  
Which cost me a fortune  
In a Parisian Texture  
Has denied me a fortune  
And my countrymen, life.

*By. L.O. Sunkuli.*

- (a) Who is the persona in the poem? (3 marks)
- (b) What is the subject matter of this poem? (4 marks)
- (c) Explain the satire in this poem and comment on its effectiveness. (4 marks)
- (d) Describe the tone of this poem. (3 marks)
- (e) Explain what the last stanza implies. (3 marks)
- (f) Explain the meaning of the following lines as used in the poem. (3 marks)
- i) My Jumbo  
Shot its way  
Across the sky
  - ii) That beautifully strangled my neck.
  - iii) To keep them till next rains.

4. **GRAMMAR.(15 marks)**

A **Rewrite the following sentences according to the instructions given after each without changing the meaning**

(3 marks)

- i) If there is no more work to do, we may as well go home.  
(Rewrite beginning: Unless ...)
- ii) Is there any vacant seat in the hall?  
(Rewrite using „let me know“)
- iii) He gave her an expensive car for her birthday.  
(Rewrite in the passive voice)

**B Use the correct form of the words in brackets.**

(3 marks)

- i) The accounts clerk made several \_\_\_\_\_ (delete) on the original invoice.
- ii) When Charles was demoted as a class monitor, he was delighted but \_\_\_\_\_ (apprehend)
- iii) His \_\_\_\_\_ (efficient) cost him his job.

**C Fill in the blanks with the correct preposition.**

(2 marks)

- i) The accused was confused that he was lost \_\_\_\_\_ words.
- ii) A friend is someone you can count \_\_\_\_\_ when you are in difficulties.

**D Give two possible meanings of the following sentence.**

(2 marks)

- i) The supporters encouraged the team more than the coach.

**E Replace the underlined words with appropriate phrasal verbs beginning with the word given in brackets.**

(2 marks)

- i) We must cooperate to make sure our team wins. (pull)
- ii) Please, don't be so angry. (work)

**F Supply the appropriate question tag to each of the following sentences.**

(3 marks)

- i) Doris never goes out with her children, \_\_\_\_\_?
- ii) Come in! \_\_\_\_\_?
- iii) She warned you right from the beginning, \_\_\_\_\_?

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**KIGUMO SUB-COUNTY CLUSTER EXAMINATION 2016****Kenya certificate of secondary education****101/3****ENGLISH****PAPER 3****(Creative Composition and Essay Based on Set Tests)****JULY/AUGUST 2016****TIME: 2 ½ HOURS****Answer three questions only.**

1. **Imaginative composition (compulsory)** (20 marks)

**EITHER**

- (a) **Write a composition beginning with the words:**

“You will serve as an example to the rest of the students in this school,” the principal said as he pushed me into his office ...

**OR**

- (b) Discuss ways through which you would tackle the problem of corruption if you were appointed the chairperson of the Ethics and Anti-corruption Commission.

2. **Compulsory set Text.**

**Bertolt Brecht, The Caucasian Chalk Circle.**

(20 marks)

“Misuse of power is a common phenomenon in a chaotic society”

Drawing your illustrations from the play The Caucasian Chalk Circle, write an essay in support of this statement.

3. **Optional set tests.**

**Answer any one of the following three questions.**

(20 marks)

**EITHER**

- (a) **The Short Story.**

**When the Sun Goes Down and other stories by Illiera E. and W. Olembo (ed)**

With illustrations from Moyez Vassanji's „Leaving“, write an essay to show what leads individuals to seek education opportunities in foreign countries.

**OR**

- (b) **Drama**

**Francis Imbuga, Betrayal in the City.**

“Kafira is a reflection of how dictatorial leadership leads to oppression of the citizens”.

Write an essay to show the truth of this statement.

**OR**

- (c) **The Novel.**

**The Whale Rider, With Ihimaera.**

Write an essay on the importance of tradition in a society, giving examples from Witi Ihimaera's “The Whale Rider”

**KIRINYAGA WEST SUB-COUNTY EFFECTIVE „40“ EXAMINATION 2016****101/1****ENGLISH****PAPER 1****(Functional Skills)****JULY / AUGUST 2016****2 HOURS.**

1. **Functional writing.** (20 marks)  
Imagine that you are the organizing secretary of Ruth Kerubo's Graduation party. Ruth has just graduated with a First Class Honour's Degree from Kenyatta University.
- a) Design an invitation card to be sent to the guests. (10 marks)
- b) Write a congratulatory note to Ruth to be presented that day. (10 marks)
2. **CLOZE TEST.** (10 marks)  
**Read the passage below and fill in each blank space with an appropriate word.**  
To rank or not to rank? This is the (1) \_\_\_\_\_ that greeted the (2) \_\_\_\_\_ on ranking of schools and students based on their performance in National Examinations. (3) \_\_\_\_\_ and cons on the decision by the government (4) \_\_\_\_\_ been put forth with education officials giving varied (5) \_\_\_\_\_.  
(6) \_\_\_\_\_ the debate on the issue is gradually being relegated to the periphery, it is (7) \_\_\_\_\_ from being conducive. It is (8) \_\_\_\_\_ that scholars and education experts (9) \_\_\_\_\_ should be the guiding lights by providing enlightened (10) \_\_\_\_\_ on this burning issue, have been sleeping on the job.
3. **ORAL SKILLS.** (30 marks)  
a) **Read the Oral Narrative below and then answer the questions that follow.**  
In a town called Irاندunwo, lived a loose talker called "Elenubera" - "Sharp mouth". One day it was rumored that a man had seduced the Obo's wife. He went and said he had designed the plan by which that act was accomplished. He was taken to court and convicted of talking rubbish hence fined one pound and five shillings. He had no money and so went to prison. But a kind farmer agreed to bail him out if he would work on his farm for five days. The next day on the way to the farm, he heard a sound in the bush. Elenubere burst out; "Surely, that is a horse grazing, and its left eye is blind." The farmer betted with him that if that was true he would strike off five shillings from the debt. If not, the debtor would give one extra day of work. When they reached the animal, Elenubere was proved right and so his debt was reduced. Soon afterwards, they came across a wet spot and he claimed it was the piss of a pregnant woman. Once again, he was right the debt was reduced. At the farm when they sat to eat, the farmer sighed three times and each time Elenubere claimed he knew what was in his thoughts. The argument that ensued led them to the King's court for a settlement. The farmer all the time was confident that he could deny whatever Elenubere would say. Before the royal assembly, Elenubere then stated; "The first thought was: May God Almighty give long life to the king. Your second thought was: May this royal family continue to rule long in our town. And your third thought was: May God grant the King's heir who will rule after him". The whole gathering including the farmer, affirmed saying "Amen". The farmer could not deny lest he annoyed the king. Elenubere got his acquittal and relief from labour. "The mouth that commits an offence must talk itself out of punishment." The story illustrates the quoted final adage.
- Questions.**
- i) State **three** things that the narrator must do to capture the audience's attention before beginning to tell the story. (3 marks)
- ii) The narrator notices signs of inattentiveness among the audience during the story telling session. What could be the problem? (3 marks)
- iii) How would you say the Elenubere's words, "Surely, that is a horse grazing, and its left eye is blind". (2 marks)
- iv) Give an example of a proverb that can be used to describe Elenubere's behaviour. (2 marks)
- b) **For each of the following words, write two sentences to bring out two different meanings.** (4 marks)
- i) Polish
- ii) Intimate
- c) Imagine you have passed your K.C.S.E exams well and you are being interviewed for a scholarship abroad. Write **four** ways in which you would ensure you succeed in the interview. (4 marks)

d) **Complete the following conversation appropriately.**

(6 marks)

Delphine: (Telephone rings) Hello

Cess: \_\_\_\_\_

(1 mark)

Delphine: I'm sorry. Ms Oketch is in a conference out of town. Could you kindly leave a message for her?

Cess: \_\_\_\_\_

(1 mark)

Delphine: Sorry. I didn't get the last two digits of the number?

Cess: \_\_\_\_\_

(1 mark)

Delphine: \_\_\_\_\_

(1 mark)

Cess: Correct.

Delphine: \_\_\_\_\_

(1 mark)

Cess: Yes, let him know I'll be expecting her call.

Delphine: Okey, goodbye.

Cess: \_\_\_\_\_

(1 mark)

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**KIRINYAGA WEST SUB-COUNTY EFFECTIVE „40“ EXAMINATION 2016****101/2****ENGLISH****PAPER 2****(Comprehension, Literary Appreciation & Grammar)****JULY / AUGUST 2016****2 ½ HOURS****1. COMPREHENSION.****Read the following passage and answer the questions that follow.****(20 marks)**

The health function is a critical element to the welfare and prosperity of an individual and a country. In fact, an improvement in a country's economy, health and welfare of its people is one of the key indexes used to assess the economic performance of a country.

While health spending has increased dramatically worldwide, many countries including Kenya struggle to offer affordable, quality health services to its citizens. However, the government is committed to providing Universal Health Coverage (UHC) and this was first demonstrated in 2013 following the waiver of payments for primary and maternal health services in public health facilities.

Despite this, the health sector in Kenya is marred with various problems such as underfunding, poor quality care and poorly staffed health facilities, which lead to overcrowding, and limited service provision. In addition, there is a huge disparity in the delivery of health services between rural and urban areas as indicated in the Devolution of Healthcare Services in Kenya, a 2013 report by KPMG. The report says that approximately 78 per cent of Kenyans live in rural areas, a disproportionate share of healthcare facilities is located in urban areas.

One of the main ways the government hopes to overcome these and other problems in the health sector is through devolution. This means that rather than health being a national government responsibility, it will be handled by the county governments. The counties will bear overall responsibilities for planning, financing, coordinating, delivery and monitoring of health services toward the fulfillment of the constitutional right to attain the highest health standards. The national government will only be in charge of national referral health facilities such as Kenyatta National hospital (KNH) while counties are in charge of county health services.

Many Kenyans hoped devolution would address the persistent regional disparities in the distribution of health services and inequality in resource allocations. However, this may take a while if the current varied levels of preparedness within the counties is anything to go by. Some counties that are relatively disadvantaged will take a little time to build their capacity and ability to use devolved resources well. But the fact that planning is supposed to take place at the county level means that the expectation is that counties will prioritise and address local needs.

Ironically, some of these problems are the very same ones that the national government faced from time to time and were often highlighted in the media. For instance, finance seems to be a constant thorn considering the strikes and threats of strikes by healthcare workers, claims of delayed salaries and poor working conditions.

**Questions.**

- a) What key indexes are used to assess the economic performance of a country? (2 marks)
- b) According to the passage, how is the government committed to providing Universal Health Coverage (UHC) (2 marks)
- c) In point form, write the various problems affecting Kenya's current health sector. (3 marks)
- d) One of the main ways the government hopes to overcome these and other problems in the health sector is through devolution. (Rewrite beginning: Devolution ... (1 mark)
- e) Mention the overall responsibilities of the county governments in the Health Sector in their counties. (3 marks)
- f) Give challenges that disadvantaged counties will face in trying to address the persistent problem in the health sector. (2 marks)
- g) Explain the meaning of the following words as used in the passage. (2 marks)  
Disparity  
Persistent
- h) The health function is a critical element to the welfare and prosperity of an individual and a country. (Supply a question tag) (1 mark)
- i) How is finance a constant thorn in the Health Sector? (3 marks)
- j) Give a suitable title to the passage. (1 mark)

**2. Read the following excerpt below and answer the questions that follow:** (25 marks)

"Your son needs to be taken to an approved school. Look at this". She handed him the letter. He read it quietly, then read it again in case his eyes were playing tricks on him. He said nothing. After dinner, he called his family together.

"I have always done my best to provide for you, you children. Of all the things I provide, the most important is education and so far I have been pleased with your efforts. However, I cannot force anyone to go to school, especially if such a person is a man almost as tall as I am. When one is young, his parents are bound by duty to provide for him. When he becomes a man, and Aoro here is obviously a man since he is tall and has a deep voice and moustache - it's his duty to provide for himself." The man in question hung his head in shame.

"Aoro, school is not necessary for a bright, strong fellow like you. School is only for those fools who still want to learn. Today I will give you food. Tomorrow you go out and earn it. I will also allow you to stay in this house for one month after

which I expect you to move out and look for a place of your own” Mark stood up and left the room - his dumbfounded family staring after him. He had never troubled his head with vague theories about the supposed fragility of growing minds, and if he had he would have pointed out the fact that he had yet to father a fragile child. He woke up his son at dawn and ordered him out.

“But father! I have not had breakfast!”

“Since when did you see breakfast walking in hereby itself? Go out and earn yours”. He reached for his belt. Aoro grabbed his shirt and took to his heels. He would take his chances out in the streets. Out there he learned for the first time that everything cost money and that he hadn’t the foggiest idea about how to earn it. When he got home that evening, he was famished but nobody offered him any tea. At dinner, no place was set for him. Father sat sternly at the head of the table, his face hewn out of granite. Aoro slunk into his room sat groaning on his bed. The whole situation was getting out of hand.

### **Questions.**

- What happens immediately after this excerpt? (3 marks)
- Illustrate **two** aspects of Mark’s character shown in this excerpt. (4 marks)
- Comment on any **two** aspects of style used in this excerpt. (4 marks)
- “Of all the things I provide, the most important is education”. From elsewhere in the novel justify the truth in this statement with specific examples. (4 marks)
- “But father! I have not had breakfast! What is ironic about Aoro’s statement. (2 marks)
- Give another incident in the novel when Aoro is punished for wrong-doing by Mark. (4 marks)
- List the things that Mark says make Aoro a man. (3 mark)
- Today I will give you food. Tomorrow you go out and earn it. (Combine into one sentence using a suitable conjunction. (1 marks)

### **3. Oral literature. (20 marks)**

#### **Read the following narrative and answer the questions that follow.**

##### **The origin of death.**

It is God who created man. And since God had pity, he said I do not wish men to die altogether. I wish men to die altogether. I wish that men, having died, should rise again. And so he created men and placed them in another region. But he stayed at home.

And then God saw Chameleon and the Weaver-bird. After he had spent three days with Chameleon and Weaver-bird, he recognised that Weaver-bird was a great maker of words compounded of lies and truth. Words of lies exceeded the true ones. Then he watched Chameleon and recognised that he had great intelligence. He did not lie. His words were true. So he spoke to Chameleon. “Chameleon, go into the region where I have placed the men I created, and tell them that when they have died, even if they are altogether dead, still they shall rise again - that each man shall rise again after he dies.” Chameleon said, “Yes, I will go there,” But he went slowly, for it is his character to walk slowly. Weaver-bird stayed behind with God.

Chameleon travelled on, and when he had arrived at his destination, he said, “I was told, I was told ...” But he did not say what he had been told.

Weaver-bird said to God, “I wish to step out for a moment.”

And God said to him “Go!”

But Weaver-bird, since he is a bird, flew swiftly and arrived at the place where Chameleon was speaking to the people and saying, “I was told, ...” Everyone was gathered there to listen. When Weaver-bird arrived, he said “What was told to us? Truly, we were told that men, when they are dead, shall perish like the roots of the aloe”.

Then the Chameleon exclaimed, “But we were told, we were told, we were told, that when men are dead, they shall rise again.”

And now all the people left and returned to their homes. This was the way it happened.

And so men become old and die: they do not rise again.

*(When Hippo was Hairy and Other Tales from Africa, Lutterworth Press, 1990)*

### **Questions.**

- Explain why this narrative would be classified as a myth. (2 marks)
- What **two** differences are there between myths and legends? (4 marks)
- Describe any one character traits of: (4 marks)
  - Chameleon
  - Weaver bird.
- Explain **one** instance where suspense occurs in the story. (2 marks)
- Identify and illustrate any **two** features of oral narrative present in the above oral narrative. (4 marks)
- Chameleon said, “Yes, I will go there” (Change into indirect speech) (1 mark)
- It is God who created man. (Change into passive) (1 mark)
- Identify and illustrate one social activity practised by the community from which the narrative is drawn. (2 marks)

### **4. GRAMMAR.**

- Replace the underlined words with a suitable phrasal verb.** (3 marks)
  - It is not good to despise other people.
  - I am currently living with my aunt in South B.
  - The deputy was annoyed with the two girls.
- Join the following sentence into one using a participle.** (2 marks)
  - The First Lady cheered the team. She was excited.

- ii) The soldiers left the war-torn region. Peace had been restored.
- c) **Choose the best alternative to complete the following sentences.** (2 marks)
- i) Calister and \_\_\_\_\_ (me, I) wrote the article.
- ii) How can you be so sure it was \_\_\_\_\_ (they, then)
- d) **Use the correct form of the word in brackets to fill in each blank space.** (2 marks)
- i) The girl's \_\_\_\_\_ (gay) endeared her to marry a young man.
- ii) His \_\_\_\_\_ (efficient) cost him his job.
- e) **Explain the difference in meaning between the following sentences.** (2 marks)
- i) The guest who have badges will park at the yard.
- ii) The guests, who have badges, will park at the yard.
- f) **Choose the correct alternative from the brackets to complete the sentences.** (2 marks)
- i) Those who sat (infront, in front) \_\_\_\_\_ rarely dozed.
- ii) When I left the room earlier, they were \_\_\_\_\_ (altogether, all together)
- g) **Rewrite the following sentences according to instructions given.** (2 marks)
- i) One of my cousins has gone to India.  
(Begin: A cousin ...)
- ii) Susan has been writing an article.  
(change into passive)

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**KIRINYAGA WEST SUB-COUNTY EFFECTIVE „40“ EXAMINATION 2016****101/3****ENGLISH****PAPER 3****(Creative Composition and Essays Based on Set Books)****JULY / AUGUST 2016****2 ½ HOURS.****Answer three questions only.**

1. **Imaginative Composition. (Compulsory)** (20 marks)  
**EITHER**  
 a) Write a composition illustrating the saying:  
 A bird in hand is worth two in the bush.  
**OR**  
 b) Write a composition ending with the following statement.  
 ... That is the moment I painfully realized that what I had already lost would never come back.
2. **Compulsory Set Text: The Caucasian Chalk Circle.** 20 marks)  
 The writer of the play, "The Caucasian Chalk Circle" has used women characters to develop humour in the play. Write an essay to support this statement, closely referring to the old couple, Ludovica, Grusinian Granny, Jussup's mother, Aniko and Natella.
3. **OPTIONAL SET TEXTS.**  
**Answer any one of the following questions.** (20 marks)  
**EITHER**  
 a) **The Short Story**  
**Emilia Ilieva and Waveney Alembo (Eds): When the Sun Goes Down and Other stories, From Africa and Beyond**  
**"Colonial militarism is a recipe for abuse of human rights."**  
 With close reference to the events in Jane Kitjariri's story „White hands“, Write a composition supporting the above statement.  
**OR**  
 b) **Drama** (20 marks)  
**Betrayal in The City by Francis Imbuga.**  
 "The death of Adika forms the foundation of change in Kafira." Write an essay to validate this statement drawing your illustrations from the play "Betrayal in The City"  
**OR**  
 c) **Witi Ihimaera, THE WHALE RIDER**  
 "Male chauvinism is an exercise in futility." Show the truth of this statement, closely referring to the story of Koro Apiriana versus Kahu.

**MURANG'A SOUTH SUB-COUNTY MULTILATERAL EXAMINATIONS 2016**  
**KENYA CERTIFICATE OF SECONDARY EDUCATION**

101/1

ENGLISH

PAPER 1

(Functional Skills)

JULY / AUGUST 2016

2 HOURS.

1. **Functional writing.**

Imagine you are the Managing Director of Sukuma Moto Holdings. One of your employees has lost his father who succumbed to injuries after a grisly road accident. He is grief-stricken by this loss and clearly requires a lot of support from the entire staff. The hospital bill resulting from the deceased's long stay in hospital has made it necessary to hold a fund-raising, after which there will be a requiem mass, then burial.

- a) Write a memo to all the employees informing them of this death. (12 marks)  
 b) Write a condolence note to your friend about this loss. (8 marks)

2. **CLOZE TEST.**

(10 marks)

**Read the passage below and fill in each blank space with the most appropriate word.**

Some students know so (1) \_\_\_\_\_ that they are unable to understand and do the tasks that the examiner requires of them. This is also, (2) \_\_\_\_\_ often the result of lack of proper preparation on their part (3) \_\_\_\_\_ the teacher's (4) \_\_\_\_\_ to teach them. Rarely is this (5) \_\_\_\_\_ due to lack of teaching and access to books. Another aspect is the unfortunate desire (6) \_\_\_\_\_ many student's part to try to impress. The desire often leads to (7) \_\_\_\_\_ use of vocabulary that distorts communication completely. Students are advised to (8) \_\_\_\_\_ vocabulary that they are (9) \_\_\_\_\_ with and understand their meaning if not, the examiner is more likely to find out the fault with your diction than be impressed (10) \_\_\_\_\_ it.

3. **ORAL SKILLS.**

(30 marks)

a) **Read the poem below and answer the questions that follow.****SUNSET**

The sun spun like  
 a tossed coin  
 it whirled on the azure sky,  
 it clattered into the horizon,  
 it clicked in the slot,  
 and neon lights popped,  
 and blinked „time expired“  
 as on a parking meter.

(Oswald Mbusiyeni: mtshaki)

**Questions.**

- i) Describe the rhyme scheme of the poem. (2 marks)  
 ii) How would you say the last line of this poem? (2 marks)  
 iii) State any **two** onomatopoeic words in the poem. (2 marks)  
 iv) Identify any other sound pattern used in the poem. (1 mark)  
 v) State and illustrate three non-verbal cues that you would use to make the recitation of the above poem interesting. (3 marks)  
 b) A form one student is trying to compose a poem with alliteration. She/he has come up with the following list of words. Advise on **five** pairs that alliterate. (5 marks)
- |            |        |        |
|------------|--------|--------|
| few        | unity  | shirt  |
| cease      | carrot | photic |
| one        | chalk  | when   |
| unimpaired | own    | pew    |
| kite       | chef   | youth  |
- c) **Pick out the word with long vowel sounds.** (5 marks)
- |      |        |         |        |
|------|--------|---------|--------|
| Coat | look   | further | moan   |
| Card | should | steal   | showed |
| More | still  | fool    |        |
- (d) **Read the conversation then answer the questions that follow.** (10 marks)
- Kiprop: There's still a lot of sexism in football. Why can't the Kenya Football Federation let Filomena play in the Premier League?
- Yano: Oh, come off it, Kiprop. KFF has nothing to do with the Filomena's case. She can't play in Premier League because

- she doesn't belong to any team in the league, simple.
- Steward: But, excuse me, Yano, Filomena doesn't belong to a team because KFF wouldn't let her join one. Moreover ...
- Yano: Just a moment, Steward, You are quite well that the teams in Premier League are all men's teams. How were they going to enroll Filomena?
- Kiprop: Fair enough, that's the point I'm making. Why should the teams be exclusively male? Why can't super player like Filomena ...
- Yano: Sorry for the interruption, Kiprop. But every sport has its rules and in football there are no provisions for mixed male and female teams.
- Steward: I thought Gor Mahia Football Club wanted to ...
- Kiprop: Why can't they change the outdated rules? Sorry Steward. You were saying something.
- Steward: Well, I was just going to say Gor Mahia, „Kogalo“ had wanted to consider Filomena's application to join them, but KFF told them to consult FIFA first.

**Question.**

- i) What makes this conversation effective? (6 marks)
- ii) In a conversation, how do we know it is our turn to speak? (4 marks)

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**MURANG'A SOUTH SUB-COUNTY MULTILATERAL EXAMINATIONS 2016**  
**KENYA CERTIFICATE OF SECONDARY EDUCATION**

101/2

ENGLISH

PAPER 2

(Comprehension, Literary Appreciation &amp; Grammar)

JULY / AUGUST 2016

2 ½ HOURS.

1. **COMPREHENSION.****Read the following passage carefully, then answer the questions that follow.**

(20 marks)

It is ironical that the world is becoming both smaller and bigger at the same time. This paradoxical development is, curiously, due to information technology (ICT). Indeed, ambivalence seems to characterize ICT. It may be hailed as the most significant achievement of humankind. However, one should not be blind to the challenges, or even the hazards, that ICT poses to the human race.

ICT has certainly contracted the world. The phrase „global village“, coined in the 1960's by the Canadian scholar Marshall McLuhan, sounds truer today than at any other time in human history. Thanks to the wonders of the combination of computers, satellite and wireless message transmission, the world has become a small place, like a village. This is in the sense that, even from the remotest corner of our planet, you can receive and send instant messages. It is just like calling out to someone to the end of a short street in a small village and getting an instant response.

This instant communication is obviously a positive and useful development. Communication is so fast that it is a wonder that we were ever able to manage with only letters and the post office. Reference to such communication as „snail mail“ aptly conveys the sluggish nature of pre-internet communication. The speed with which information can be sent and receive today has led to our era being dubbed the communication age“. Our society, too, is described as an „information - based society“. We dare not act in ignorance when knowledge is, literally, available at the tip of our fingers and the tap of a button.

The picture, however, is not all rosy. The ease and speed with which messages can be coded, „loaded“ on to various channels and sent to any corner of the world poses a number of immediate dangers. Negative messages can as easily be facilitated by ICT as positive ones. The information superhighway is hailed as wonderful vehicle for information, research, education and knowledge in general. Unfortunately, it is, equally to conduit for evil such as fraud, terrorism, pornography, racism, hate discourse and illicit trade. Even at the individual level, the dangers of ICT cannot be overstated. A clear source of worrying examples in the rapidly evolving genre of social networking sites, such as Facebook, Twitter and their multitudes of imitations. These websites, where millions of people post and exchange masses of information including personal details, have become favorite hunting grounds for people with evil intentions. These villains are out to „meet“ innocent and unsuspecting users of these sites, especially those who are young and naive, and take advantage of them. Numerous cases are reported of people, young and old alike, who have been seduced and abducted by „friends“ they made on the Internet. One of the worst known cases was of a modern-day cannibal who, in 2003, recruited his victim on the Internet, and ended up killing him, cutting him up and eating him.

A subtler but also more pervasive problem of the communication revolution is that the human mind is not quite adapted to the speed of which ICT feeds information into it. In other words, people are receiving so many messages so fast that they just cannot digest them. They do not know how to react to the information. Whether it is numbers or gory images of mutilated bodies on our screens, our response to what we see and hear through the media have become troubling dull. We are, thus, developing into a rather shallow and insensitive society. In other words, we see, hear and read so many messages that we have no time to reflect on them. Information is rapidly becoming mere texts, sounds and images, with no meaning. Thus, the biggest challenge that information communication technology poses for us is the re-education of society to rediscover the values of serious thought and reflection. This might reinstate true insight and empathy that make us truly human.

**Questions**

- a) Identify the paradox used in the first paragraph. (1 mark)
- b) Why does the writer describe the world as „global village“? (3 marks).
- c) What name is given to pre-internet communication, and why? (2 marks)
- d) Why would ICT be describe as dangerous? (4 marks)  
Give your answer in note form.
- e) Give **two** advantages of ICT, according to the passage. (2 marks)
- f) Comment on the suitability of the title of the passage. (3 marks)
- g) “Even at the individual level the dangers of ICT cannot be overstated.”  
Rewrite beginning: One .... (1 mark)
- h) “The instant communication is obviously a positive and useful development.”  
Begin: What ... (1 mark)
- i) Explain the meaning of the following expressions as used in the passage. (3 marks)
  - (a) villains
  - (b) naive

(c) seduced

2. **The River and The Source by Margaret Ogolla.****Read the following passage and then answer the questions that follow:**

(25 marks)

"My child, I am terribly ashamed of you. You are no longer young yet you have never been anything selfish with the selfishness of a child. You feel that other people may suffer, but as for you, it is your right to be happy. You shake like a reed in the weed because you have never forgiven God for not giving you as many children as other women whom you consider less worthy. And you feel that God owes it to you to make sure that your only child lives and prospers. Learn my child that God owes nobody anything. He gives to all men both wicked and good from his great bounty according to his wisdom and mercy. You are no longer a child yet you understand nothing. Don't you know that from the height of heaven and the vastness of his eternity he sees you as you shall be a hundred seasons hence when no one on earth will have any memory of you and your bloodline will have mingled and petered out like a well in the dry season?"

You are not wise, my child, learn wisdom. Put your child in his hands who can both plant and bring fruition. Try to be happy for Awiti when she tells us the news whatever it is. Don't you see the world is changing and that she is acquiring what will make the difference as to whether she survives or perishes?" Maria eventually calmed down and her racing heart stilled within her but when she heard her daughter's footsteps on the threshold the band tightened around her again and she started breathing fast-like a woman in labour. She struggled to control herself.

**Questions.**

- a) What has happened that has made it necessary for Akoko to rebuke Maria at the beginning of the extract? (3 marks)
- b) Justify the view that God is non-discriminative. (1 mark)
- c) Awiti receives a letter inviting her to join college. Mention two other letters that she receives, and the main message in each. (4 marks)
- d) Identify and illustrate **two** stylistic devices used in the passage. (4 marks)
- e) "You feel that other people may suffer ..." Give **three** causes of Nyabera's suffering, from elsewhere in the story. (3 marks)
- f) What is the main theme brought out in the passage? (2 marks)
- g) What happens immediately after this extract? (2 marks)
- h) I am terribly ashamed of you. Add a question tag. (1 mark)
- i) You shake like a reed in the wind. Change into past tense. (1 mark)
- j) What is the meaning of „bounty“ as used in the passage? (1 mark)
- k) Identify and illustrate one character trait of Maria's as brought out in the extract. (3 marks)

3. **Read the poem below and answer the questions that follow.**

(20 marks)

**Western civilization**

Sheets of tin nailed to posts  
driven in the ground  
make up the house

Some rags complete  
The intimate landscape

The sun slanting through the cracks  
welcomes the owner.

After twelve hours of slave  
labour

Breaking rock  
shifting rock  
breaking rock  
shifting rock  
fair weather  
wet weather  
breaking rock  
shifting rock

Old age comes early

a mat on dark nights  
is enough when he dies  
gratefully  
of hunger

**Questions.**

- a) What is the poem about? (4 marks)
- b) Identify and illustrate two features of style used in the poem. (4 marks)

- c) What does the fifth stanza suggest about the work done by “he”? (2 marks)
- d) What basic requirements does the “he” in the poem lack? (3 marks)
- e) Why do you think the “he” dies “gratefully”? (1 mark)
- f) Describe **two** themes brought out in the poem. (4 marks)
- g) Explain the meaning of “Old age comes early” (1 marks)
- h) Supply a word that means the same as hunger as used in the poem. (1 mark)
4. **GRAMMAR.** (15 marks)
- a) **Rewrite the following sentences beginning with the underlined words.** (2 marks)
- i) I have never felt so angry in my life.
- ii) If we had been informed about the meeting, we would have attended it.
- b) **Complete the following sentences using the appropriate interjections.** (2 marks)
- i) \_\_\_\_\_ You are hurting me.
- ii) \_\_\_\_\_ How disgusting this food is!
- c) **Use the correct form of the word in brackets to complete the sentences.** (3 marks)
- i) The employer \_\_\_\_\_ his employees to increase their production (pressure)
- ii) We should express \_\_\_\_\_ whenever people are generous to us. (grateful)
- iii) His \_\_\_\_\_ behaviour has made him to be very unpopular. (scandal)
- d) **Use the correct verbs in the following sentences.** (2 marks)
- i) A group of people \_\_\_\_\_ (are/is) standing outside your office.
- ii) Neither the players nor their coach \_\_\_\_\_ (have / has) arrived.
- e) **Fill in the blanks space with the correct preposition.** (3 marks)
- i) We should never live \_\_\_\_\_ our means.
- ii) I am interested \_\_\_\_\_ the moral lesson in the story, not the characters.
- iii) Share this bread \_\_\_\_\_ the four of you.
- f) **For each of the following sentences, follow the instructions given.** (3 marks)
- i) “I am going to write these notes now,” said Jones.  
(Change into reported speech)
- ii) They saw several students at the show.  
Rewrite in the passive voice.
- iii) Complete the following sentences appropriately.  
If the child had listened to his parents’ advice \_\_\_\_\_

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**MURANG'A SOUTH SUB-COUNTY MULTILATERAL EXAMINATIONS 2016**  
**KENYA CERTIFICATE OF SECONDARY EDUCATION**

**101/3**

**ENGLISH**

**PAPER 3**

**(Creative Compositions and Essays Based on Set Texts)**

**JULY / AUGUST 2016**

**2 ½ HOURS.**

**Answer three questions only.**

1. **Imaginative Composition (Compulsory) 20 marks.**

**EITHER**

- a) Write a story ending with the following words.  
 ... The experience left a permanent scar in my heart.

**OR**

- b) Write a composition justifying or refuting this statement:  
 "The government is justified in its plan to provide laptops to pupils in class one."

2. **The Compulsory Set Text. (20 marks)**

**Bertolt Brecht, *The Caucasian Chalk Circle*.**

"Some people usually abandon their close family members during hard times for the sake of their fear or material thirst." Drawing illustrations from the play *The Caucasian Chalk Circle*, write an essay illustrating the truth of this statement.

3. **The Optional Set Texts. (20 marks)**

***Answer any one of the following questions.***

**EITHER**

- a) **The Short Story:**

**Ilieva Emilia and Olembo (Ed), *When the Sun Goes Down and Other Stories*.**

With clear illustrations from Leila Abouzeid's short story "Two Stories of a House", write an essay explaining how ingratitude breeds conflict in a society.

**OR**

- b) **Drama**

**Francis Imbuga, *Betrayal in the city*.**

"... The outside of this cell, may well be the inside of another."

Discuss the validity of this statement basing your argument on Francis Imbuga's, *Betrayal in the City*.

**OR**

- c) **The Novel.**

**Witi Ihimaera, *The Whale Rider***

"Change can sometimes be destructive to the set order of things in a society.?" Drawing your illustration from Witi Ihimaera's *The Whale Rider*, write an essay to justify this statement.

**GATANGA FORM FOUR END OF TERM II EXAMINATION 2016**  
**KENYA CERTIFICATE OF SECONDARY EDUCATION**

**101/1**  
**ENGLISH**  
**PAPER 1**  
**(Functional Skills)**  
**JULY / AUGUST 2016**  
**2 HOURS.**

1. **Functional writing. (20 marks)**

You are the secretary of a committee that has been commissioned by your principal to investigate the causes of poor performance at KCSE among high school students. Write the report and send it to the principal through an E-mail.  
 (20 marks)

2. **CLOZE TEST. (10 marks)**

**Read the passage below and fill in each blank space with an appropriate word.**

An unemployed man went to apply for a (1) \_\_\_\_\_ with Microsoft as a cleaner. The manager asked him to take an aptitude test (2) \_\_\_\_\_ he passed with flying colours. The supervisor told him.

"You will be employed (3) \_\_\_\_\_ minimum wage, 5.15 an hour. Let me have your e-mail address, (4) \_\_\_\_\_ that I can send you a form to complete and tell you where to (5) \_\_\_\_\_ for work on the first day". Taken (6) \_\_\_\_\_ the man protested that he had neither a computer nor an e-mail address. The manager replied. "Well then, this means you don't exist and we cannot employ someone who doesn't exist."

The man left (7) \_\_\_\_\_. He had only ten dollars in his pocket. He decided to buy a (8) \_\_\_\_\_ of tomatoes at the supermarket and sell them from door to door. By the end of (9) \_\_\_\_\_ second year, he was the owner of a fleet of trucks and (10) \_\_\_\_\_ a staff of one hundred formerly unemployed people, all selling tomatoes.

3. **ORAL SKILLS. (30 marks)**

a) Outline the stages in a riddling session. (5 marks)

b) "Blue lorries red lorries green lorries were moving very fast along Limuru road."  
 Identify **two** sound patterns evident in the tongue twister. (2 marks)

c) **Read the following sentences and supply another word that is pronounced the same way as the underlined word.** (3 marks)

i) Why did the cow say to the pig "You are just a bore"

ii) How do you recognise rabbit stew? It has hairs in it.

iii) Why does a man who has just shaved look like a wild animal? Because he has a bare face.

d) **Provide a word where each of these letters is silent in pronunciation.** (5 marks)

i) p -

ii) o -

iii) n -

iv) t -

v) e -

e) **Mention three things you would do so as to benefit fully from a presentation.** (3 marks)

f) During a family gathering, your uncle calls you out to give a vote of thanks. What would you do to ensure you are effective in your presentation. (4 marks)

g) **Pilipo has completed his secondary school education. He goes to his area MP's office with an aim of asking for a job. The following is the conversation that takes place at the MP's office.** (8 marks)

Pilipo: I want to speak to the MP.

Secretary: Do you have an appointment?

Pilipo: Yes. He asked me to see him today.

Secretary: Kindly wait ...  
 (MP emerges from his office)

Pilipo: Hallo, MP!

MP: Hello, (to the secretary) Make him comfortable for a while. (As he moves back to his office)

Pilipo: (Following the MP into his office)

I want you to give me a job. I have completed my secondary education.

MP: Kindly wait outside as I finish with this gentleman (pointing at a man seated in his office)

He is also looking for a job.

**Questions.**

i) Identify Pilipo's shortcomings in the conversation above. (4 marks)

ii) What advice can you give to Pilipo to improve his etiquette? (4 marks)

**GATANGA FORM FOUR END OF TERM II EXAMINATION 2016**  
**KENYA CERTIFICATE OF SECONDARY EDUCATION**

**101/2**

**ENGLISH**

**PAPER 2**

**(Comprehension, Literary Appreciation & Grammar)**

**JULY / AUGUST 2016**

**2 ½ HOURS.**

**1. COMPREHENSION.**

**Read the following passage carefully, then answer the questions that follow.**

**(20 marks)**

The latest Ministry of Education Strategic Plan identifies programmes and projects for implementation to improve learning in schools.

Among the programmes and projects earmarked for implementation are the construction and equipping of schools, building of at least one boarding primary school in each constituency in the arid and semi-arid districts, establishment of a computer supply programme, establishment of a voucher system for the needy to ensure equity in access to education, and recruitment of teachers.

Other activities to be implemented are the integration of the early childhood development and education programme into basic education, enhancement of special needs education into basic education, curriculum development and review as well as new programmes for the enhancement of ICT education and basic education.

However, the plan misses one critical but crucial factor in learning - improving nutrition for learners. Science has demonstrated that nutrition and specific nutrients in particular, play a key role in cognitive development and performance in schools. Studies have shown that children who eat a good breakfast perform better in the classroom (behaviourally as well as academically). It is easy to see how it would be difficult to pay attention and learn with a tired and / or hungry body.

Poor nutrition, on the other hand, contributes to disease, malnutrition, and child deaths. Vitamin A deficiency specifically impacts the immune system. Ten per cent of the global burden of disease can be attributed to maternal and child undernutrition. Malnutrition contributes to a third of all child deaths worldwide. These have serious consequences on school performance. They lead to higher absenteeism due to illness, poor health, cognitive and psychomotor underdevelopment, and low physical capacity. Yet most of the food that we consume lacks micronutrients - vitamins and minerals - which, though required in small quantities, are essential for the normal functioning of body systems. Diets in Kenya are typically deficient in one or more micronutrients particularly vitamin A, iron, iodine and zinc.

Among children, poor diets have contributed to widespread vitamin A deficiencies, stunting, and even obesity. Globally, 925 million people are under nourished, with children being the most visible vitamins. A quarter of the world's children live in Africa. Most of these, 550 million children, start each day lacking the nutrients their minds and bodies need to grow. In Kenya, malnutrition rates are critical - 25 per cent of all children under five years are malnourished. In some districts, a quarter of all children under five years are acutely malnourished and nine out of 10 children from poor house-holds fail to complete their basic education because of malnutrition. According to the 2014 Kenya Demographic and Health Survey, 26 per cent of the under-five children are stunted, 11 per cent are underweight, and 4 per cent are wasted.

While most parents will go to great lengths to ensure that they have paid school fees in full and in advance, bought all the required text and exercise books, and that the learners are well-dressed, many hardly put a similar effort in ensuring that their children have a nutritious breakfast.

According to a recent survey, although children do eat somethings for breakfast, it is not enough, with many only drinking tea. A nutritious breakfast should contain a piece of fruit, tea with milk, and margarine spread on four slices of brown bread or with either porridge or sweet potatoes.

For the Ministry of Education's strategic plan to have the desired impact on learning in schools, it should include programmes to improve nutrition for learners.

*(Adapted from The Daily Nation*

*23/05/2016)*

**Questions**

- From the first two paragraphs, which initiative has the Ministry of Education taken to improve learning in schools.(3 marks)
- What is the role of nutrition in cognitive development and performance in school? (2 marks).
- In not more than twenty-five words, summarise the effects of malnutrition on education. (5 marks)
- What indicates that malnutritional rates in Kenya are critical? (1 mark)
- Explain the irony in parents' efforts to ensure that their children are retained in school. (2 marks)
- Of what importance are micro-nutrients? (1 mark)
- Malnutrition contributes to a third of all child deaths worldwide.  
(Rewrite the sentence beginning: Of all child .... ) (1 mark)
- Other than impacting on education, how else does poor nutrition, affect children? (3 marks)
- Explain the meaning of the following words as used in the passage. (2 marks)
  - critical
  - underweight

2. **The River and The Source by Margaret Ogolla.****Read the following passage and then answer questions that follow:**

(25 marks)

She stayed awake late into the night and was wont to happen to her so much of late, memories of seventy years duration flashed effortlessly through her mind. There she was as a very little girl, clothed in nothing but the love of *Were* - the god of the eye of the rising sun; then she was sitting in the shadow of grandfather Oloo's largest bull missing her mother who had gone away to seek the new way. Again there she was with her cousin Owuor walking in single file between Maria in front and grandmother Akoko in the back. They were on their way to the mission at Aluor, a haven for heartbroken widows and bereft orphans who wanted to learn the way of Yesu Kristu. And here she was studying in her cubicle at the teacher training college. A love letter comes flying in through the open window: it was from a fellow student whose name was Cosmas somebody or other and like so many others it declared his willingness to climb mountains, ford rivers and swim oceans in order to reach her and win her love. The guy must have drowned by now, thought Elizabeth her lips twitching. And, of course, there was a lifetime of memories with Mark Anthony - in her opinion still the best looking man around. She also remembered clearly the day Akoko had died and her conviction that it was all over. How mistaken she had been! For in truth it had only just begun and now she saw evidence of that great woman in so many of her grandchildren, but strangely enough most clearly in her daughter-in-law Wandia - the girl from the ridge country of the Kikuyu, who was no blood relative but who clearly if instinctively understood the true destiny of a woman - to live life to the full and to fight to the end. In the small hours of the night, Elizabeth eventually slid into a fitful and disturbed sleep. Mark, being a very heavy sleeper stirred stiffly but did not wake up. The following morning everyone packed up and scattered to whatever direction they had come from - exhausted but happy.

**Questions.**

- What has **just** happened before this extract. (3 marks)
- "... her mother who had gone to seek the new way." Why had her mother gone to seek this new way? (2 marks)
- Why does she think "... it had only just begun ..."? (2 marks)
- Describe two characters of Elizabeth evident in this extract. (4 marks)
- Identify and illustrate **two** stylistic devices used in the excerpt. (4 marks)
- From elsewhere in the novel, show evidence that Wandia lives life to the full. (4 marks)
- "A love letter comes flying in through the open window." (1 mark)
- Explain what is meant by "... as was wont to happen to her so much of late ...". (2 marks)
- Identify and explain the attitude of Elizabeth towards Cosmas. (3 marks)

3. **Read the poem below and answer the questions that follow.**

(20 marks)

**Their City**

City in the sun  
without any warmth  
except for wanaotosheka  
and the tourists escaping  
from civilized boredom  
Sit under the Tree  
any Saturday morning  
and watch the new Africans,  
the anxious faces  
behind the steering wheels  
in hire purchase cars  
see them looking important  
in a tiny corner  
behind the chauffeur

We have seen them  
in a nightmare,  
the thickset directors  
of several companies;  
we have seen them  
struggling under the weight  
of a heavy lunch  
on a Monday afternoon  
cutting a tape

to open a building,  
we have seen them  
looking over their  
gold-rimmed glasses  
to read a speech  
And in the small hours  
between one day and the next  
we have strolled through  
the deserted streets

and seen strange figures  
under bougainvillea bushes

in traffic islands  
figures hardly human  
snoring away into  
the cold winds of the night;  
desperately dying to live.  
(Lennard Okola)

#### **Questions.**

- a) Who is the persona in the poem? (2 marks)
- b) Explain what the poem is about. (3 marks)
- c) What is achieved by repetition of "We have seen them"? (2 marks)
- d) Identify and explain **two** thematic concerns of the poet. (4 marks)
- e) Why are the "new Africans" said to have anxious faces? (2 marks)
- f) Explain the meaning of the expression;  
figures hardly human  
desperately dying to live. (2 marks)
- g) How does the persona portray the rich? (2 marks)
- h) Describe the tone in the poem. (3 marks)

#### **4. GRAMMAR.**

(15 marks)

##### **a) Replace the underlined word in the sentences below with a phrasal verb.**

(3 marks)

- i) Susan postponed her wedding until after the burial.
- ii) My father has stopped smoking because he realized it is unhealthy.
- iii) After the scandal Mr. Njoroge decided to resign.

##### **b) Use the preposition to fill in the gaps in each of the following sentences. .**

(3 marks)

- a) Mary was accused \_\_\_\_\_ shop-lifting in a supermarket.
- b) The accident victim succumbed \_\_\_\_\_ his injuries.
- c) He jumped \_\_\_\_\_ the plane before it landed.

##### **c) Rewrite the following sentences according to the instructions given.**

(3 marks)

- i) He got into trouble with the manager. He had just joined the institution. He had known this manager for many year.  
(Rewrite as one sentence beginning : No sooner ...)
- ii) Did Mary give you the expected answer?  
(Rewrite the question in the passive)
- iii) The students went for preps after taking supper.  
(Begin: Having ...)

##### **d) Fill in the blank spaces with the correct form of the word in brackets.**

(3 marks)

- i) Mary \_\_\_\_\_ the clothes on the lines to dry. (hanged, hung)
- ii) The contractor left the \_\_\_\_\_ without paying the workers. (cite, site, sight)
- iii) John claimed that his jacket had \_\_\_\_\_ him a fortune. (costed, cost)

##### **(e) Replace the underlined phrases with a word having similar meaning in each sentence.**

(3 marks)

- i) When driving one should be watchful of people moving on foot.
- ii) The audience waited anxiously for the final decision of the magistrate.
- iii) Parents were asked to bring new pillows, bedsheets and blankets to the school.

**GATANGA FORM FOUR END OF TERM II EXAMINATION 2016**  
**KENYA CERTIFICATE OF SECONDARY EDUCATION**

**101/3**

**ENGLISH**

**PAPER 3**

**(Creative Compositions and Essays Based on Set Texts)**

**JULY / AUGUST 2016**

**2 ½ HOURS.**

**Answer three questions only.**

1. **Imaginative Composition (Compulsory) 20 marks.**

**EITHER**

- a) Write a composition beginning:  
 Many things had happened so first and I knew I had to make a quick decision ...

**OR**

- b) Write a composition on the dangers of cheating in National Examinations.

2. **The Compulsory Set Text. (20 marks)**

**Bertolt Brecht, The Caucasian Chalk Circle.**

What goes around comes around. Using illustrations from Bertolt Brecht's Caucasian Chalk Circle, show the truth of this statement. (20 marks)

3. **The Optional Set Texts. (20 marks)**

**Answer any one of the following three questions.**

**EITHER**

- a) **The Short Story:**

**Ilieva Emilia and Weveney Olembo (Ed), When the Sun Goes Down and Other Stories from Africa and Beyond.**

Citizens can contribute to lack of development in the society. Using the story Arrested development, write a composition to show the truth in the above statement. (20 marks)

**OR**

- b) **Drama**

**Francis Imbuga, Betrayal in the city.**

Bad government hits hard on the citizenry. With illustrations from Francis Imbuga's, Betrayal in the City, write an essay in support of this statement. (20 marks)

**OR**

- c) **The Novel.**

**Witi Ihimaera, The Whale Rider**

Sometimes, tradition can be a hindrance to the society's progress. In reference to Witi Ihimaera's The Whale Rider, write a composition showing the relevance of this statement. (20 marks)

Bad governance has adverse effects on the citizens of a country. There is bad governance in Kafira as shown by the actions of some characters like Boss, Mulili and others.

(The introduction can be contextual, general combination of both)

*Accept any relevant introduction. (2 mks)*

**Content.**

- Citizens that question the leadership are assassinated for example Adika, Nina and Doga, Kabito.
- Citizens' freedom of expression is curtailed. For example;
- Mosese is jailed for speaking up against Adika's murder.
- Jusper's manuscripts / plays are not published because they are against the government.
- Adika is killed for participating in a strike.
- The top government official cannot speak freely.
- It causes a lot of wrangling (quarrels, mistrust) among the government officials e.g Mulili keeps betraying the other officials and even causes the assassination of Kabito.
- The citizens are deprived of employment which goes to expatriates.
- Citizens are denied the right to practise their culture. For example Nina and Doga are stopped from holding the shaving ceremony for Adika.
- Due to corruption there is no fairness in the awarding of tenders. For example Mulili gets tenders because he is Boss's cousin and Kabito bribes in order to get tenders.

*(Expect four points well illustrated)*

*Mark 3 : 3 : 3 : 3 = 12 mks*

*NB: The candidate must bring out the suffering of the citizens. If not brought out the students should earn a mark (01) for the point.*

**CONCLUSION.**

Any relevant conclusion. It can be a wrap up of what the candidate has discussed, a relevant proverb etc

*Language 4 mks*

c) *(Accept any relevant introduction)*

It can be contextual, general or a combination of both. (2 mks)

- The naming of Kahu, a girl, after an important male ancestor of the tribe Kahutia Te Rangi is against the traditions. Koro is opposed to it from the word go but Nani Flowers enforces it. Ironically Kahu lives up to the challenge of the name when she saves the day after whales come to Wahangara.
- Women are not allowed to participate in traditional classes. Kahu is chased away from the meeting house by Koro Apirana on this basis. However she eavesdrops and becomes better in their tradition than the boys. She uses this knowledge to save her tribe. She is able to speak to the whales.
- Muriwai saves the Mataatua canoe that she and a few others had been left aboard. She realises that the tide has risen and the canoe might be wrecked. She declares that she will turn herself into a man and commands the rest on where to row the boat.
- Traditions demand that the first born children in the family of the chief must always be sons. Koro Apirana is angry with Pororangi for breaking this line. Kahu the first born girl ends up becoming the heir and savior that the community was waiting for.

*(Expect any four points)*

*3 : 3 : 3 : 3 = 12 mks*

**CONCLUSION.**

Any relevant conclusion. It can be a wrap-up of what the candidate has discussed, a relevant proverb etc.

*Language - 4 mks*

**KERICHO SUB-COUNTY JOINT EVALUATION****ENGLISH**

101/2

**Paper 2**

(Comprehension, Literary Appreciation and Grammar)

**1. COMPREHENSION (20 MARKS)****Read the passage below and answer the questions that follow.****Choosing a career**

The career market is full of opportunities. Gone are the days when we had „either....or“ career choices. The time when women, for example, choose between only: nursing, teaching and secretarial work are long gone. The explosion in communication technology, and the liberalization and globalization of the world economy, has ensured that there is no longer a dearth of career choices. Today, colleges and universities offer a wide range of training opportunities to high school graduates. This has made choosing a career an involving process. It has also given rise to the need for career counseling.

When choosing a career, whether you have the help of a career counselor or not, there are several factors that you should consider. These include your abilities or talents, your interests, your priorities and the available opportunities in the job market.

The skills required in a particular career and the ability to gain them through education must be considered when choosing careers. Becoming a doctor, for instance, requires extensive education and training, and many years of educational commitment. In addition to the compulsory subjects, the academic background required for this career is good grades in chemistry and biology at secondary school level. If your ability in these subjects is just average, you would be overstressing your luck to enroll for a Bachelor of medicine degree course. In the past, students have chosen to pursue training in engineering, even when their ability to handle physics and mathematics is very low. This, in many cases, has made them drop out of the class mid-course. The waste of time and resources would have been involved if they had considered a career that did not require the ability to handle mathematics and physics well.

There are many times when people have been driven to choose a particular career because of the salary and prestige associated with jobs in this field. At times, the desire to take certain courses come from within an individual, but most times, individuals feel pressured by peers or family to take certain courses. Joining a career in which you have no interest in is a recipe for all dual life since you will spend more of your working hours doing something you do not like. Your career does not necessarily have to be your passion, but it should not bore you to death either. You can work out your interests by identifying the subjects you enjoy most at school, or the topics that are of interest to you and for which you take the initiative to read on your own.

It is true that many young people are attracted more by the social mobility that the job might provide than by their interest in the career. However, research has found that money does not play as big a role in job satisfaction as many people think. Of course we all have to make a living, but if you do not like your job, it does not matter how much you get paid to do it. What matter is how well a career choice matches your values.

**QUESTIONS**

- i) What has created the necessity for career counseling? (2 marks)
- ii) Why is one's ability an important factor in career choice? (2 marks)
- iii) Why do you think the writer cites engineering in the passage? (2 marks)
- iv) According to the passage which career should a person who values variety choose? (2 marks)
- v) Make notes on the importance of knowing the availability of jobs in the career field one wants to join. (4 marks)
- vi) What evidence is given in the passage to support the statement "Money does not play a big role in job satisfaction?" (3 marks)
- vii) Explain the meaning of the following words as used in the passage. (4 marks)
  - a) Liberalization
  - b) Dearth
  - c) Social mobility
  - d) Collaboration

- viii) Rewrite the following statement according to the instructions given.

The waste of time and resources would have been avoided if they had considered a career that did not require the ability to handle Mathematics and Physics well.

(Begin: If.....)

(1 mark)

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

When Mark got home that evening he met a grim Elizabeth and a trembling son. "Your son needs to be taken to an approved school, look at this," she handed him the letter. He read it quietly: then he read it again quietly in case his eyes were playing tricks on him. He said nothing. After dinner, he called his family together.

"I have always done my best to provide for you, my children. Of all the things I provide, the most important is education and so far I have been pleased with your efforts. However, I cannot force anyone to go to school, especially if such a person is a man almost as tall as I am. When one is young, his parents are bound by duty to provide for him.

When he becomes a man, and Aoro here is obviously a man- since he is tall and has a deep voice and a moustache – it's his duty to provide for himself." The man in question hung his head in shame.

"Aoro, school is not necessary for a bright, strong fellow like you. School is for those fools who still want to learn. Today I will give you food. Tomorrow you go out and earn it. I will also allow you to stay in this house for a month after which I expect you to move out and look for a place of your own." Mark stood up and left the room – his dumbfounded family staring after him. He had never troubled his head with vague theories about the supposed fragility of growing minds, and if he had he would have pointed out the fact that he had yet to father a fragile child. He woke up his son at dawn and ordered him out.

"But father! I have not had breakfast!"

"Since when did you see breakfast walking in here by itself? Go and earn yours." He reached for his belt.

- a) Place this excerpt in its immediate context. (3 marks)
- b) Identify one theme evident in this passage. (2 marks)
- c) Describe the tone of voice in Mark's words. (2 marks)
- d) Identify a sentence in the passage that has parenthesis. (1 mark)
- e) In one word, describe Aoro's stage of life. (1 mark)
- f) What is the mood in Mark's house this evening? (2 marks)
- g) Identify and illustrate Mark's character traits in this excerpt. (4 marks)
- h) The man in question hung his head in shame. (Add a question tag) (1 mark)
- i) Identify the use of personification in this passage. (2 marks)
- j) Where else in the text are events of this extract recounted. (2 marks)
- k) Explain the meaning of the following words as used in the passage:
  - i) Dumb-founded
  - ii) Fragility
- l) What happened in the morning of the second day after this excerpt. (3 marks)

**3. Read the poem below and then answer the question that follows.**

(20 mark)

**THE PRESS**

So What is the mountain deal?

About the minister's ailing son

That makes boiling news?

How come it was not whispered?

When Tina's hospital bed was **crawled** with maggots

And her eyes oozed pus

Because the doctors lacked gloves?

What about Kasajja's only child

Who died because the man with the key

To the oxygen room was on leave?

I have seen queues

Of emaciated mothers clinging to

Babies with translucent skins

Faint in line

And the lioness of a nurse

Commanding tersely

„Get up or live the line“

Didn't I hear it rumored that

The man with the white mane

**Ushered** a rape case out of court

Because the seven-year-old

Failed to testify?

Anyway, I only remembered these things

Ehen I drink

They indeed tipsyexplosions.

*Susan Nalugwa Kiguli*

*Adopted By from: Echoes across the valley.*

**Questions**

- a) Identify and explain the social evils dealt with in the poem. (6 marks)
- b) Pick out three poetic devices evident in this poem and comment on their significance. (6 marks)
- c) Comment on the tone of the poem. (2 marks)
- d) Is the title significant? Why or why not? (2 marks)

- e) Explain the irony of the poem? (2 marks)
- f) Explain the meaning of the following words: (2 marks)
- i) Crawled
- ii) Ushered
4. a) Rewrite each of the following sentences according to the instructions given after each. (3 marks)
- i) The father cannot take credit for it and neither the son.
- ii) (Rewrite beginning: Neither.....)
- iii) Mr. Mweru is teaching English.
- iv) (Rewrite beginning : English.....)
- v) What the principal bought was a set of class readers.  
(Rewrite ending with "bought")
- b) Explain the difference in meaning between the following pairs of sentences. (4 marks)
- i) Even Siele completed the race
- ii) Siele even completed the race.
- iii) They gave us little support
- iv) They gave us a little support
- c) Write the following sentences in indirect speech. (2 marks)
- i) "These mangoes must be very juicy," Anna said.
- ii) Ipu vowed, "I intend to do everything possible right here and now."
- d) Fill in the gaps with the appropriate preposition. (3 marks)
- i) Our leaders are dedicated ..... their duties.
- ii) I am fond ..... little children.
- iii) The fans were excited ..... the musicians performance.
- e) Use the correct form of the verb in brackets in each of the following sentences. (3 marks)
- i) Why was the child ..... (forsake)
- ii) The burden was ..... (bear)
- iii) They shouldn't have ..... (sling) stones at the building.

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**KERICHO SUB-COUNTY JOINT EVALUATION**

101/3

**ENGLISH****PAPER 3**

(Creative Composition and Essays Based on Set Texts)

**1. Imaginative composition. (20 marks)****Either,**

- a) Write a composition beginning with the sentence:  
As I approached our gate, I felt that something was a miss .....

**Or,**

- b) Write a discursive composition on ways education can be used to enhance national unity.

**2. The Compulsory Set Text (20 marks)****Bertolt Brecht's: The Caucasian Chalk Circle**

Using the **Caucasian Chalk Circle** by Bertolt Brecht for your illustration, write an essay negating the saying: „**Blood is thicker than water**“

**3. The Optional Set Texts (20 marks)****Either,**

- a) **The short story: Ilieva and Olembo (Ed.) When the Sun Goes Down and Other Stories from Africa and Beyond**

Poor governance in a country makes the citizens go through a lot of problems. Write an essay to validate this statement using illustrations from **Sandisile Tsuma's story *Arrested Development***.

**Or,**

- b) **Drama: Francis Imbuga's Betrayal in the City**

**“Betrayal in the City exposes the troubles associated with independent African states.”**

Using illustrations from the text by Francis Imbuga, write an essay in support of this statement.

**Or,**

- c) **The Novel: Witi Ihimaera's The Whale Rider**

Love and rejection can be a very painful experience. With specific reference to the text, discuss the truth of this statement.

**NTIMA, NYAKI AND MUNICIPALITY CLUSTER EVALUATION. 2016****ENGLISH**

101/1

**PAPER 1****1. FUNCTIONAL WRITING (20 marks)**

- a) You are the president of the students' council in your school. There have been rising cases of indiscipline in the school and the principal has appointed you to lead a team of students, to investigate the cause of this problem and report back to him within two weeks. Write your report.

**2. CLOZE TEST**

(10 marks)

**Read the following passage filling the blank spaces with the most appropriate word.**

There are many obstacles the Government has to grapple with in ensuring access of children to free and compulsory education. (1) ....., the obstacles, parents everywhere would, (2) ..... they have the ability, get (3) ..... children into school. However, the economic circumstances of the (4) ..... often make it very hard for them to send their children to school, particularly (5) ..... there are fees to be paid.

The Government (6) ..... Made massive interventions to address the obstacle regarding affordability. (7) ..... employment of thousands of teachers, even though we need more to meet the shortage, capitation to students and other infrastructural support to schools (8) ..... the support it is receiving from the development partners, has helped to cut the (9) ..... on households in securing (10) ..... basic education for their children.

**3. a) ORAL SKILLS**

(30 marks)

**Read the following narrative and answer the questions that follow.**

Once upon a time, a woman who was pregnant and about to give birth went to the bush to collect firewood. On reaching the bush, she suddenly gave birth to a baby boy who was so deformed and ugly, that she decided to exchange it for another baby; a normal-looking one she found abandoned and crying in a nearby thicket. She didn't know that this baby was a spirit called Ekipie by Turkana.

The woman returned home with the baby and since it was evening time, she had to milk the cows. So as usual, she took three gourds and filled them with milk from the numerous cows they owned. She put the milk containers in her hut where her eldest daughter was minding the new baby. Then she went out again to complete some of her chores.

Later, when she returned to the hut where she had left the baby, she found to her dismay, that there was not milk at all. All the three gourds were empty. Surprised, and shocked, she questioned her daughter about the milk and what had happened to it. The girl replied, "The baby has drunk it all."

"I can't believe such a tale. Its ridiculous for you to say such a thing," she scolded her daughter. "Don't tell lies. Admit you are just imagining things. Who drank the milk?" The woman persisted in questioning her daughter, who swore it was the baby.

Strange as it may sound to you, the same thing happened again the following day and on several consecutive days. The woman grew puzzled and confused. Her husband too began to complain about non-availability of milk in the household.

Now, the woman had no alternative but to tell the truth.

**Questions**

1. State two ways you would prepare your audience to listen to the above story. (2 marks)
  2. What two things would indicate to you that the audience is following the story? (2 marks)
  3. What two oral devices would you use in narrating the story effectively? Illustrate your answer. (2 marks)
  4. How do you perform the reply of the girl, "The baby has drunk it all." (2 marks)
- b) i) Provide another word pronounced the same as the following words: (3 marks)
- Cent  
Know  
Pray  
Lessen  
Where  
Aural
- ii) For each of the following sets of words, identify the odd one out according to the pronunciation of the underlined sounds.
- Knot    note    not  
Weapon    weed    wed  
Breathe    breath    breadth
- c) i) You are set to take part in the county debating contest. How would you prepare yourself for this event? (4 marks)
- ii) Mention two things you would do to avoid stage fright during the session. (2 marks)
- d) Explain the meaning of the following sentences taking into consideration the underlined words: (4 marks)
- i) I did the job  
I did do the job
- ii) Juma paid for it.  
Juma paid for it

- e) Read the following conversation between Judy and a peer counselor and then answer the questions that follow.

PEER COUNSELLOR: (Motioning her to seat) Hello Judy. How are you getting on? Please have a seat and don't be anxious.

JUDY: Don't tell me it's all over school now. I will kill you.....

PEER COUNSELLOR: Please relax well, you swore me to secrecy and I have kept my part of the bargain. No cause of alarm.

JUDY: So then, why do you want to see me? You mean it can show?

PEER COUNSELLOR: Calm down. You are just in early stages and please keep up appearances. The school closes next month.

JUDY: (Looking disturbed) One more month and the whole world will know. I need to procure ...

PEER COUNSELLOR: Don't even go there ..... will you be able to live with the guilty? Remember things can also go wrong and you may die.

JUDY: (Visibly agitated). Then tell me what to do.

PEER COUNSELLOR: Please calm down; all is not lost. You just tripped; you never fell. These days Judy, girls are accepted back to school after giving birth so you need not worry. All will be fine. In mean time, just relax for your baby.

JUDY: (Sighs) Thank you for being there for me. Remember not a word to a soul.

PEER COUNSELLOR: You can trust me Judy. Good day.

JUDY: Good day.

- i) How does the counselor establish good rapport with Judy? (1 mark)
- ii) What good conversational skills does the counselor show? (3 marks)
- iii) Identify two shortcomings in Judy's speech. (2 marks)

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**NTIMA, NYAKI AND MUNICIPALITY CLUSTER EVALUATION – 2016****Kenya Certificate of Secondary education****101/2****ENGLISH****Paper 2****2 ½ hours****1. Read the following passage and then answer the questions that follow.**

Indiscipline pervades our life so completely today that it is difficult to establish what a decent disciplined society looks like. We see and hear and read about indiscipline in the home, in school, in public service, in private sector, on the roads ... it's alarming.

The malaise takes so many different forms – sometimes brutally crude, at other times more subtle – that a comprehensive definition of it would be very difficult. For our present purposes let us say that indiscipline is a failure or refusal to submit one's desires and actions to the restraints of orderly social conduct in the recognition of the rights and desires of others. The goal of indiscipline is self-interest; its action, the abandonment of self-restraint in pursuit of the goal.

Although indiscipline is by definition distinct from lawlessness, the line between the two is often tenuous indeed. For example, an indisciplined driver breaks a traffic regulation by overtaking on the side-walk; then commits the criminal act of manslaughter by knocking down and killing a pedestrian.

The danger of indiscipline escalating into lawlessness is particularly acute when large numbers of people are involved in it: i.e. in situations of mass indiscipline.

There is no provision in our laws which says that a man who comes first to a public counter should be served before the man who comes later. But our sense of natural justice and our intelligence tell us that, it should be so because it is only fair and experience has shown that any other way is liable to create disorder and delay.

Discipline does not invite supervision by an external force but is imposed by the individual from within. Indeed discipline is either self-discipline or it is nothing at all. But although society thus appears to leave individuals to their own discretion in the matter of social discipline, this freedom is strictly controlled by sanctions of varying severity. It may be no more than a disapproving look; a mild verbal reprimand, or it may be extremely grave like for instance, social ostracism.

I think that society realizes that given adequate social education the average citizen will come to appreciate that it is in his or her interest to uphold discipline. As soon as a sufficient number of citizens understand this, they will supervise their own behavior and that of their immediate neighbours. The resulting condition may be called a climate of discipline.

Even in such a climate there will always be a sporadic incidents of indiscipline because there will always be people who on account of their immaturity, mental incompetence, sheer devilry or even innocent exuberance are unable or unwilling to impose the internal break of self-discipline on their desires and actions. But in disciplined societies they will remain an eccentric minority.

- i) Why does the writer describe indiscipline as alarming? Support your answer with information from the first paragraph. (2 marks)
- ii) What makes it difficult to define indiscipline precisely? (3 marks)
- iii) How would recognition and respect of other people's rights and desires reduce indiscipline? (2 marks)
- iv) Why do you think the example of an indisciplined driver is cited? (2 marks)
- v) What role should our sense of natural justice and intelligence play? (2 marks)
- vi) Make notes on how an individual as well as the society help to instill self-discipline. (4 marks)
- vii) Rewrite the following sentences maintaining the meaning.  
Although indiscipline is definition distinct from lawlessness, the line between the two is often tenuous indeed. (1 mark)  
(Begin: The line .....)
- viii) What is the writer's attitude towards those who do not exercise self-discipline? (2 marks)
- ix) Explain the meaning of the following words and expressions as used in this passage. (2 marks)
  - a) Verbal reprimand
  - b) Devilry

**2. Read the following excerpt and then answer the questions that follow.****(25 marks)**

"You've remembered us at last," she observed quietly.

"Yes. I am sorry. Er-er I was kind of busy but here I am now" He felt like the dirt in the street.

"Did you receive my letters? The girls had a bad attack of malaria. I thought Becky would die." He had received that letter but had read it in the haze of his infatuation.

This was getting worse than he had feared.

"I got it but there was no way I could get away. I am sorry." He added lamely.

"Why didn't you least write to console us?" He kept quiet, but he knew he would rather die than tell her what had actually happened. Fortunately for him Elizabeth was no vindictive and did not hold grudges for long. She only said:

"We are all going back together. We are family and it is clear that you need someone to remind you of your duty all the time." He was only too willing to oblige, after all things could have been much worse. He would move house as soon as possible in case the neighbours started blabbing.

She eventually heard the rumours but chose to say nothing about it though he held his breath for days. She was learning the first cardinal rule of marriage, not everything has to be blurted out.

- a) Briefly describe what happens before the events of this excerpt. (3 marks)
- b) Identify the dominant theme highlighted in this excerpt. Illustrate your answer with sufficient information from the excerpt. (3 marks)
- c) Describe the character of Elizabeth as brought out in the above excerpt. (2 marks)
- d) Who is the "he" referred to in the excerpt and what kind of person is he? (3 marks)

- e) i) "We are a family and it is clear that you need someone to remind you of your duty all the time." (Report this statement) (1 mark)  
 ii) This was getting worse than he had feared. (Add a question tag). (1 mark)
- f) "She eventually heard the rumours but chose to say nothing about it ....."  
 What rumours did Elizabeth hear and what does her reaction reveal about her relationship with the „he“? (4 marks)
- g) Identify one aspect of style used in this excerpt and explain its effectiveness. (2 marks)
- h) Where is Elizabeth living at the time of this episode? Explain the circumstances that led to this family being separated. (4 marks)
- i) Explain the meaning of the following words as used in the extract. (2 marks)

- a) Cardinal  
 b) Blabbing

### Question 3

Read the following poem and answer the questions that follow.

I WENT TO CHURCH.

I went to church today.

Yes I went and prayed for all

Friends and foes a like.

Dead and those alive.

I also prayed hard.

For the soul of that soldier.

Who got short.

Fighting for our motherland

While I shot hot life into his wife.

And I prayed to God too

That I live long

To go and pray again

### Questions.

- a) What is the poem about? (4 marks)
- b) Identify and illustrate any two character traits of the speaker. (4 marks)
- c) Identify and illustrate three poetic devices used in the poem. (6 marks)
- d) What is the meaning of the following lines as used in the poem. (2 marks)
- i) While I shot hot life into his wife.
- ii) That I live long to go and pray again.
- e) i) What is the tone of the poem (2 marks)
- ii) Explain the overriding mood of the poem. (2 marks)

### 4. GRAMMAR

- a) Fill in the blank spaces with the correct preposition. (3 marks)
- i) He persisted ..... his folly despite the advice I gave him.
- ii) The brothers look so alike, one can easily mistake one ..... the other.
- iii) You should evaluate what he says because many young people have been taken ..... by his sweet words.
- b) Fill in the blank spaces with the correct form of the words in the brackets. (3 marks)
- i) It took the police quite some time to ..... (peace) the agitated demonstrators.
- ii) The criminal refused to reveal to his ..... (capture) how he escaped from the prison.
- iii) Some Christians only think of divine ..... (provide) when in need.
- c) Replace the underlined word in each of the sentences with the most suitable phrasal verbs. (3 marks)
- i) The doctor remarked that the girl resembles her father.
- ii) The looters stole goods of unknown value during the city riots. (make)
- iii) When the regained consciousness he was amazed to realize that he was in hospital. (come)
- d) Rewrite the sentences below according to the instructions given at each. (3 marks)
- i) That was the worst storm the village had ever experienced. (Rewrite beginning with Never .....)
- ii) John was so ill that the doctor advised him to stay at home for a few days. (Rewrite beginning with. Being .....)
- iii) The farmer bought a cow that had been stolen from school. (Rewrite in passive)
- e) Fill in the blank spaces in the sentences below with a suitable connector (3 marks)
- i) The thieves talked in whispers ..... they be overheard.
- ii) My dog is small ..... fierce.
- iii) The old man is very sharp ..... her age.

**NTIMA, NYAKI AND MUNICIPALITY CLUSTER EVALUATION – 2016****Kenya Certificate of Secondary Education****101/3****ENGLISH****Paper 3****2 ½ hours****Answer THREE questions only**

1. **COMPULSORY Imaginative composition** (20 marks)

**EITHER**

- a) Write a composition beginning with the following sentence.  
“The door was flung open and everybody looked up .....”

**OR**

- b) Write a composition to illustrate the following proverb:  
Those who live in glass houses should not throw stones.

2. **The compulsory set text**

**DRAMA***The Caucasian Chalk Circle* By Bertolt Brecht

“The consequences of war are always painful and far reaching.” Support this statement with close reference to “*The Caucasian Chalk Circle*”, by Bertolt Brecht

(20 marks)

3. **OPTIONAL SET TEXTS**

**Answer any one of the following questions.****EITHER.**

- a) The short story: Longhorn: “*When the sun goes down and other stories from Africa and Beyond*”.  
“Desperation leads to moral degradation”. Support this statement with illustrations from Sefi Atta’s short story, “*Twilight Trek*.”  
(20 marks)
- OR
- b) Drama: “*Betrayal in the City*” – Francis Imbuga  
“Power, if unchecked, usually leads to suffering. “With illustration from Francis Imbuga’s “*Betrayal in the city*”, support the above statement.  
(20 marks)
- OR
- c) The Novel: “*The Whale Rider*” - Witi Ihimaera  
“Every society is unique; this is as dictated by their own cultural practices,” support this statement in reference to Witi Ihimaera’s „*The Whale Rider*”  
(20 marks)

## KANGEMA/MATHIOYA JOINT EVALUATION EXAMINATION 2016

## ENGLISH

101/1

(Functional Skills, Cloze Test and Oral Skills)

PAPER 1

JULY/ AUGUST 2016

## FUNCTIONAL WRITING (20 MARKS)

1. a) You are the principal of Apex secondary school. You have received a letter from Equity Bank seeking information on one of your former students who has applied for a job in that institution. Write a confidential report on that student. (10 marks)
- (b) The Board of management of your school has decided to throw Form Four leavers a party. You are charged with determining the meal for the day. Prepare a recipe for the dish. (10 marks)

## 2. CLOZE TEST (10 MARKS)

The story had it (1) \_\_\_\_\_ many years ago when Mr. Nwege was (2) \_\_\_\_\_ poor, hungry elementary teacher – that is before he (3) \_\_\_\_\_ his own grammar school and became rich but apparently still hungry – he had an (4) \_\_\_\_\_ rickety bicycle of the kind the villagers gave the onomatopoeic name *anikilija*. Needless to say the brakes were (5) \_\_\_\_\_. One day he was (6) \_\_\_\_\_ down a steep slope that led a narrow bridge at the (7) \_\_\_\_\_ of the hill he saw a lorry – an unusual (8) \_\_\_\_\_ in those days coming down the opposite slope. It looked like a (9) \_\_\_\_\_ collision on the bridge. In his extremity Mr. Nwege had raised his voice and cried to passing (10) \_\_\_\_\_. In the name of God push me down!

## 3. ORAL SKILLS (30 MARKS)

- (a) Read the poem written below and answer the questions that follow.

The seed shop

Here in a quiet and dusty room they lie  
Faded as crumbled stone or shifting sand  
Forlorn as ashes, shriveled scentless dry  
Meadows and gardens running through any hand

In this brown husk a dale of howl throne dreams  
A cedar in this narrow cells in thrust  
That will drink deeply of a century's streams  
These lilies shall make summer on my dust  
Here in their safe and simple house of death  
Sealed in their shells, a million roses leap  
Here I can blow a garden with my breath  
And in my hand a forest lies asleep

- i) Identify four pairs of rhyming words. (2 marks)
- ii) Describe the tone of the voice that would be appropriate in reading this poem. (3 marks)
- iii) How would you say the last two lines of the poem? (2 marks)

- (b) The following interview took place between a company manager and Mogaka. Read it and answer the questions that follow.

Manager: Good morning Mr. Mogaka. Please sit down and feel at home.

Mogaka: Oh my it is really hot. Thank you sir.

Manager: You have applied for the IT job?

Mogaka: Yes sir.

Manager: Do you know what the job entails? Did you read the advertisement in the newspaper?

Mogaka: (*Looking absent minded. Fiddling with his fingers and avoiding eye contact.*) Excuse me.

Did you say something about newspaper. Yes, I read newspapers but not everyday.

Manager: You're certainly not listening. I asked you a question about our advertisement and the requirements of the IT job.

Mogaka: Yes, Yes. You talked about listening. Yes, it is important to listen to you boss.

Manager: Mr. Mogaka, are you here with me? This is the end of the interview. You will hear from us in due course.

Mogaka: I hope you will consider me for the job.

Give four reasons why Mogaka is not likely to get the job. (4 marks)

- (c) You are part of a group discussing the live performance of The Caucasian Chalk Circle. One of the members present a point that you strongly disagree with. How would you interrupt politely? Give five phrases. (5 marks)
- (d) Identify any five pairs of words that are pronounced the same. (1×5=5mks)
- |       |       |        |      |
|-------|-------|--------|------|
| Bath  | birth | bale   | head |
| Berry | mind  | heard  | mad  |
| Made  | bury  | burrow |      |
| Bail  | hand  | maid   |      |
| Ball  | herd  | berth  |      |
- (e) You are invited to be the guest speaker at the form Four Leavers" Party. How would you deal with fear and anxiety associate with public speaking. (4 marks)
- (f) For the following words underline the stressed syllable to give the intended meaning.
- Address (verb)
  - Produce (noun)
  - Recess (noun)
  - Refuse (verb)
  - Conduct (noun)

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**KANGEMA /MATHIOYA FORM FOUR JOINT EVALUATION****Kenya Certificate of Secondary Education****101/2****ENGLISH****PAPER 2****1. COMPREHENSION****(20MARKS)****Read the passage below and answer the questions that follow.**

What I did not enjoy at the university was the discrimination I and my fellow female colleagues faced. Bearing in mind my first encounter with the professor of zoology in early 1996, it became important to ensure that the female members of staff were accepted as equal members of the university's academic staff and received the same benefits as their male colleagues.

Before Vertistine Mbaya and I arrived, there had never been an African woman among the academic members of staff in the faculty of veterinary sciences at the University of Nairobi, and the members of women on the academic members of staff of any faculty at the university was at that time tiny. Vertistine, an African American who had come in Kenya in the early 1960's and was married to a Kenyan, Simon Mbaya, taught in department of Biochemistry and was qualified to get all the benefits due to academic members of the staff. So was I. (A woman married TO another member of academic staff complicated the issuance of benefits such as housing, health insurance, and a pension because it would mean duplicating benefits. Neither of our husbands, however, enjoyed the status). I met professor Mbaya, or Vert, as she is known to her friends, in the second-floor corridor outside our offices at the Chiromo campus. Only three offices separated us we **hit it off** immediately. She has been a wonderful and trusted friend ever since.

Vert and I waged this *fight* for equality together. Many of the benefits given to male professional staff at the university were legacies of the colonial era, when young male teachers from Britain were encouraged to work in Kenya and other colonies and were provided with incentives in addition to their salaries. These included housing, free tuition for their children's education, and paid holiday time. When Kenya became independent, we took over most these systems completely intact. The University also had a number of incentives that, taken together, amounted to a large increase of one's salary.

However, the University's full benefits **accrued** only to men. At that time, only single women or widows on that professional staff could receive university housing. Married women were expected to be housed by their husbands and it was argued that they therefore did not "need" a housing allowance or insurance coverage or a pension. I argued with the University that this was completely unacceptable and the terms of service must be equal. Professional women, I said, could not be discriminated against just because during the colonial times no women professionals came to work in the colonies. This seemed a completely reasonable proposition. It never occurred to me that Vert and I would have to fight this battle. That I or other women should be paid less than our male colleagues of equal standing was very irritating to us. Because of that type of discrimination, junior male staff took home more than we did, despite our senior academic positions.

(Adapted from: Wangari Maathai, 2006: **UNBOWED**, pg. 114-115)

**QUESTIONS**

1. According to the passage, what two things did the author not enjoy at the University? (2 marks)
2. Briefly explain the situation at the University of Nairobi before the arrival of the author. (2 marks)
3. According to the passage, what are some of the benefits accrued to male professionals at the University? (3marks)
4. Based on the passage, explain the relationship between the colonial and post-colonial gender relations in work places. (2 marks)
5. Make notes on various forms of gender discrimination addressed by the author in the passage. (5 marks)
6. In what ways does the University's policy disadvantages married women? (2 marks)
7. Supply the appropriate question tag for the sentence below?  
It never occurred to me that Vert and I would have to fight this battle,
8. Infer the meaning of the following phrases; (3marks)
  - a) Hit off
  - b) Accrued only to
  - c) Of equal standing

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

The days came, dragged slowly by, and eventually went as days are wont to do when misery and apprehension hung low and oppressive in the very air. The children crept by, hardly daring to make a noise, sensing without being told that what had happened was too terrible to be talked about. The mother hardly said a word and the chief at best times a man of few words was no better.

The relationship between a chief and his people was usually not an authoritarian. His main job was to lead the council of Jodongo in their arbitration and their final word was law. He was also a sort of priests, for on public worshipping days he lead the whole community in sacrifice and libation. The people held a good chief in high esteem and usually sent a son to help in chiefs household especially in herding cattle, but this was voluntary. The women once in a while gathered together to help the chiefs wives till the land. This was also voluntary, but people did it gladly. In turn their chief was ready to listen to their problems at any time of the day or night. He also led them (not sent them) to battle, or if he was too old, his eldest son.

Apart from people's sheer incomprehension at their chief's stubborn monogamy, Owuor and his wife were held in very high esteem and were much loved by their people. Everybody shared in the chief's grief and fear for his son. Besides they loved Obura in his own right. He was open, bright, cheerful and was never known to take advantage of his position and to lord it over others. He did not shun work. He was also very brave and on the whole everybody had been secure in the knowledge that the next chief would be a good man. To get rid of bad hereditary chief was possible but not easy and might involve actual bloodshed. For the people of Ramogi, bloodshed even in battle, was a great taboo and required much cleansing,

for the angry dead know no barriers, and they might come to comfound you long after you had forgotten them. So it was good to know that the future would be in the hands of a good man. His disappearance was a cause of concern for all.

- a) What happens immediately before this excerpt? (4 marks)
  - b) In note form, state the duties of a chief. (4 marks)
  - c) What is the attitude of this community towards the chief? (3 marks)
  - d) Describe the character of Chief Owuor from the excerpt. (2 marks)
  - e) Identify and describe any one theme depicted in this extract. (2 marks)
  - f) Comment on use of oral narration style in this extract. (3 marks)
  - g) Describe the mood brought out in this passage? (3 marks)
  - h) "He also led them (not sent them) to battle, of if he was too old his eldest son. Name the underlined feature and explained its importance. (2 marks)
  - i) Explain the meaning of the following words as used in the passage. (2 marks)
- a) Shun
  - b) Authoritarian

### 3. POETRY FOR LITERARY APPRECIATION

Read the following poem and respond to the questions appropriately.

#### **„STILL I RISE“**

You may write me down in history  
With your bitter, twisted lies,  
You may trod me in the very dirt  
But still, like dust, I'll rise.  
Does my sassiness upset you?  
Why are you beset with gloom?  
„Cause I walk like I've got oil wells"  
Pumping in my living room.

Just like moons and like suns,  
With the certainty of tides  
Just like hopes springing high,  
Still I'll rise.

Did you want to see me broken?  
Bowed head and lowered eyes?  
Shoulders falling down like tear drops.  
Weakened by my soulful cries.

Does my haughtiness offend you?  
Don't you take it awful hard  
„cause I laugh like I've got gold mines  
Diggin' in my own backyard.

You may shoot me with your word  
You may cut me with your eyes,  
You may kill me with your hatefulness,  
But still, like air, I'll rise.

Out of the hurts of history's shame  
I rise  
Up from a past that's rooted in pain  
I raise  
I'm a black ocean, leaping and wide,  
Welling and swelling I bear  
In the tide  
Leaving behind nights of terror and fear  
I rise  
Into a day brake that is wondrously clear  
I rise  
Bringing the gifts that my  
Ancestors game,  
I am the dream and the  
Hope of the slave  
I rise  
I rise  
I rise

**Adapted from: Maya Angelous "STILL I RISE" (1978)**

1. With support from the poem, briefly explain what the poem is about. (3 marks)
2. Identify three challenges that the speaker in the poem contends with. (3 marks)
3. What is the attitude of the speaker towards these challenges? (2 marks)
4. Identify and illustrate figures of speech from the poem above. Comment on their effectiveness. (4 marks)
5. Other than the style in (4) above, identify and illustrate other two stylistic devices employed by the poet. (4 marks)
6. Explain the meaning of the following phrases as they are used in poem. (3 marks)
  - a) „Cause I laugh I've got gold mines"
  - b) „But still, like dust, I'll rise".
  - c) I am Black Ocean, leaping and wide.
7. Supply the following sentence with the correct question tag. (1 mark)  
I am the dream and the hope of the slave.

**4. GRAMMAR (15 MARKS)**

- a) Rewrite the following as instructed without changing the meaning. (4 marks)**
  - i) The counselor advised the students to consider the consequences of their behavior.  
(Rewrite in direct speech)
  - ii) The principal provides leadership in the school. The principal also teaches.  
(Begin: Besides.....)
  - iii) Donald Trump will not win the election if he does not clear himself of the racist accusations.  
(Begin unless.....)
  - iv) The foreman at the site very early. (Rewrite removing the gender bias)
- b) Replace the underlined word with the correct phrasal verb formed from the word in brackets. (2 marks)**
  - i) The factory manager had to tolerate lazy workers. (Put)
  - ii) The teacher on duty caught us making noise. (Burst)
- c) Fill in the blank spaces with the correct preposition. (2 marks)**
  - i) He is quite overcome..... sorrow over the loss
  - ii) I conclude..... What I heard that he would be late.
- d) Use the form of the word in brackets to fill in the blank spaces. (3 marks)**
  - i) He ..... himself to his boss. (dear)
  - ii) Korir was glad for having been invited to the interview but the staff at the ..... was not helpful. (receive)
  - iii) There are no ..... in that house. (occupy)
- e) Replace the underlined words with a single word that means the same. (1 mark)**
  - i) John brought books, pens, envelops and writing pad.
- f) Arrange the adjectives in the correct order. (1 mark)**
  - i) The ..... box is Peter's.  
(metallic, Chinese, old, fancy, big)
- g) Identify and explain the meaning of the idiomatic expression in this sentence. (2 marks)**  
Out of the blues, the politician found himself at the edge of the cliff.

**KANGEMA/MOTHIOYA JOINT EVALUATION EXAMINATION 2016****ENGLISH**

101/3

PAPER 3

(Creative composition and essays based on set texts)

**JULY/AUGUST 2016****Answer three questions only**

1. **Imaginative Composition (Compulsory)** (20 marks)

**Either**

- a) Write a story beginning with the following sentence.  
I walked home feeling dejected.....

**Or**

- b) Write a composition on the following statement;  
“Technological development has impacted negatively on the society, especially the youth.”

2. **The compulsory set text: The Caucasian Chalk Circle.** (20 marks)

“During political strife, it is the common man who suffers most.” Basing your argument on Bertolt Brecht Play The Caucasian Chalk Circle Justify the truth of this statement.

3. **The Optional Set Texts**

***Answer any one of the following three questions;***

**Either**

- a) **The short story**

Emilia Ilieva and Waveney Olembo (Eds), **When the Sun Goes Down and Other stories from Africa and Beyond.**

“Extreme poverty in Africa has obliged most Africans to brave life threatening challenges in a bid to seek better life overseas.” Validate this statement in close reference to Sefi Attas story Twilight Trek. (20 marks)

OR

- b) **Drama**

**Francis Imbuga, Betrayal in the city.**

“Dissenting voices that challenge the excess of dictatorial regimes are usually crushed.” Justify the truth of this statement in close reference to Francis Imbuga’s play Betrayal in the city. (20 marks)

OR

- c) **The Novel**

**Witi Ihimaera, The Whale Rider:**

“In male dominated cultures women need to be assertive in order to survive.” Using Nani Flowers as an example, Write an essay to show the truth of the above statement as brought out in Witi Ihimaera’s novel The Whale Rider.

**MAARA SUB-COUNTY FORM 4 JOINT EVALUATION TEST****English****(Functional skills, Close Test and Oral Skills)****Paper 1****JULY/AUGUST 2016****TIME: 2 HRS****FUNCTIONAL WRITING (20 MARKS)**

1. You are the secretary in charge of academics in your school. The school has been performing disgracefully in the national examinations. The headteacher has asked you to investigate and try to find out what could be the cause of the poor performance. Below are the areas you looked into:

- i) Discipline
- ii) Syllabus coverage
- iii) Relationship between teachers and students
- iv) Classrooms
- v) Text books

Write a report on your findings and give recommendations that would make the school improve.

(20 marks)

2. **CLOZE TEST (10 MARKS)**

Read the passage below and fill in the blanks with appropriate words.

The gap 1, \_\_\_\_\_ the rich and the poor is widest among Africans 2, \_\_\_\_\_. According to the latest World Bank 3, \_\_\_\_\_, seven out of ten nations in the list of the top ten most unequal countries are in the continent.

4, \_\_\_\_\_ report, „Poverty in a Rising Africa,“ found inequality 5, \_\_\_\_\_ high and Southern Africa.

The 6, \_\_\_\_\_ come at a time when another survey by consultancy firm Knight Frank showed that the number of high net worth individuals (HNWI) in Africa 7, \_\_\_\_\_ despite difficult economic times last year.

Kenya, for 8, \_\_\_\_\_, added 202 more dollar millionaires. The fact that the continent has 9, \_\_\_\_\_ steady expansion, which has not “resulted 10, \_\_\_\_\_ substantial improvements in well-being” was high-lighted. Africa has averaged growth of 4.5 per cent.

3. **ORAL SKILLS (30 MARKS)**

- a) Read the poem written below and answer the questions that follow.

I want to die when you love me  
I want to die when you love me  
While yet you hold me fair  
While laughter lies upon my lips  
And lights are in my air

I want to die while you love me  
I could not bear to see  
The glory of this perfect day  
Grown dim or cease to be  
I want to die while you love me  
Oh! Who would care to live  
Till love has nothing more to ask  
And nothing more to give

I want to die while you love me  
And bear to that still bed  
Your kisses, turbulent, unspent  
To warm me when I am dead.

- i) Identify the rhyme scheme of the poem. (2 marks)
- ii) What effects is achieved by the use of rhyme? (2 marks)
- iii) Identify and illustrate instances of alliteration in the poem. (2 marks)
- iv) How would you say the last two lines of this poem? (2 marks)
- b) What intonation would be use in the following sentences? (4 marks)
  - i) Are you sick?
  - ii) Why haven't you washed your clothes?
  - iii) She has gone.
  - iv) That's wonderful.
- c) For each of the words given provide another with the same pronunciation. (5 marks)
  - i) Elicit

- ii) Billed  
 iii) Wet  
 iv) Qay  
 v) Draft
- d) Identify the silent letter in the following words.  
 i) Mnemonic  
 ii) Gnash  
 iii) Indictment  
 iv) Solemn  
 v) Scepter
- e) Underline the part (syllable) where the stress falls in each of the words below. (3 marks)  
 i) coward  
 ii) contest (verb)  
 iii) discuss (verb)  
 iv) friendly  
 v) superb  
 vi) acknowledge
- f) Read the conversation and answer the questions that follow.
- Becky: (*Shouting*) what does she have to do to be punished, commit murder?  
 Vera: Go easy on her.  
 Becky: (*Irritably*) But you know he does anything she asks him to do. Its not fair.  
 Vera: Grow up! .....  
 Becky: (*Screaming*) you hate me! You never liked me! You only came to my school to spy on me because you are jealous  
 of me you ugly witch, you pretender.  
 Vera: (*Tears welling*) I sacrificed my golden chance to be with you stupid and return it with nothing but insults!
- i) Identify Becky's two shortcomings in her communication to Vera. (2 marks)  
 ii) What two good conversational skills should they have employed to enhance communication? (3 marks)

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**MAARA SUB-COUNTY FORM 4 JOINT EVALUATION TEST**

**English**  
**(Comprehension, Literacy Appreciation and Grammar)**  
**Paper 2**  
**JULY/AUGUST 2016**  
**TIME: 2 HRS**

**1. COMPREHENSION (20 MARKS)**

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

What can be more ridiculous than to be that 47 per cent of Kenyan youth have no qualms with and admire those who acquire wealth through dubious means? Or that 40 per cent would only vote for those who bribe them? And that 30 per cent of youth think “corruption is a profitable venture” that they would pursue to realize their dreams?

Well, that is according to the Aga Khan University’s East African Institute, which commissioned a survey between 2014 and 2015, conducted in the East African states of Rwanda, Tanzania, Kenya and Uganda. It captured some 1,854 youth aged between 18 and 35 from rural and urban centres across the country, as reflected in the Kenya Youth Report 2015.

On the hair-raising revelation that fifty per cent of Kenyan youth believe it does not matter how one makes money, so long as they stay clear of the gallows and docks, no one surmises it better than the fiery anti-corruption activist John Githongo, who comments that it isn’t surprising, since corruption has been glorified for more than 50 years.

The rule of law has been thrown to the dogs and corrupt thieves are having a field day distributing money earned dubiously in fundraisers and harambees. Don’t even mind some of the loot ends up in church coffers.

The eye-popping report further reveals that 73 per cent of youth would rather not stand up for what is right for fear of retribution and being deemed politically incorrect.

It is my wish that today’s youth stop viewing graft as acceptable and shun their vulnerability to electoral bribery as it degrades their efforts at trying to achieve better service delivery from their elected leaders.

The modern youth must understand that the Constitution grants them the right to demand proper service delivery without being at risk of any penalties and without any conditions other than being a citizen in Kenya.

Therefore, the notion that a politician can only help voters financially before being elected into office must cease henceforth.  
**(Alvin Abok, Maseno)**

The recently published survey on the thinking of youth about life is a confirmation of how the mind of the youth has been poisoned.

This is compounded by what has come to be known as digital colonization. Most youth think the world is a place where humans are supposed to enjoy life.

The reality is opposite. Life is a struggle. Period. Whatever position, status, county you will be born or will live in, you will be struggling with one thing or another. That just how life was designed to be very fair. You will never get everything. One needs to look at what those who are driven by greed end up with.

The sad thing is that they will learn about this the hard way – through experience.

**(Cornelius Oliko)**  
**(The Daily Nation Thursday January 21, 2016)**

**QUESTIONS**

- a) And that 30 percent of youth think, “Corruption is a Profitable Venture” that they would pursue to realize their dreams. What is the effect of quotation marks in the above statement? (2 marks)
- b) According to the extract, where was the survey in question conducted and by who? (2 marks)
- c) In note form, make a summary of the youths’ precaution of life as illustrated in the passage. (4 marks)
- d) Show understanding of the advice the author gives to the youth. (3 marks)
- e) Life is a struggle.
  - i) Negate the sentence above.
  - ii) Supply a question tag to the sentence in (i) above, (the answer in (i)). (1 mark)
- f) “Most youth think the world is a place where humans are supposed to enjoy life”. What is the irony in this statement? (2 marks)
- g) Comment on the attitude of the author towards corruption. (2 marks)
- h) Explain the meaning of the following words/phrases as used in the passage. (3 marks)
  - i) Surmises
  - ii) Thrown to the dogs
  - iii) Retribution

**2. Read the excerpt below and then answer the question that follow.****(25 marks)****THE RIVER AND THE SOURCE**

Lately, they said the Rosary, a prayer which she had spent her childhood trying to dodge but which now came automatically to her lips bringing unspeakable consolation. Later still someone gave a talk on work as a means of sanctification, but she didn't understand it. Work to her was something you did, enjoyed, hopefully earned money from, but which she could not connect with anything other than material well-being.

They walked out of the chapel and Mary-Anne introduced her to a collection of people of every hue, colour, and accent. They all shook her hand enthusiastically.

"Did you like it?" asked Mary-Anne as they waited for a bus.

"Well, I didn't know you were taking me to church. You sounded so mysterious!"

"Not mysterious. It was just hard to explain. A recollection is an experience which one has to go through to understand. In fact several experiences. Each time you have a different problem, a different experience, a different level of participation, of understanding. I am sure some of it did not make any sense to you."

"You are right. To try to live one's faith better, to let it permeate one's entire life-that makes sense. Otherwise going to church becomes a mere circus as it has for me; but that bit about work as a means of achieving holiness puzzles me."

"It is a matter of linking different thought processes. You have put the one half of it very well-faith permeating one's life. That's good. I like it. But what does one's entire life consist of? What does your life consist of, Vera?"

"Well, I have my lectures, my assignments, my work actually," she replied beginning to vaguely see.

"Yes! So your faith has to permeate your work-the activity which occupies your day and which you will be engaged in, all your life. What else do you have to offer on all loving, benevolent God? You are not a nun, or a recluse, who can pray all day and thus be constantly in the presence of God. So your work becomes your prayer."

"But how?"

"Do it well and offer it to God. Eventually it becomes a habit. I used to be quite restless. I still am. So when I sit down to read and I get the itch to jump up and come around to gossip a little, I remind myself that what I am doing is all I have to offer my God and if I do it badly or halfway, I will have botched up my sacrifice, rather like Cain who preferred to eat meat – and give God the vegetables."

Vera laughed at that.

"You are funny. I never heard that explanation before. I often wondered what God had against those carrots and sukumawiki. How do you know so much any way?"

"I read and read some more. I think it is a shame to have a degree in commerce, yet in matters of faith which is such an intrinsic part of the human person, have only kindergarten level knowledge."

"Well my friend, that describes me to a T." Vera's face clouded again.

"Don't worry. It is a disease that is easy to treat. I'll lend you a couple of books this evening to start you off. You are not the kind of person who needs anything more than just that-a point of departure."

- a) Place this excerpt in its immediate context. (3 marks)
- b) How was the winding of the „Revolution“ dome? (2 marks)
- c) According to Vera, what is work? (4 marks)
- d) What kind of people attended the „recollection“? (3 marks)
- e) "Not mysterious. It was just hard to explain.  
Rewrite in one sentence using a suitable conjunction. (1 mark)
- f) In a paragraph of about 40 words, show how the clergy and the lay should serve „the all loving benevolent God“ (4 marks)
- g) Illustrate the use of humour in the last three paragraphs. (2 marks)
- h) Illustrate the character of Mary-Anne as displayed in this excerpt. (3 marks)
- i) Explain the meaning of the following words/illustrations as used in the excerpt. (3 marks)
  - i) dodge -
  - ii) mysterious -
  - iii) kindergarten level –

**3. POETRY FOR LITERACY APPRECIATION**

**Read the following poem and respond to the questions appropriately.**

**THE SMILING ORPHAN**

And when she passed away,  
They came,  
Kinsmen came,  
Friends came,  
Everybody came to mourn her.

Hospitalized for five months  
The ward was her world  
Fellow patients her compatriots  
The meager hospital supply-her-diet

When she was dying  
 Her son was on official duty  
 The state demanded his services  
 Her only daughter, uneducated,  
 Sat by her  
 Crying, praying waiting for an answer  
 From God far above  
 Wishing, she spoke the language  
 Figures in white-coats do understand  
 They matched, the figures did  
 Stiff, numb and deaf, to the cries and wishes  
 Of her dying mother

As she was dying  
 Friends and kinsmen TALKED of her  
 How good, how helpful: a very practical woman  
 None reached her: they were too busy, there was no money,  
 Who would look after their homes?  
 Was it so crucial their presence?

But when she passed away, they came,  
 Kinsmen came, friends hired cars to come,  
 Neighbours gathered to mourn her,  
 They ought to be there, to be there for the funeral  
 So they swore

The mourners shrieked out cries  
 As they arrived in the busy compound of the dead.  
 Memories of loved ones no more  
 Stimulated tears of many.

They cried dutiful tears for the deceased  
 Now stretching their hands all over to help  
 The daughter looked at them  
 With dry eyes, quiet, blank

The mourners pinched each other  
 Shocked by the stone – heartedness  
 Of the be-orphaned.

She sat: watching the tears soak their garments  
 Or in the soil around them; wasted

That night, she went to her love,  
 In the freshly made emergency grass hut,  
 And let loose all ties of the Conventional Dress she wore  
 Submitting to the Great Power, she whispered:

„Now .....  
 You and I must know Now.....  
 Tomorrow you might never understand  
 Unable to lick my tears .....  
 And there was light  
 In the darkness of the hut  
 While outside  
 The mourners cried  
 Louder than he Orphan

**By Grace Birabwa Isharaza**

### Questions

- a) Who is the persona in the poem?

(2 marks)

**4. GRAMMAR (15 MARKS)****a) Rewrite the following according to the instructions given after each.****(6 marks)**

- i) If I knew how to do it, I ..... make a big wooden box for the safety of my belongings.

*(Fill in the blank space using the most appropriate modal auxiliary)*

- ii) Githingithia is ..... criss-crossing the universe in pursuant of popularity.

*(Use an appropriate preposition).*

- iii) We ..... The blind man in his benefactor's abode where he .....happily everafter.

*(Fill in the blank spaces using the correct past form of live and leave).*

- iv) Mr. Muthama had just reached the forest edge where the elusive leopard killed him.

*(Rewrite beginning: Hardly.....)*

- v) When I arrived in the school this morning, I was very tired that I had to rest for an hour before doing anything. *(Rewrite the sentence correctly)*

**b) Rewrite the following in the passive.****(3 marks)**

- i) My grandfather built this castle in 1900.

- ii) Weru tea factory has employed more than a hundred workers.

- iii) Careless driving causes many accidents.

**c) Rewrite the following in inversion.**

- i) The lioness slid down the hill.

- ii) Mr. Mwiti is coming here.

- iii) A big rock hung over the cave.

**d) Use the correct alternative to complete the sentences below:**

- i) Teaching ..... (practice/practise) is not an essay job for teacher-trainees.

- ii) The prophet's .....(prophecy/prophesy) was misleading to his audience.

- iii) He ..... (ensured/insured) his car with UAP.

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**MAARA SUB-COUNTY FORM 4 JOINT EVALUATION TEST****English****Paper 3****JULY/AUGUST 2016****TIME: 2 HRS****Answer three questions only****(Imaginative Composition (Compulsory))****Either**

- a) Write a story beginning with these words:

My plan was all laid down and it was time to get down to hard work.....

OR

- b) Write a composition to illustrate the saying;

Look before you leap

2. The compulsory set Text:

Bertolt Brecht: The Caucasian Chalk Circle.

The playwright has employed use of songs by characters to enhance our understanding an entertaining story by the singer, Arkadi.

With reference to any three songs by Grusha and any one by Judge Azdak show the truth of this statement.

3. The Optional Set Texts

**Answer any one of the following three questions;**

**Either**

- a) The short story

Emilia Ilieva and Waveney Olembo (Eds), **When the Sun Goes Down and Other Stories from Africa and Beyond.**

“Cut your expectations short rest you wallow in disappointments.”

With sufficient illustrations from Sefi Atta „Twilight Trek“, write an essay in support this statement.

(20 marks)

OR

- b) Drama

**Francis Imbuga, Betrayal in the City.**

“Fighting for fairness comes with a price” Discuss the validity of this statement in relation to the play Betrayal in the city.

OR

- c) The Novel

**Witi Ihimaera, The Whale Rider.**

“Fighting for love and acceptance from a loved one can be quite challenging, but with patience and determination, one wins the battle.”

Write an essay in support of this statement closely referring to the experiences of Kahu in Witi Ihimaera’s novel, The Whale Rider.

**NYERI COUNTY FORM FOUR JOINT ASSESSMENT****ENGLISH****101/1****(Functional Skills, Cloze Test and Oral Skills)****PAPER 1****JULY/ AUGUST 2016**

1. **Functional writing.** **20 mks**  
 You are the principal Fikira High school. You have invited a motivational speaker to encourage the form three and four students to their self- esteem. Write an internal memo to the forms three and four class teacher inviting the class for counseling session. Explain the reason as to why you intend to bring the motivational speaker and how they are going to benefit from the talk.
2. **CLOZE TEST** **10MKS**  
**Read the passage below and fill in each blank space with an appropriate word.**  
 Last year, Western countries issued travel advisories (1).....Kenya following a spate of terrorist attacks in parts of the country. The (2)..... Impact the advisories had on the country (3) ..... be overemphasized.  
 Tourism suffered. Forty hotels at the coast closed resulting in 4,000 job losses. Last week's threats by Al- Shaabab to attack (4) ..... in the country may have the potential of reversing gains made since the lifting of the travel advisories in June 2015. (5) ..... discovery of an arm cache in Garissa in September 2015 represents a real danger to the (6).....  
 The United States Federation Aviation Administration has warned airlines to exercise more caution (7)..... flying into Kenya airports. This could lead to flight cancellation.  
 (8).....,the united States has intelligence that points to the possibility of some airports coming (9)..... an Al-Shabab attack.  
 Security service must be on a 24 hour vigilance to ensure the safety of Kenyans and (10)..... property and key installation around the country.
3. **ORAL SKILLS.** **30mks**  
a) Read the poem below and then answer the questions the follow **8mks**  
 Made for pure pleasure  
 Like buds two wonderful to name.  
 Each miracle unfolds.  
 And Catherine wheels begin to flame  
 Like a whirling marigold.  
 Rockets and Roman candles make  
 An orchard of they sky  
 Whence magic trees their petals shake  
 Upon each grazing eyes.  
 i) Comment on the rhyme scheme of this poem? **2mks**  
 ii) Using examples, explain how rhythm has been achieved in this poem. **4mks**  
 iii) What kind of facial expression would you exhibit when reciting this poem. **2mks**  
 b) i) Provide a word which sounds the same as each of the following. **4mks**  
 Which  
 Rest  
 Die  
 Ate  
 ii) In the words given below. Underline the part that should be stressed. **4mks**  
 Excuse  
 Reject (noun)  
 Account  
 Project (verb)  
 c) Kamunya is currently an artist. He discovered he has a talent when in form two. He happened to have been c hose by his class teacher to give a report on the challenges his class faced in the learning process since he was representative in the student council. Everybody was impressed by his talk as he later learnt.  
 Mention six aspects of non- verbal cues that he employed to succeed in the delivery of his speech. **6mks**

**d) Consider the following conversation between Juma, a student and a teacher and answer the questions that follow.****8mks**

Teacher: Good morning Juma

Juma: Good morning sir.

Teacher: (Peering at Juma) Why are you looking so worried this morning?

Juma: (sobbing miserably) I am sorry sir, for emotional outburst.

I have just received the news that my father has been involved in a grisly road accident.

Teacher: (Emphatically) I am very sorry Juma. How is his state?

Juma: (Sadly) I have been informed that he has been rushed to kupona Hospital but is in a critical condition.

Can in go to K upona hospital to see him please?

(The two arrive at Kupona hospital and discovered that the father has undergone an operation and is in a stable condition)

Juma: Thank you so much sir, for your love and care. I will always remember the love you have accorded me.

Teacher: I appreciate Juma. Good bye

Juma: Good bye sir.

Explain the features that make the conversation between the teacher and the student effective.8mks

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# NYERI COUNTY FORM FOUR JOINT ASSESSMENT

## ENGLISH

101/2

(comprehension, literary appreciation and grammar)

PAPER 2

JULY/ AUGUST 2016

### 1. Read the following passage and then answer the questions that follow.

20mks

A journey according to my grandmother was a deliberate peril. Everything contributed to fear. The clouds that came up to from nowhere to darken the land were but the face of some desperate god of personal spite. This un-lifted threat of disaster was **bequeathed** me by all three female generations that nursed me to manhood. They reminded me by word and act that man is never alone in his choices.

On the road we drove waiting for the next disaster, having escaped evil only one mile to the next never for good. The thanks we gave were more often for what we had missed than for what we had been given. My family could always find reasons to view a gift as a potential ticket to despair or dissolution.

My father always did the driving, although not without help from the various non-drivers such as my grandmother, who only learned how to operate an automobile after she was well into her fifties, and my great grandmother who died at age eighty-four without ever understanding the basic usage of such items as brakes, steering wheel, horn or gear shift. There is a family legend that my grandfather on my mother's side, a red-haired gentleman named Ambrose who had a notoriously short-fused temper, tried to give Granny a driving lesson back in the green years of personal motor ownership. But she was inclined to try and control the auto as one did a horse, and ended up almost immediately in a ditch, tugging at the steering wheel and shouting „Whoa“. This brought on a blast of polite obscenity from her son –in law which alienated Granny from the auto forever. Nevertheless, When riding as a passenger she knew what her eyes told her, and she had an imperious kind of comment which verged on command when she espied traffic danger that my, father the driver, was apt to overlook or not sufficiently keen to acknowledge in advance.

Once on the road, my father faced other problems travel. The matter of rivers and bridges was a severe one. My grandmother didn't want to cross any bridge when the river was full because she had a theory that so much water was bound to be secretly eating away the supports. One might think, therefore, that in dry weather a bridge would be no obstacle.

My grandmother also despised night travel. Her fear was not collision with another vehicle(in fact she welcomed the sight of another car because it showed her that someone else besides her son-in-law was foolish enough to be taking this **forlorn** route) but from the ever present danger of unknowingly driving off the end of a demolished bridge- finding yourself and vehicle suddenly suspended in midair, thoroughly conscious that in twinkling of an eye you and yours would be plunged into eternity in the dark waters of the flood beneath you.

If I leave the impression that all my grandmothers that all my grandmothers' caution were foolish or consistently groundless, then taking the gamble, no matter whether the odds were for her or against her. As a matter of history her fears were not groundless, they just too prevalent.

*Adapted from Glencoe Literature „The readers choice“*

*Published by Mc Graw Hill companies. Inc (2000)*

- Referring to the first paragraph, explain how the clouds contributed to making a journey fearful experience. 2mks
- From the second paragraph, explain the attitude of the narrator's family towards the journey and life in general. 2mks
- In which instance(s) did the narrator's granny almost command the driver. 2mks
- "The thanks we gave were more often for what we had missed than for what we had been given." Rewrite the sentence beginning. More often.....) 1mk
- Make notes on the problems of travel which the narrator's father faced. 2mks
- Explain how the narrator's Granny failed the driving lessons and the consequences. 3mks
- "As a matter of history her fears were not groundless, they were just too prevalent." Rewrite the sentences supplying a question tag) 1mk
- Why didn't the narrator's grandmother like crossing any bridge when the river was full. 1mk
- Explain the reasons behind the narrator's grandmother's dislike of night travel. 3mks
- Explain the meaning of the following expressions as used in the passage. 3mks
  - Bequeathed-
  - Imperious-

### 2. Read the excerpt below and then answer the question that follow.

25mks

The envelope had been addressed to Mark who opened it, read the letter and passed it to her. "At least she is from the country," he said sounding a bit odd. She looked at him and then lowered her eyes to the letter. It was characteristically Aoro-brief and to the point. She felt kind of sorry for Mark. First there had been Becky who had left home unceremoniously only to return with a white man in tow. A very nice man but apparently not nice enough for Becky. He had found out that she was having an affair during his trips abroad and had sued for a divorce. She was living alone with the children thing altogether to have a **Carte blanche** to do exactly as you pleased. John had been terribly hurt of course and Mark had been furious with her.

Then Tony had joined priesthood-Mark resisted it at first but recently, during Tony's ordination he had been full of pride for his son-whose face had shone with joy and youthful dedication.

Vera's case had been the hardest to accept. Mark thought of the world of Vera, and deferred to her in everything. Then she had arrived home one day and declared that she wanted to join the Catholic Prelature of Opus Dei as a non-marrying member. It didn't help that Mark had never heard of Opus Dei and could not understand why Vera could not marry. But she had eventually accepted because he loved her. Because she looked so happy, so radiant. Anything that could bring such joy and serenity could not be that bad. It was a pity though that she did not wear a veil or a habit. That way he could at least have bragged about her little to his friends. His children were a source of great envy to his less lucky friends. Vera for one was a fully qualified electronics expert and had a **Lucrative** job in the city with a large salary and all sorts of benefits. Women like that tended to marry the most amazing **Wimps** and Mark had held his breath in fear. But in the end all Vera wanted was to dedicate her life and her work to God, and there was no turning her back.

- a) To whom does mark pass the letter? 1mk
- b) Briefly outline the contents of Aoro's letter. 3mks
- c) What prompts mark to say "at least she is from the country?" 1mk
- d) "She felt kind of sorry for sorry for mark" Write a summary of not more than 40 words giving reasons why she felt so. 5mks
- e) Why was Becky's situation ironic. 2mks
- f) Given an example of parenthesis and explain its use in the excerpt. 2mks
- g) What does this excerpt reveal about the character of Becky? 4mks
- h) Vera's case had been the hardest to accept. (Rewrite adding a question tag) 1mk
- i) Explain the meaning of the following words and phrase as used in this excerpt. 3mks
  - i) Carte blanche
  - ii) Lucrative
  - iii) Wimps
- j) What happens immediately after this excerpt. 3mks

### 3. POETRY

Read the poem below and then answer the question that follow.

#### AFRICA

Africa my Africa  
 Africa of proud warriors in the ancestral savannah's  
 Africa my grandmother sings of  
 Beside her distant river  
 I have never seen you.

But my gaze is full of your blood.

Your black spilt over the field.

The blood of your sweat

The sweat of your toil

The toil of slavery

The slavery of your children.

Africa, tell me Africa,

Are you the back that bends.

Lies down under the weight of humbleness?

The trembling back stripped red.

That says yes to the whips on the road of noon?

Solemnly a voice answers me

"Impetuous child, that young and sturdy tree.

That tree that grows.

There splendidly alone among white and faded flowers.

Is Africa, your Africa. It puts forth new shoots.

With patience and stubbornness pouts forth news shoots.

Slowly its fruits grow to have

That bitter taste of freedom.

1. Who is the persona 2mks
2. What is the message of the poem? 3mks
3. Identify any three stylistic devices used in the poem. 6mks
4. What is the tone of the poem? 3mks
5. From the above poem, explain the meaning of the following lines?
  - a)" But the gaze is full of your blood. Your blood spilt over the field." 1mk
  - b)" Africa, my Africa  
 Africa of proud warriors in the ancestral Savannah" 1mk
6. But my gaze is full of your blood.  
 (Add an appropriate question tag) 1mk
7. What is the meaning of the following words? 3mks

- i) Solemnly
- ii) Sturdy
- iii) Toil

**4. a) Rewrite the following sentences according to instructions given after each**

Do not change the meaning.

4mks

- i) She is tall. (Begin: How ....)
- ii) Stephen told Elijah that he would visit him the following day.  
(Rewrite the sentence in direct speech)
- iii) Diamond is found in Tanzania.  
It is a very precious mineral (combine the two sentences using a relative pronoun)
- iv) Judy is visiting them today. (Rewrite by ending.....by Judy)

**b) Fill in the blank spaces with the correct word.**

3mks

- i) The remark was suitable .....the occasion.
- ii) All ..... a sudden, the little girl started crying.
- iii) Why did you jump..... The window.

**c) Fill in the blank spaces with the correct form of the word in brackets.**

3mks

- i) We ..... advice from our village representative yesterday.(seek)
- ii) It was ..... that he could deny the little boy food.(believe)
- iii) His speech was marred by his poor ..... of words.( pronounce)

**d) Rewrite the following sentences correcting the error in each.**

2mks

- i) Read the passage slowly to avoid distracting others.
- ii) Repeat again what you have just said.
- iii) The snake walked into the bush.

**e) Explain the difference in meaning of the following pairs of sentences.**

2mks

- i) Azdak is a just judge
- ii) Azdak is just a judge

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**NYERI COUNTY FORM FOUR JOINT ASSESSMENT**  
**ENGLISH**  
**101/2**  
**(Comprehension, literary appreciation and grammar)**  
**PAPER 2**  
**JULY/ AUGUST 2016**

**Answer three questions only**

1. **COMPULSORY:** Imaginative composition. 20marks  
 Either  
 a) Write a composition ending with the following words “.....Eventually the long ceremony ended and the sea of people broke up.  
 OR  
 b) Write a composition to illustrate the proverb: “Rome was not built in a day.”
  
2. **The compulsory set text**  
 Drama  
 The Caucasian Chalk circle By Bertolt Brencht  
 “There are characters professing Christians faith but mere pretenders.” Support this statement drawing your illustration from the *Caucasian Chalk Circle* By Bertolt Brencht. 20marks
  
3. **OPTIONAL SET TEXTS**  
**EITHER**  
 a) The short story : Longhorn: *When the sun goes down and other short stories from Africa and beyond.*” Migration is a challenging experience“ Using adequate illustration from the short story *Twilight Trek* by Sefi Atta, Write an essay to show the validity of this statement. 20marks  
  
 b) Drama : Betrayal in the city –Francis Imbuga .  
 “Some people we trust in life end up frustrating us “Support this statement drawing your illustrations from Francis Imbuga’s “*Betrayal in the city*” 20marks  
  
 OR  
 c) The novel: The Whale rider – Witi Ihimaeazra  
 “The Irony of situation is: What is seen is not always what there is in reality” Using illustrations from Witi Ihimaera’s „The whale rider Write a composition supporting this statement. 20marks

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# NYERI COUNTY FORM FOUR JOINT ASSESSMENT

## ENGLISH

101/2

(Comprehension, literary appreciation and grammar)

PAPER 2

JULY/ AUGUST 2016

### 1. COMPREHENSION

- a) The clouds darkened the land and were the face of some desperate god of personal spite.
- b) Negative attitude (does not score)  
Pessimistic, cynical –they believed that there was always a problem ahead.
- c) When she espied traffic danger that the driver was apt to overlook or not sufficiently keen to acknowledge in advance.
- d) More often, the thanks we gave were more often for what we had missed than for what we had missed than for what we had been given. (The comma is mandatory)
- e) - Advice from various non- drivers  
- rivers and bridges
- f) She was inclined to try and try the auto as one did a horse and ended up almost immediately in a ditch tugging at the steering wheel and shouting "Whoa"!
- g) As a matter of history her fears were not groundless, they were just too prevalent weren't they?
- h) She had a theory that so much water was bound to be secretly eating away the supports.
- i) The ever present danger of unknowingly driving off the end of a demolished bridge –finding yourself and vehicle suddenly suspended in min air , thoroughly conscious that in twinkling of an eye, you and yours would be plunged into eternity in the dark waters of the flood beneath you.
- j) i) left to, given to  
ii) Overbearing, domineering, bossy, arrogant, authoritarian, haughty, imperial, high handed.  
iii) Abandoned, lonely, miserable, dejected

### 2. a) Elizabeth Awiti /his wife / Aoro's mother .

1mk

- b) - Aoro had finished his internship  
- he had one month's leave  
- He would go home on (Thursday) 28<sup>th</sup>  
- he would bring a girl /Wandia whom he intends to marry.  
- She is a doctor  
- they would love her

Accept any 3 points 1mk each =3mks

- c) Although Wandia was not a Luo like Aoro she was at least not a foreigner (like John)

1mk

- d) Aoro was marrying a Kikuyu Becky had left home unceremoniously and married a white man. However, she later divorced him. Tony had joined priesthood whereas Vera had joined the Opus Dei as a non-marrying member if

#### Marking instruction

- word limit is 401 words
- Must be in continuous point
- If not deduct at each penalized point
- penalise a glimmer ( ) for expression errors per sentence
- Accept any 5 points 1mk each

- e) She was having an affair yet she was married/ even though John was nice man, he was not nice enough for Becky. Although she was financially well off, she was unhappy.

Expect 1 aspect of irony for 2mks the irony must be brought out to score 2mks. If not award 0.

- f) It was characteristic of Aoro- brief and to the point.

Then Tony had joined priesthood –mark resisted it at first

Use –

To give extra information

Expect 1 illustration for 1mk and one use for 1mk

- g) Promiscuous /unfaithful l/ untrustworthy

- she has an extra marital /illicit affair while her husband John was on trips abroad

Insensitive /irresponsible

- she had left home unceremoniously only to return with a white man in tow

She had terribly hurt John.

Expect 2 traits

#### **1mk identification**

**2x2 4mks****Illustration alone does not score**

- h) Vera's case had been the hardest. Hadn't it? 1mk

**No score for wrong punctuation marks**

- i) (i) Complete freedom / authority to do whatever you like.  
ii) People who are not brave / strong confident  
iii) Successful / make a lot of money

- j) - Wandia and Aoro arrive  
 - Elizabeth welcomes them warmly  
 - Mark raises his reservations about Aoro's intended marriage  
 - Aoro marrying Kikuyu, timing (too early, religion)  
**Accept any two points 1m each=3mks)**
3. 1. He/she is an African who has never been to Africa, but knows quite a lot about it  
 Eg ..... I have never seen you  
 NB: 1mk identification  
 1mk for illustration
2. It is about slavery /of the Africans in their own land where they toil. Sweat in slavery and they do not resist but one seen to be lying down in the weight of humbleness
3. 1.i) Personification e.g. i) Africa is seen as the back that bends, lies down under the weight of humbleness  
 ii) ..... the blood of your sweat  
 .....toil  
 .....slavery  
 iii) Patience with stubbornness.
2. Symbolism  
 The trembling back stripped red symbolizes torture.
3. Repetition  
 Africa my Africa  
 Africa .....Africa  
 Is African .....your Africa
- iv) Alliteration eg  
 your black blood spilt over the fields  
 No marks for illustrations without identification  
 1mk for identification, 1mk for illustration  
 Alliterated sound must be underlined
4. Angry /accusatory  
 Angry: he is angry because Africans blood and the sweat of the Africans irrigates the fields without any benefits to them (Africans)  
 Accusatory: he accuses the Africans for not doing anything about their plight eg are you the back.....  
 On the roads of noon?  
**1mk for identification**  
**1mk for illustration**  
**NB: no mark for illustration without identification**
5. a) It implies that many Africans lives have been lost through ruthless killings by the whites.  
 b) It shows the attachment and the pride that the persona feels about Africa /he has a strong sense of attachment to Africa.
6. isn't it?  
 NB:  
**i) Comma after the statement must be fixed. if not, no mark**  
**ii) Question mark is mandatory, if missing no mark.**
7. i) Seriously – should be an adverb  
 ii) Strong, not easily hurt  
 iii) To work very hard /doing something difficult
4. a) i) How tall she is!  
 Full stop scores 0  
 ii) "I will visit you tomorrow ," Stephen told Elijah.  
 Wrong punctuation no mark)  
 iii) Diamond, which is very precious mineral is found in Tanzania  
 or Diamond, Which is found sin Tanzania is a very precious mineral.  
 iv) They are being visited by Judy today
- b) i) to  
 ii) of  
 iii) through no capitalization.
- c) i) sought  
 ii) unbelievable  
 iii) pronunciation  
 (wrong spelling 0)
- d) i) Read the passage quietly to avoid distracting others  
 ii) Repeat what you have just said  
 iii) The snake slithered into the bush.
- e) i) Azdak is a fair judge  
 ii) Azdak's position as a judge is insignificant i.e. a mere judge  
 (the difference must come out if not 0mk)

**KUWED JOINT ASSESSMENT EXAMINATION - 2016****101/1****ENGLISH****(FUNCTIONAL SKILLS)****JULY/AUGUST 2016****TIME: 21/2 HOURS**

1. You have just received your KCSE result and have score an "A" plain as your mean grade. Consequently, you have won a scholarship to study law at Harvard University. The university wants to know more about you and has requested for your brief autobiography. Write your autobiography and email it to the Dean Faculty of Law, Harvard University (20 marks)
  
2. **Read the passage below and fill in each blank space with an appropriate word (10 marks)**  
 Some scientists have been (1) \_\_\_\_\_ that the continuing destruction of our environment (2) \_\_\_\_\_ that at some point, the earth will not be able to (3) \_\_\_\_\_ even a quarter of us. This does not come as a (4) \_\_\_\_\_ at all. In the beginning, God created the earth beautiful and green (5) \_\_\_\_\_ with time, our stubbornness, has ruined it all. With all the (6) \_\_\_\_\_ God has given us, we should be able to look (7) \_\_\_\_\_ our environment better. I am sure God feels (8) \_\_\_\_\_ when .He sees this destruction. My roommate and (9) \_\_\_\_\_ have come up with an ambitious programme (10) \_\_\_\_\_ to as Save the Earth to help the government tackle or address the problem.
  
3. a) Read the poem below and then answer the questions that follow  
 Why do we Grumble?  
 Why do we grumble because a tree is bent  
 When, in our streets, there are even men who are bent?  
 Why must we complain that a new moon is slanting?  
 Can anyone reach the skies to straighten it?  
     Can't we see that some cocks have combs on their heads but  
     no plumes in their tails?  
 And some have plumes in their tails but no claws on their toes?  
 And others have claws on their toes but no power to crow?  
 He who has a head has no cap to wear, and he who  
     has a cap has no head to wear it on.  
 He who has good shoulders has no gown to wear on them,  
     and he who has the gown  
     has no good shoulders to  
     wear it on.  
 The Owa has everything but a horse's stable.  
 Some great scholars of Ifa cannot tell the way to Ofa:  
 Others know the way to Ofa, but not one line of Ifa.  
 Great eaters have no food to eat, and great drinkers no wine  
     to drink:  
 Wealth has a coat of many colours.  
 (An oral poem from Nigeria in Oral Poetry from Africa: Longman, U.K. 1983. Compiled by Jack Mapanje and Landeg White)
  
- (i) Identify and illustrate two aspects that make this oral poem easy to perform. (4marks)
- (ii) Which words would you stress on the last line of the poem 3, and why? (2marks)
- (iii) How would you perform line 4 of the poem ? (2 marks)
- (a) Assume that you are the principal of Bidii School where the governor makes a visit. Introduce Sarah Mwangi (a medical doctor) who is a member of the Board of Management to the Governor (2marks)  
 You..
- c) Provide a word which sounds the same as each of the following: (5marks)
  - i) beer -
  - ii) lessen -
  - iii) mettle -
  - iv) heir -
  - v) quire -
- d) Imagine you are giving a speech to your fellow students on how to pass exams. Explain how eye contact would enhance your speech delivery. (3marks)
- e) State whether you would use a rising or a failing intonation in the following sentences (5marks)
  - i) Let me have your attention.
  - ii) Mary lost a very well paying job.
  - iii) The following student have passed: John, Mueni, Owino and Chacha.
- f) Imagine you have been chosen to represent your school in the Great Debaters Contest. Explain how you would deal with stage fright. (3 marks)

- g. i) Read the conversation below and answer the questions that follows

(4marks)

Student: Excuse,  
Teacher: Yes, how can I help you?  
Student: I want to go out.  
Teacher: What do you mean? That is impolite!  
Student: I am in a hurry. I must go!  
Teacher: Not unless you explain first.  
Student: When I get back.  
Teacher: You are rude!  
Student: You are delaying me!  
Teacher: What an insolent student you are! How dare you!

Explain the shortcomings in the student's conversation.

(2 marks)

- ii) Identify the silent letters in the following words

(2 marks)

- i) History.
- ii) Hymn.
- iii) align.
- iv) islet

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**KUWED JOINT ASSESSMENT EXAMINATION - 2016****101/2****ENGLISH****(COMPREHENSION, LITERARY APPRECIATION & GRAMMAR)****JULY/AUGUST 2016****TIME: 21/2 HOURS****1. Comprehension: (20 marks)**

Read the passage below and answer the questions that follow

Problem drinkers and alcoholics pay severe penalties for their drinking. It has been estimated that alcoholics are likely to die ten to twelve years sooner than non-alcoholics and half die before the age of fifty, which is one reason there are so few elderly alcoholics. The mortality rate (that is, the number of persons per 100,000 who die each year) among alcoholics is more than two and a half times higher than that of the general population.

Alcoholics often die under violent circumstances; serious accidents, homicide, and suicide are not uncommon. This, together with the physical deterioration accompanying alcoholism, helps explain the limits on life expectancy. No one really knows how many deaths are directly attributed to drinking, and all such statistics are estimates. One reason for our limited knowledge is that many physicians do not report alcoholism as the main cause of death out of concern for the feelings of the family of the deceased.

Research on the physiological effects of alcoholism has increased in the last few years. Heavy drinking is known to be associated with various types of cancer, particularly among persons who also use tobacco. Alcohol abuse also increases the probability of hypertension, stroke and coronary heart disease. Alcoholics frequently suffer illness and death from cirrhosis of the liver, a disease in which the liver becomes fatty, scarred and incapable of functioning normally. In large urban areas, cirrhosis is the fourth most common cause of death among men aged twenty-five to forty-five.

Alcohol affects the brain, often permanently damaging the mental functioning of alcoholics. Drinking may reduce the number of living cells in the brain. Since brain cells do not grow back, alcoholics may suffer from organic psychosis (a mental illness traceable to brain damages), loss of memory, and poor physical and mental co-ordination. One out of four persons who are admitted to mental hospitals are diagnosed as alcoholics and 40 percent of all admissions are alcohol related.

Many of the alcoholic inmates are unlikely to recover.

The unborn children of female alcoholics are subject to harm from drinking in what is called foetal alcohol syndrome. Because alcohol tends to be a substitute for a balanced diet, alcoholics are often malnourished.

Consequently, the infants of alcoholic women are likely to be less healthy and less well developed than other babies.

Moreover, when a pregnant woman drinks, so, in effect, does her foetus. The new born children of alcoholic women may die shortly after birth unless they are medically treated from the shock to their systems for suddenly being cut off from alcohol.

Furthermore, the impact of alcohol on the woman and her foetus is a major cause of birth defects and organically based mental deficiency among the newborn. The effects of foetal alcohol syndrome on the children of female alcoholics are usually chronic and may be permanently disabling. Clearly, it is not too much of an exaggeration to say that alcohol kills and maims people. When abused, alcohol is a highly dangerous drug.

- a) Why are there so few elderly alcoholics ? (2mks)
- b) Outline two major factors limiting life expectancy among alcoholics according to the passage (2mks)
- c) Mention any four physiological effects of alcoholism (2mks)
- d) What reason makes physician find difficulty in reporting alcoholic related death? (2mks)
- e) Many of the alcoholic inmates are unlikely to recover. Rewrite beginning "Recovery..." (1mk)
- f) Explain what the following sentence means:  
"Alcohol tends to be a substitute for a balanced diet" (2mks)
- g) In not more than 70 words, summarise the effects of alcohol on the unborn babies. (5mks)
- h) Explain the meaning of the following words and phrases as used in the passage (4mks)
  - i) mortality
  - ii) deterioration
  - iii) diagnosed
  - iv) cut off

**2. Read the following excerpt and answer the questions that follow.****(25marks).**

"Yes dear. I've already spoken to the headmaster-so just get into the car and we'll go right home". Firm decisive Elizabeth was standing there looking confused and unsure of her next action. When they got home, she walked into the sitting room and again stood there. She had the most oppressive premonition of doom pressing in on her from all sides and she simply could not make any sensible move. So Mark took over, packed a few things for her, made arrangements with the neighbours to collect little Mary, put his wife in the car and drove off.

Most children have a father and a mother and Elizabeth had been no exception apart from the fact that her father had been a woman- her grandmother Akoko. Now her mother was ill, probably dying and she experience a completely different pain

from the one she experienced at her grandmother's death. There is a bond that exists between mother and child that is completely primeval in nature and only comes to the surface of the conscious mind in all its primitive force when either mother or child is in some sort of peril-not surprising considering that as a child lies in its mother's womb, the first sound it hears is her heartbeat and the first human voice it recognizes is hers. For the next many months, the child's most satisfying experience will be to lie next to her heart, nursing at the breast-so that the powerful connection is not severed with the cutting of the cord.

Maria Nyabera had been a good mother to Elizabeth and her cousin Peter and in her own generous way, had given unstintingly of herself to them and to her own mother. Elizabeth remembered how tenderly she had looked after Akoko when she became old and ailing and she hoped with a sick despairing dread that she would get the same chance to show her mother how much she cared in spite of the distance between them.

"I have failed her". These were the first words she had spoken since their departure from Nakuru and now they were approaching the outskirts of Kericho town. Mark cautioned himself to tread carefully for he remembered only too clearly how she had almost broken off their engagement at her grandmother's death, blaming him for God alone knew what.

"How have you failed, dear?" he asked cautiously. "Don't keep on calling me dear! You know very well I should have visited her more frequently- instead of just staying with you, who are young and healthy and don't need me!" Mark knew better than to point out that not more than two months had ever passed without Elizabeth dashing west to see her mother; or the great sacrifice they had both made in giving up two of their children to her. He knew her well enough to know that she would only bite off his head and he liked it well enough where it was-firmly attached to his body. He was lucky for he had many brothers staying at home with his own mother so he didn't have to constantly worry on that score. He really understood her predicament.

"You don't understand anything at all!" the lady declared as if reading his mind. "You don't know how torn I've often felt, how I long to divide myself in two, so that I can be in both places at once!"

Mark said nothing but thought to himself that marriage was very useful: there was always someone to vent one's fury on however and especially unjustifiably. Elizabeth kept on alternating between long silence and irrational self accusatory statements until they were a few miles from Aluor. She then kept completely quiet. It was dark by then but when they approached the hut they found a crowd of people gathered there and both their hearts sank. She must be dead!

The twins rushed out into their parents' arms, and the people surrounded them; but Elizabeth had no eyes for anyone-she just walked into the hut. She had to see that beloved face one last time.

2. a) Place this excerpt in its immediate context. (4mks)
- b) What work does Elizabeth do in Nakuru? (2mks)
- c) Why does Elizabeth consider Akoko as a father? (2mks)
- d) Identify and illustrate any character trait of each of the following as brought out in the excerpt. (4mks)
  - i) Elizabeth
  - ii) Mark
- e) Identify and illustrate any theme brought out in this excerpt. (2mks)
- f) Identify and illustrate any two features of style used in the excerpt (4mks)
- g) Don't keep calling me dear. (Add a question tag) (1 mk)
- h) Name the twins mentioned in the excerpt. Why are they in Aluor? (4mks)
- i) Explain the meaning of the following words as used in the passage (2mks)
  - primitive.
  - unstintingly.

3) **Read the poem below and answer the questions that follow. (20 marks)**

The earth does not get fat. It makes an end-  
Of those who wear the head plumes  
We shall die on the earth. The earth  
does not get fat. It makes an end of those who act swiftly as heroes.  
Shall we die on the earth?

Listen O earth. We shall mourn because of you.  
Listen O earth. Shall we all die on the earth?  
The earth does not get fat. It makes an end of  
The chiefs. Shall we die on earth? The  
earth does not get fat. It makes an end  
Of the women chiefs. Shall we die on earth?

Listen o earth. We shall mourn because of you.  
 Listen O earth. Shall we all die on earth?  
 The earth does not get fat. It makes an end  
 Of the nobles. The earth does not get fat  
 It makes an end of the royal women.  
 Shall we die on earth?

The earth does not get fat. It makes an end  
 of the common people. Shall we die on the earth?  
 The earth does not get fat. It makes an end of all the beasts  
 Shall we die on the earth?  
 Listen you who are asleep, who are left  
 tightly closed in the land. Shall we all sink  
 Into the earth? Listen O  
 Earth the sun is setting tightly. We shall enter into the earth.  
 We shall not enter into the earth.  
 (From: 'The Heritage Of African Poetry')

- a) What is the poem about? (3 mks)
- b) Who is the persona in the poem? (2mks)
- c) Identify and illustrate any two features of style used in the poem? (4mks)
- d) What is the tone of the persona in the poem? (2mks)
- e) What in the poem shows that death is indiscriminate in its manifestations? (2mks)
- f) Describe the political setting of the community from which the poem originates. (2mks)
- g) What is the mood of the poem? (2mks)
- h) Explain what the expressions below mean : (3mks)
- The earth does not get fat .
  - Those who wear the head plumes
  - Earth the sun is setting tightly
- 4) **GRAMMAR (15 marks)**
- a) **Rewrite the following sentences according to instructions given after each.** (5 mks)
- Had John not quickly intervened, the situation would have worsened. (Begin: But....)
  - If he arrives on time, we will leave for the party. (Rewrite using: should)
  - Ben was too weak to stand for the rest of the presentation. (Begin: So .....)
  - The mourners sang a sad song. (Begin: A sad ...)
  - "Is there any pending issue for discussion?" asked the chairperson. (Rewrite in reported speech.
- b) Choose the correct word from those in brackets to complete the sentences below. (4 mks)
- You should not \_\_\_\_\_ the content of an official document without express consent, (alter/altar)
  - Unless my mother is careful, she will \_\_\_\_\_ all her friends, (loose/lose)
  - Mwita \_\_\_\_\_ the pictures onto the wall, (hung/hanged)
  - This project cannot begin yet; I have \_\_\_\_\_ money, (a little/ little)
- c) Explain the meaning of the underlined idioms as used in the sentences below. (2 mks)
- Misappropriation of public funds was happening right under the nose of the cabinet secretary.
  - The principal said he would get to the bottom of, indiscipline in the school.
- d) Use the correct preposition in the blanks in the sentences below. (3 mks)
- You chose him \_\_\_\_\_ me.
  - He is notorious \_\_\_\_\_ noise making.
  - They sat \_\_\_\_\_ the shade of that tree.
- e) I don't think I need any man's favour to succeed. (supply a question tag) (1mk)

**KUWED JOINT ASSESSMENT EXAMINATION - 2016**  
**101/3**  
**ENGLISH**  
**PAPER 3**  
**(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)**  
**JULY/AUGUST 2016**  
**TIME: 2 1/2 HOURS**

1. Imaginative composition (compulsory) (20 marks)  
 Either  
 a) Write a story ending with  
 ...as I sat down wondering why all this had happened, I came to the realization that “when the deal is too good, think twice”.  
 or  
 b) “Both men and women should have equal rights in the job market.” Using adequate illustrations, write a composition for or against the statement.
2. The compulsory set text - THE CAUCASIAN CHALK CIRCLE by Bertolt Brecht (20 marks)  
 The leadership class is to blame for the atrocities encountered by the masses in this play. Validate this statement using illustrations from the play, “The Caucasian Chalk Circle.”
3. THE OPTIONAL SET TEXTS (20 marks)  
 Answer any of the following three questions.  
 Either;  
 a) The short story  
 Emilia Ilieva and Waveney Olembo (Eds) “When The Sun Goes Down and other stories from Africa and Beyond”  
 “Families experience many challenges after parents separate” Write a composition in support of this statement basing your answer on Tillie Olsen’s story, “I stand here ironing.”  
 or  
 b) Drama  
 Francis Imbuga Betrayal In The City  
 Using illustrations from Betrayal In The City, write an essay entitled,  
 “The tree of liberty must be watered with blood”.  
 or  
 c) THE NOVEL  
 With Ihimaera The Whale Rider  
 Witi Ihimaera uses humour to tackle important and serious matters in the novel. Citing adequate illustrations from the Whale Rider, justify this assertion.

**GATUNDU SUB COUNTY FORM 4 EVALUATION EXAMINATION****101/1****ENGLISH****PAPER I****(Functional Skills)****July/August 2016****Time: 2 Hours****1. FUNCTIONAL WRITING. (20 MARKS)**

Imagine you are the Human Resource Manager of Sarova Group of Hotels. The manager of Serena had asked you to write a confidential report of your former employee, Mr Sammy Kamau, who is seeking a transfer to the Serena Hotel as a chef. Write a confidential report to the manager about Sammy Kamau.

**2. CLOZE TEST. (10 MARKS).**

We do not want 1 \_\_\_\_\_ subject ODM. Kenya supporters to elections at the grassroots 2 \_\_\_\_\_ when we are busy 3 \_\_\_\_\_ the presidential nomination ticket.

The fear of a fall out by disgruntled leaders was the overriding 4 \_\_\_\_\_ for parties to 5 \_\_\_\_\_ grassroots elections. It is eminent 6 \_\_\_\_\_ the latest events that Narc – Kenya and ODM – Kenya 7 \_\_\_\_\_ be headed for a 8 \_\_\_\_\_ if the grassroots polls are 9 \_\_\_\_\_ now.

In KANU, elections saw the party break up into the Uhuru Kenyatta 10 \_\_\_\_\_ and another led by Keiyo South MP, Mr Nicholas Biwott.

**3. ORAL SKILLS. (30 MARKS)****A. Read the following poem and answer the questions that follow.****HAPPY BABY.**

Her lips suckle the nipples.

Milk bubbles, foams and ripples.

Little hands up in the air.

Catch on the mother's hair.

Sweet sensations rise in pressure.

Tiny legs kick with pleasure.

Sleep comes gently and strong.

Sleep whispers softly and long.

(i) Describe the rhyme scheme of the poem. (2 Marks)

(ii) Explain any other two oral features of style and show their effectiveness. (4 Marks)

(iii) Which two words would you stress in line 2 and why? (2 Marks)

**B. For each of the words below, write two sentences to bring out the meaning of the word as a Noun and as a Verb. (6 Marks)**

(i) Record.

(ii) Conduct.

(iii) Subject

**C. You have visited Amboseli National Park for the first time. Below is part of the conversation that takes place between you and the Game Ranger.**

Ranger: Welcome to Amboseli National Park. My name is Biwott and I am in charge of showing people around.

You: .....

Ranger: The total area of this National Park is 100 acres. We have thirty species of big game and five species of small animals.

You: .....

Ranger: Other than viewing the animals, people come here to relax, not to mention photography.

You: .....

Ranger: Indeed yes. It generates revenue for the Government in form of entry fee.

We charge sh 100 to Kenyan adults, sh 20 to Kenyan children and sh 500 to foreigners.

You: .....

Ranger: Thank you. Our mandate is to conserve Kenyan's unique Heritage, care and protect animals.

You: .....

**D. Identify three pairs of words with the same pronunciation from the list below.**

Course

ewe

sit

Seat

ate

flower

Warm

sum

eight

Sit	cause	wring
Some	ring	floor
Worm	coarse	hue
Sam	it	who
Shom	flour	you

- E. A guest speaker came to your school to give a motivational talk. All the students really enjoyed the presentation. Mention three possible strengths of that speaker. (3 Marks)

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**GATUNDU SOUTH FORM FOUR 2016 EVALUATION EXAMINATION****101/2****ENGLISH PAPER 2****(Comprehension, Literary appreciation & Grammar)****July/August 2016****TIME: ½ hours**

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

**(20 Marks)**

Kenya rebased its economy last year, which in layman's language means recalculating the Gross Domestic Product (GDP) – the total value of goods produced and services provided in a country in one year. The recalculation saw Kenya's GDP expand by more than a quarter, ranking the country among the top ten largest economies in Africa.

To ordinary Kenyans, this should translate to increased school enrolment, better housing and healthcare and access to clean water and food security. But this will not be the case. The World Bank says that even as Kenya becomes a middle-income country, an estimated four out of ten Kenyans are living below the poverty line. To most Kenyans, not much difference will be noted other than the feel good effect.

While Kenyans might not see an improvement in their incomes, the release of the new numbers gives Kenya a unique international standing in the eyes of investors and development partners. It also gives, Kenya a positive outlook in terms of economic size, the debt – to GDP ratio and the country's per capita income, in most cases, governments aim for a low debt-to-GDP ratio, usually below 50 per cent, as an indication that the country produces and sells goods and services in sufficient quantities to pay back debts.

Therefore, the new statistics raise Kenya's profile as a creditworthy economy. Crucially, it gives the country a positive image among potential investors. The elevation means that some of indicators of economic sustainability that Kenya has been using, such as wage bill to GDP, will now have a different meaning. For instance, the ongoing debate on the Public Wage Bill is hinged on the GDP ratio, the much lower than the current 13 per cent.

On the flip side though, the much sought after middle-income tag would translate to an improved-capacity indicator for Kenya. As such, the country might not qualify for interest free loans and grants from the World Bank, yet these have been key financial services from the Breton Wood institution to boost education, health, infrastructure and agriculture.

Also, this could create an illusion that could see Kenya underestimate its liabilities. The rebasing will make the debt levels look small. This could entice the government to borrow more, thus exerting massive inflationary pressure on the economy if the tax base is not expanded.

The revision would not take away the country's infrastructural, insecurity and high cost of production challenges. What are the figures for if they cannot transform people's lives?

However, at a time when notable brands like Cadbury are leaving the country and moving their operations elsewhere, attracting investment is paramount.

There is nothing unique about rebasing. Nigeria and Ghana have recently done so. Tanzania early this week promised to do the same. The country may now be tagged middle-income economy, but this does not translate into a better life for the millions of Kenyans living below the poverty line.

This process should at best be exploited by the jubilee administration in its resolve to tackle poverty. Solid and long-term plans must be laid out to fight for the welfare of Kenyans.

The starting point should be making agriculture cheap. Today, this crucial economic activity suffers from high cost of inputs and the government has done little to commercialise the sector. A hungry nation will no doubt be a burden to growth.

Second, the cost of doing business in Kenya must be reduced. More infrastructural investments are needed in roads, railways and, most importantly, energy. The cost of power is way too high to sustain sound manufacturing – making Kenya uncompetitive in the region. Third, to arrest disappointments from expectant *wananchi*, the government needs to boost their purchasing power by ruthlessly taming prices of basic commodities.

It is, therefore, our desire that the rebasing will re-energise the government to improve the economy that is now at the mercy of a weakening currency and a relatively high inflation rate. Other-wise, Kenyans will continue to suffer as social iniquities trigger more crime, disease and poverty.

- (a) What is the effect of recalculating Kenya's GDP? **(2 Marks)**
- (b) Explain the irony behind Kenya becoming a middle income country. **(2 Marks)**
- (c) According to the writer of this passage what challenges could Kenya encounter as a result of the middle-income economy status?

- (d) In not more than 45 words explain what the Kenyan government should do to reduce poverty levels. (3 Marks)
- (e) What is the attitude of the writer towards Kenya's elevated middle-income status? (6 Marks)
- (f) How has Kenya benefitted in its elevation to a middle-income status? (2 Marks)
- (g) There is nothing unique about rebasing. Nigeria and Ghana have recently done so. Tanzania early this week promised to do the same. Combine the sentences to form a compound, complex sentence (2 Marks)
- (h) Explain the meaning of the following expressions as used in the passage. (1 Mark)
- (i) Flip side. (1Mark)
- (ii) Attracting investment is paramount. (1 Mark)

## 2. LITERARY APPRECIATION.

Read the excerpt below and answer the questions that follow in the spaces provided.

"My chief! My chief! They are both gone. They left last night before the first cockcrow. And, and ..... Here he stammered and then stopped. "And what you fool! Tell Me! The Chief, a man never known to raise his voice almost screamed at the hapless herdsman.

"Yes my chief! Their families said that they heard them talking to a third man just before they left, but they did not see him because it was very dark. "Akoko fell down in a deep faint. Nyabera ran to her mother screaming and held her head. The chief started barking orders to a group of people who had now gathered to find out the cause of the commotion. "Get the scouts, except those on watch. Tell them to prepare two search parties – one to take the route of Gem and the other to follow the route of Asembo. Maybe we can intercept them before they reach very far. "the search parties were hastily formed, each consisting of twelve men well trained in tracking game. The groups started out together but separated at the edge of the village.

They were gone for two nights and two days and while they were gone, Akoko lay prostrate on her papyrus pallet. She dared not sleep for she was haunted by nightmares. She was beyond even praying to "Were" and she lay there hour after hour staring, dull eyed, into space. Her children hung around her, trying to make her eat but to no avail. Sometimes she said something to herself but try as they would, they could not catch her words. The order women watching her feared for her sanity for everyone knew that this was her son just like the younger was his father's. He had been the only seventeen year old in the whole village who ever obeyed his mother without questions.

- (a) Place this extract in its immediate context. (4 Marks)
- (b) Briefly explain why Akoko faints. (2 Marks)
- (c) Describe the general mood of this excerpt. (2 Marks)
- (d) Identify and illustrate any two features of style evident in the extract. (4 Marks)
- (e) State any two character traits of Akoko as shown in the extract. (4 Marks)
- (f) Identify and explain one theme evident in the extract above. (3 Marks)
- (g) Explain the significance of the above occurrence to the plot of the story. (3 Marks)
- (h) The chief a man never known to raise his voice almost screamed at the hapless herdsman. Rewrite in plural (1 Mark)
- (i) What do the following words and expressions mean as used in the extract. (3 Marks)
- (i) Barking.
- (ii) Lay prostrate.
- (iii) Sanity.

## 3. Read the following oral poem and answer the questions that follow.

After a brief struggle I got myself  
A job  
My food was meat and banana  
flour  
A hundred cents a month and  
soon I had some money.

Soon afterwards I bought myself  
A beautiful girl  
My heart was telling time this  
was a fortune  
So heart you were deceiving  
me and I believed you  
On a Saturday morning as I was  
leaving work  
I was thinking I was being  
awaited at home  
But on arrival I couldn't find my bride

Nor was she in her parents home  
I ran fast to the river valley;  
What I saw gave me a shock.

There was my wife conversing  
with her lovers.

I sat and silently wept.  
I realized there is no luck in this world.  
People aren't trustworthy and  
will never be!

- |   |           |
|---|-----------|
| (a) Place this song in its appropriate genre.   | (2 Marks) |
| (b) State and illustrate two functions of this song.                                      | (4 Marks) |
| (c) What evidence is there to show that this is an Oral Poem?                             | (4 Marks) |
| (d) Explain briefly what the poem is about.   | (2 Marks) |
| (e) Give any two character traits of the singer.  | (4 Marks) |
| (f) Identify and illustrate two economic activities practiced by the society in the song. | (4 Marks) |

### GRAMMAR . 15 MARKS.

- a. Rewrite the following sentences according to the instructions given after each. Do not change the meaning.
- "I will make sure I arrive at 2.00 pm", Etyang told the teacher (Rewrite in reported speech)
  - When one meditates, he discovers his weakness (Begin; Only when .....)
  - To eat too much is a bad habit (Rewrite using a gerund)
  - He ate more and more, but he grew thinner and thinner (Rewrite beginning: The more .....)
  - May gave Tom a pen (Rewrite the sentence to end with Mary)
- B. Complete the following sentences with the correct form of the word given in brackets.
- It is difficult to bribe him because he is known to be \_\_\_\_\_ (corrupt)
  - John's decision to resign from his job was \_\_\_\_\_ convincing to his parents (doubt)
  - People like him because he is too gentle and \_\_\_\_\_ (child)
  - Harvesting maize is a very \_\_\_\_\_ task (strain)
- C. Place appropriate question tags at the end of the following statements.
- I need not see a doctor, \_\_\_\_\_
  - We must participate in communal work, \_\_\_\_\_
- D. Answer the questions below according to the instructions given after each.
- They lived in a \_\_\_\_\_ house for very many years. Family, strange, stone-walled, four-bed room (arrange the adjectives in the correct order)
  - \_\_\_\_\_ her disability. She is a successful business woman (fill in the blank with a suitable complex preposition)
- E. Replace the words in brackets with suitable phrasal verbs in the correct tense.
- During the inter-houses competition, Kamau fainted but later \_\_\_\_\_ (regained consciousness)
  - There is all probability that the two sisters have \_\_\_\_\_ again. (quarreled)

## GATUNDU SUB COUNTY FORM FOUR 2016 EVALUATION EXAM

101/3

ENGLISH

PAPER 3

(Creative Composition and Essays Based on Set Texts)

July/August 2016

Time: 2 ½ Hours

Answer THREE Questions only.

## 1. IMAGINATIVE COMPOSITION (COMPULSORY)

Either

- (a) Write a composition that ends with .....thank goodness, it was a horrible dream!

OR

- (b) Write a story to illustrate the proverb: "Once bitten, twice shy."

## 2. COMPULSORY SET TEXT: (20MKS)

THE CAUCASIAN CHALK CIRCLE BY BERTLOIT BRETCH

"Bad governance breeds conflicts and suffering." Show the truthfulness of the above statement using illustrations from Bertloit Bretch's play, The Caucasian chalk Circle.

## 3. OPTIONAL SETTEXTS:

(20marks)

- (a)
- The short Story.

Ilieva Emilia and Waveney Olembo (Ed.) -

When the Sun Goes Down and other Stories;

"Colonialism has brought negative effects in Africa". Validate the above statement drawing illustrations from the story, White Hands by Jane Katijavivi.

- (b)
- Drama:

Francis Imbuga, Betrayal in the city.

"In Kafira the outside of one prison may as well be the inside of another." Show the truthfulness of this statement in reference to Francis Imbuga's Betrayal in the city.

- (c)
- The Novel

Witi Ihimaera, The Whale rider.

"Female Characters are symbols of admiration in the story." Justify the statement making close reference to Witi Ihimaera's Novel, The Whale rider.

**RAISMARADE JOINT EXAMINATIONS COUNCIL**  
**Kenya Certificate of Secondary Education**  
**101/1**

**ENGLISH**  
**Paper 1**  
**(Functional Skills)**  
**2hours**

1. You are a The Director of *Changamka Theatre Group*- a renowned theatre group that stages live performance of English and Kiswahili set books.
  - a) Put a notice to the public, inviting them to attend one of your shows. (6 marks)
  - a) As one of your marketing strategies, write a book review( of Bretch,s *The Caucasian Chalk Circle*) that you would mount below the notice. (14 marks)
2. Fill in each of the blank spaces below using one word. (10 marks)

None of us can live totally without stress. We can, and must learn to live (1) \_\_\_\_\_ it and survive its potentially (2) \_\_\_\_\_ effects. Learning how to cope is important, but formal opportunities for developing such skills are rare. As we grow (3) \_\_\_\_\_, we see how our parents and other adults we see around (4) \_\_\_\_\_ with problems of life. We (5) \_\_\_\_\_ this information in our minds. When difficulties arise (6) \_\_\_\_\_ our lives, we try to (7) \_\_\_\_\_ what we have in store, hoping that it would work for us. In (8) \_\_\_\_\_ occasions, it does because the „solutions“ we had in store were not based on our own experiences. We should therefore learn and adopt our own appropriate responses in order to (9) \_\_\_\_\_ consequences (10) \_\_\_\_\_ stress.

(Richard J. B.W(2008:)*Cracking the Stress Problem*:The Stanborough Press Limited-Alma Park)

- 3 a) Read the poem below and answer the questions that follow.

If you have some sure year  
 Then get to hear  
 A man of your year  
 Even if he is a bad man anywhere  
 Should not be found phoning here  
 Don't you think that it is sometimes queer  
 To neutralize fear  
 With a bottle of beer?  
 Anon.

- i) Comment on the rhyme scheme of the above poem. (2 marks)
- ii) Other than through rhyming words, illustrate other three ways in which the poet has attempted to achieve rhythm. (6 marks)
- b) Write the homophones of each of the following words. (5 marks)
  - i) Won.....
  - ii) Heir.....
  - iii) Wood.....
  - iv) Sales.....
  - v) Sine .....

- c) Considering the vowel sound in each of the following words written below, put one word under each of the phonetic vowel sounds in each box. (4 marks)

(Put	but	bat	pool	pull	bate	barred	bird	bed)
/ɒ/			/u:/			/ʌ/		/æ/

- d) A Kiswahili teacher was conducting a Silent Reading session. He realized that the students had poor reading habits. Mention any three of the habits he may have observed. (3 marks)
- e) Construct one sentence using each of the following words. (3 marks)
  - i) pro'ject
  - ii) sub'jects
  - iii) ,transport
- f) How would you respond to the following situations affirmatively? (3 mks)
  - i) When you are asked: Do you mind more tea?
  - ii) When a judge asks: Did you come this morning?
  - iii) When a mayor of a town asks: Are you the one who was to come?

g) Study the following conversation between a matatu tout and a passenger who is disturbed by loud music playing in the vehicle.

**Passenger:** Excuse me sir, would you mind reducing the volume of the music, please?

**Tout:** (*ignoring her*) Hey, anybody who has not paid their fare?

**Passenger:** Excuse me sir, did you hear me?

**Tout:** What is it woman? The volume is Okay.

**Passenger:** It's just a request as I am allergic to loud sounds...

**Tout:** (*Interrupting*) Then you should hire a taxi or buy your own car.

**Passenger:** I am sorry if I offended you but you have heard my problem.

**Tout:** You have also heard my point.

(i) Identify four instances of lack of etiquette on the part of the tout.

(4mks)

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## RAISMARADE JOINT EXAMINATIONS COUNCIL

101/2

ENGLISH

Paper 2

(Comprehension, Literary Appreciation and Grammar)

March/April 2016

## 1. Read the passage below and use it to answer the questions that follow.

To understand garbage, both industrial and domestic, you have to touch it, feel it and smell it. You have to pick through hundreds of tons of it, counting and weighing all the daily newspapers, the directories, the soiled diapers, the lipstick cylinders coated with grease, the medicine vials still encasing brightly coloured pills, the forsaken toys, and cigarette butts. You have to sort and weigh the volume of all organic matter, discards from thousands of plates: rice; ugali; fish heads to which justice has hardly been done; rotting water melons bleeding from gaping holes; the half eaten bananas, mostly within their peels, black and of discards.

To understand garbage, you need thick gloves, a mask and a vibrant immune system. However, the knowledge harvested from a dumpsite makes up for the grim working conditions. To an archeologist, ancient garbage pits are among the happiest finds. Every archeologist dreams of discovering spectacular objects – but the **bread and butter work** of archeology involves the most common and routine kinds of discards.

Interestingly much conventional wisdom about garbage and its disposal consists of myths and assertions that turn out, upon investigation, to be misleading or dead wrong. For example, plastics are assumed to constitute the highest quantity of waste matter. For the record, the item most frequently encountered in a dumpsite is plain old paper. At one point, there was a lot of talk about how technology, computers in particular, would bring about „paperless office“ – a risky prediction, given the way things have turned out. Personal computers and printers grace many offices today. Consequently, where the creation of paper waste is concerned, technology is proving to be a fertility drug rather than a contraceptive.

Concerning plastics, it is true that the number of plastic objects has been increasing over the years. Nevertheless, the proportion of space they take up in a dumpsite has hardly changed. The explanation appears to be the result of what is called „light-weighting“ – making objects in such a way that they retain all their functional characteristics but require the use of less **resin**. These days, even the plastic in disposable diapers ensures that they enter the house very light but leave it much heavier than ever before. The result is that many more plastic items can be squeezed into a given volume.

Plastics are the Great Satan: gaudy, cheap, a convenient scapegoat for people who waste and claim we consume too much. Although it is paper more than anything else that is filling up the dumpsites, in its defense one frequently hears the claim that paper biodegrades while plastic remains inert and will take up space until the end of time.

Not really. The reality is that the dynamics of a modern dumpsite are very nearly the opposite of what most people think. Biologically and chemically, a dumpsite is much more static than we commonly assume. For some some kinds of garbage, biodegradation goes on for a while and then slows down to a virtual standstill. For other kinds, biodegradation never **gets underway** at all.

[Adapted from „Five Major Myths about Garbage, and Why They are Wrong“ by William Rathne and Cillen Murphy in The Presence of Others (1994). New York: St Martins Press]

- a) From paragraph one, name two examples of industrial waste and two examples of domestic waste. (2 marks)
- b) According to the passage, how does a banana change as it rots? (2mark)
- c) Why do you think a vibrant immune system is said to be important in understanding garbage? (2marks)
- d) In the following sentence, replace the **underlined expression** with **one word**.  
However, the knowledge harvested from a dumpsite makes up for the grim working conditions. (2mark)
- e) Why do you think the author puts the words „paperless“ in quotation marks? (2marks)
- f) Explain how technology has become a fertility drug rather than a contraceptive. (2 marks)
- g) What can we infer about **resin**? (2 marks)
- h) In **not more than 25 words**, summarize the reasons why the author feels paper waste poses a greater danger to the environment than plastics. (4 marks)
- i) Explain the meaning of each of the following expressions as used in the passage.
  - i) bread and butter work
  - ii) static
  - iii) get underway

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

Soon after, Maria decided to go back to her matrimonial home. She offered no explanations and her mother, looking in her eyes, let her go without demanding one. There are many longings and fears which can never be put fully into words. The children however noticed that their grandmother devoted herself more to saying her rosary after her daughter's departure and that on some evenings she would kneel for a long period before the tabernacle in the church. In truth she did these things whenever she felt her soul was trembling on the edge of the abyss of fear of the future or longing for a past which could never be retrieved.

Akoko was the soul of discretion and never once complained about having to raise two children in so isolated a spot as she was doing, but she eventually caught the eye of the catechist whose duty it was to decide exactly where one should stay within the mission or the surrounding lands. For he had formed the habit of dropping in to check her and her children. Soon he

started talking to her especially when he realised that not only did she ever repeat anything she heard to anyone, but also never went to any one's house, or stood gossiping with other women. Her routine was simple; she was either in the church, in the fields or in her hut. Finally he began asking her advice on various matters, for the mission contained a motley collection of human beings, there for different reasons: some had come for food and clothing and security, others came to learn the new religion and some just dropped by before they thought of where else to go or what else to do.

Eventually he decided on his own initiative to build a house for her within a stone's throw of the church and they finally moved nearer human habitation and she uttered a sigh of relief. Now that the children were so near, they became fully absorbed in the life of the church. Awiti became a dedicated sacristan assisting the nuns in arranging the altar and keeping the church clean; and Owuor became an ever present and enthusiastic altar boy. The priest, a Dutchman, took a liking to this ever smiling and dogged lad that he started to teach him Latin and English. Naturally because his Latin was way ahead of his English, his pupil reflected his language skills and shortcomings, so he could chant „*Pater noster quiescoelis*“ in no time at all but could hardly do the same for „Our Father who art in heaven“.

- a) What happens immediately before this excerpt? (3marks)
- b) With reference to what happens elsewhere in the novel, state **two longings** that make Maria decide to go back to her matrimonial home. (2marks)
- c) Identify and illustrate **two** character traits of Akoko as brought out in this excerpt. (4mks)
- d) Explain **one** major theme evident in this excerpt (3marks)
- e) Make notes on the steps the catechist follows to form a relationship with Akoko. (3 marks)
- f) According to the excerpt, for what reasons do people go the mission? (3 marks)
- g) i) Which favour does the catechist do to Akoko? (2marks)  
ii) Explain how the favour affects the lives of the children (2marks)
- h) Her routine was simple. (*Change to an interrogative statement*) (1mark)
- i) Explain the meaning of the following expressions as used in the excerpt (2marks)
  - i) matrimonial home.
  - ii) abyss of fear.

3. **Read the poem below and answer the questions that follow.**

**OUT-CAST**

They met by accident  
He proposed the idea  
She gave her consent  
All the way to the altar

The casualty was male  
And his pigment was pale  
Unlike his alleged sire  
Who was black with ire

The recourse was legitimate  
He disclaimed responsibility  
So they had to separate  
The boy remains illegitimate

Last month, not long ago  
They both took their go  
Coincidentally by accident  
No will, no estate  
Nothing to inherit

The poor boy is hardly ten  
And knows no next-of-kin  
He roams the streets of town  
Like a wind-sown out-cast

*G. Gathemia*

- a) Briefly explain what the poem is about. (4 marks)
- b) Describe two characters traits of the mother in the poem (4 marks)
- c) Explain the meaning of the following as used in the poem. (3 marks)
  - (i) Disclaimed.
  - (ii) Unlike his alleged sire who was black with ire
- d) Identify and explain one instance of irony in the poem (3 marks)
- e) What is the persona's attitude towards the boy in the poem? (3 marks)

- f) Rewrite the following in your own words. (1 marks)  
(„They both took their go“)
- g) Give a proverb which appropriately summarizes this poem. (2 marks)
- 4 a) Rewrite the following sentences, correcting the error in each. (5 marks)
- Most people prefer playing football than hockey.
  - I demand to know what is this.
  - The fact that you cannot be able to do it does not mean it is impossible.
  - „My names are John Kamau Mwangi,“ the little boy murmured.
  - Emachar is the most highest paid employee in this company.
- b) Fill in each blank space with appropriate form of the words given in the brackets. (3marks)
- I was .....(eager) looking for a sociable person.
  - For urban areas, the approach was .....(whole) inappropriate.
  - I ought to give him something in .....(appreciate) of his good work.
- c) Fill in each blank with the correct form of the verb “be” (2marks)
- Each of the boys .....given a present.
  - Either Joyce or her daughters .....coming.
- d) Explain the difference in meaning in the following pairs of sentences. (2marks)
- Even I attended the ceremony.  
I even attended the ceremony.
  - Bring an umbrella if it rains.  
Bring an umbrella in case it rains.
- e) Name the young ones of the animals named below. (3marks)
- Cat .....
  - Fish .....

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## RAISMARADE JOINT EXAMINATIONS COUNCIL

101/3

ENGLISH

Paper 3

(Creative Composition and Essays based on Set Texts)

2 – hours

**1. Imaginative Composition.(COMPULSORY)****(20marks)***Either*

- a) Write a story beginning with:  
The warning sirens wailed as the lightning flashed.....

*Or*

- b) Write a composition agreeing or disagreeing with the statement, “Ethnicity is the major cause of violence in our society,”

**2. THE COMPULSORY SET-TEXT****(20 marks)****Bertolt Brecht, The Caucasian Chalk Circle.**

“What there is shall go to those who are good for it.”

Drawing illustrations from the play „*The Caucasian Chalk Circle*,” show the truth of this statement.**3. The Optional Set-Texts:****(20marks)**

Answer any one of the following questions:

- a) The short story

**Ilieva and Olembo (Ed). When the Sun goes down and other Stories.**With illustrations from Moyez G. Vassanjis short story, „*Leaving*”, show that a determined heart overcomes barriers.**DRAMA**

- b) **Francis Imbuga: Betrayal in the City:**

Using Imbuga’s *Betrayal in the city* for illustration, write an essay for or against the assertion that Mulili is a representation of many African leaders.

- c) **THE NOVEL**

**Witi Ihimaera: The Whale Rider:**Given opportunities, women can make positive contributions in the society. Justify this statement using *The Novel Whale Rider* by Witi Ihimaera for your illustrations.

**VIHIGA FORM FOUR JOINT ASSESSMENT EXAM**

101/1

**ENGLISH****(Functional Skills, Cloze Test and Oral Skills)**

PAPER 1

JULY/AUGUST 2016

**TIME: 2 HRS****1. FUNCTIONAL WRITING**

Imagine you are the secretary of a committee that was formed by the principal of your school to visit a top performing school for benchmarking. Write a report of your findings and give recommendations that would benefit your school. (20 marks)

**CLOZE TEST (10 MARKS)**

Fill in the blanks with the most appropriate word.

Farmers have resorted to traditional weather pattern. They said this was occasioned (2) ..... the uncertainty of the rains and unreliable nature of predictions (3) ..... by the meteorological department. The methods the farmers have (4) ..... include observing the migration of insects such as butterflies, safari ants (5) ..... certain birds. While they still appreciate the efforts of the meteorologists, the farmers say combining (6) ..... the modern and convectional weather forecast mechanisms.

(7) ..... provide more accurate and reliable (8) ..... that would help prepare for any vagaries of weather. In ancient years farmers could tell if the (9) ..... were near by observing a flock of birds or swarm of insects as they

(10) ..... towards a particular direction.

**3. ORAL SKILLS (30 MARKS)**

**a) Read the following narrative and answer the questions that follows.**

Many years ago, the elephant on his way to the forest came across the children of the frog by the side of a river. To him they were ugly and being in his way. he ruthlessly crushed them. On coming back and seeing the mess which previously was his children, the frog cried and cried. "Eeeei...i..." she eventually decided to take revenge on the elephant. So off she went, coming across a cheetah, she sang this;

Mbaa Nzui

Mbai nzmui

Mwambonea nzou nzou

Yambanagie Yambanagie tumundalali tumundalali

Ngaunya syana va thuita thuita

The clan of cheetah

The clan of cheetah

Have you seen (for me) elephant, elephant?

He has spoiled; he has spoiled my tadpoles, tadpoles

Where shall I get children thuita thuita

The cheetah informed her that elephant had passed by two days previously. On she went to other animals, who told her that the elephant had gone by, that morning. Frog leapt, forward. In a matter of minutes, she caught up with the elephant.

"Why did you kill my children?" piped frog. "Get on your way or else go the same way as your ugly things", said elephant scornfully. The frog then insulted elephant. Infuriated elephant tried to step on the frog. The latter side stepped and jumped into elephant's trunk killing him instantly. From that day onwards, elephants put up their trunks whenever they see frogs.

**Questions**

3. a) i) Identify and illustrate **two** sound features in the narrative. (2 marks)
- ii) Suggest the right tone that the narrator would use for the song and explain. (2 marks)
- iii) State **two** things that might have been lost in English translation of the song from the source language. (2 marks)
- iv) How would you perform the dialogue between Elephant and Frog to bring out the difference in character? (2 marks)
- b) You have been asked to prepare an oral presentation on the importance of a study timetable which you will present it to your class. How would you prepare for it? (3 marks)
- c) Which polite expressions would you use in the following situations? (3 marks)
  - i) When your teacher is in class and you want to leave for a short call.
  - ii) Your next door neighbouring at home has given you some boiled maize.
  - iii) When you visit a friend of yours in hospital and want to wish him/her well.
- d) Identify **three** nonverbal behaviour that indicate a person is not interested in having a conversation with you? (3 marks)
- e) For each of the following word, provide another that is pronounced the same way. (5 marks)

i) Sweet .....

- ii) Seed
- iii) Draft
- iv) Ewe
- v) Metal
- f) Underline the word you would stress in the following sentences.
- i) The prisoners keep their clothes in it.
- ii) James has never learnt how to ride.
- iii) The teacher says the new student will join us tomorrow.

(3 marks)

g) **Read the following dialogue and answer the questions after it.**

- OKAKA: Hi old man! I hope you know why I am here. Your girl, Sandra loves m and I have come to take her away.  
Where is she?
- SHIWALO: Did I hear your right? Did you say my .....
- OKAKA: Yes. Sandra! Just say how many goats you want!
- SHIWALO: Who are you? Whose son are you?
- OKAKA: Good heavens! You mean you don't know who I am? You must be the only one in this village who doesn't know famous people like me. I am Okaka, or Okash, the guy whose voice you usually hear on Sembe F.M radio. You are a very lucky father-in-law!
- SHIWALO: What is the world coming to?
- OKAKA: I hope you are not going completely blind. The world is going nowhere! It is Sandra who is coming to my three-storied palace. Ask her to come I am running late.
- SHIWALO: Young men..... get out of my sight before I set my dog Simba on you!
- i) State and illustrate three things that are wrong with Okaka's register in this context. (3 marks)
  - ii) Ideally, how should Okaka have been dressed on this occasion? (1 mark)
  - iii) "Your girl, Sandra loves me and I have come to take her away." Rewrite this sentence in the manner in which Okaka should have uttered it if he had a sense of courtesy. (1 mark)

**VIHIGA FORM FOUR JOINT ASSESSMENT EXAM**

101/2

**ENGLISH**

**(Comprehension, Literary Appreciation and Grammar)**

PAPER 2

TIME: 2½ HRS

JULY/AUGUST 2016

**1. COMPREHENSION (20 MARKS)**

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

Ethnocentrism is a way of putting ourselves at the centre of everything and judging all others by our standards. It is a universal weakness and one that is at the roof of most tribal and racial misunderstanding. While we consider ourselves superior and exalt our customs, we look down with scorn on those who behave differently from ourselves. They are lazy, unintelligent, moral un-enterprising materialistic. The more different these people are from us the stronger our condemnation.

But this outlook raises a key question- what are the criteria for making these judgments? In each society customs evolve to meet specific needs. It is when outsiders judge these customs against their own, particularly when they are very different, that they find them absurd, illogical or even downright savage.

Here in Kenya as in many parts of Africa, old people are held in very high esteem. Custom' demands respect for the old, and in some cases superstition enforces it by threatening that if the old are treated badly, their ghosts will take revenge on those who were unkind to them. The old people therefore enjoy great deal of respect; they are consulted in decision-making and they continue to head their households even when their Sons are grown up. We find it inconceivable that people could treat their old in any other way.

When we learn that some nomadic tribes in Australia and Brazil used to kill their old, we immediately label them as barbaric and uncivilized. And yet for those people, it was a perfectly practical thing to do. They had to walk long distances in search of pasture often with enemies in pursuit. The old were a burden and if captured would be tortured to death: it was kinder to kill them.

A further example of apparently strange behaviour is the treatment of old people in some modern European families. They put their old in homes for the aged, a practice which we may find cruel and selfish. Within the framework of these societies, however, this is quite acceptable. Many European houses are small and domestic help is not readily available to care for the old. In an old people's home, they will have company and attention. None of those ways is superior to the others. They are all ways of coping with the problem of the old and as long as they do not create discord in the society, they are justifiable. Variations abound in all forms of behaviour. What fur example, is the standard form of greetings? For some of us the American nod of the head and 'Hi' may appear too casual and impersonal. To the Americans our elaborate hand-shaking and exchange of courtesies may appear too ritualistic and waste of precious time. The Buganda women kneel in greeting. Those sensitive about equality of sexes may find this behaviour objectionable. The French hug and kiss when they meet friends- some Africans may find this

embarrassing.

The increased speed of travel has in a sense created a world community. There is even some validity talking about the international man-one who can travel to any corner of the globe equipped with international language, dress and manners. But shall we become sufficiently international so that we are no longer ethnocentric or shall we remain intolerant?

### QUESTIONS

- a) According to the author what is the root of tribal and racial misunderstanding? (1 mark)
- b) Why according to the passage should we not condemn other people's customs? (3 marks)
- c) Explain the irony in the way some nomadic tribes in Australia and Brazil used to treat their old. (4 marks)
- d) What does the writer achieve by contrasting the way Kenyans treat old people with the way the old were treated in Australia and Brazil. (2 marks)
- e) What is the writer's attitude towards the old people among the nomadic tribes in Brazil and Australia? (2 marks)
- f) In not more than four sentences, state the theme of this passage. (3 marks)
- g) Explain the meaning of the following words as used in the excerpt. (5 marks)
  - i) Root
  - ii) Exalt
  - iii) Inconceivable
  - iv) Apparently
  - v) Discord

### 2. Read the excerpt below and then answer the questions that follow. (25 marks)

He agonised over it and was constantly on the tip of his tongue to tell his grandmother who had hitherto understood all things; but whenever he looked into her beautiful face, so full of love, now beginning to get lined and wrinkled after years of toil in the sun and constant worry for his well being, words just failed him. One moment he would prepare to sacrifice his call to the priesthood for his grandmother, the next he would be filled with a longing for God so powerful, he could taste it. He was torn. Eventually he mentioned it to his cousin Awiti who was closer to him than a sister. She was only twelve but she understood the implication immediately.

"But you are going to be chief as soon as you are old enough!" she exclaimed.

"I know!"

"It is your duty to be chief."

"I know!" come the refrain again.

"Don't tell her yet. May be you will change your mind. Wait at least until mother is here -you know grandmother has a terrible temper you might need protection.

- 1) Place this excerpt in its immediate context. (4 marks)
- 2) "It is your duty to be chief" Explain the significance of this words. (3 marks)
- 3) Describe the character of the following as brought out in this excerpt. (4 marks)
  - a) Awiti
  - b) Akoko
- 4) Using your knowledge of the novel, explain why Akoko would be justified to act in a manner that would cause her grandson to require protection, as noted by Awiti. (6 marks)
- 4) Using your knowledge of the novel, explain why Akoko would be justified to act in a manner that would cause her grandson to require protection, as noted by Awiti. (6 marks)
- 5) What feature of style is evident in this excerpt? State its effectiveness. (3 marks)
- 6) Rewrite the sentence below, beginning: Only ..... (1 mark)
 

She was only twelve but she understood the implication immediately.
- 7) What do the following words means as used in the excerpt? (4 marks)
  - i) Agonized
  - ii) Refrain
  - iii) Gloomily
  - iv) Implication

### 3. ORAL LITERARY

Read the following poem and answer the questions that follow.

#### DEATH IS A WITCH

Solo: Ah, what shall I do, Abuluhya?

It's wrong

Chorus: Today I will say

Death is a witch, my people

It snatched my child

I will remain alone

Solo: Ah what shall I really do, Abuluhya its very wrong

Chorus: Today I will say

Death is a witch, my people

It snatched my child  
I will weed along  
Solo: Ah, what shall I really do, Abuluhya it's wrong  
Chorus: Today I will say  
Death is a witch, my people  
It snatched my child  
I will dance alone  
Solo: My child, my friend, I cry what shall I do? I cry  
What shall I do? I cry x2

- Classify the above oral poem giving reasons. (2 marks)
- What is the singer's attitude towards death? (2 marks)
- What two things are lost when this song is written down? Use suitable illustrations from the song to support your answer. (4 marks)
- Identify one character trait of death brought out in this poem. (2 marks)
- With illustrations, identify social-economic activities of the community from which this song is drawn. (4 marks)

#### 4. GRAMMAR (15 MARKS)

##### a) Rewrite the following sentences as instructed. (3 marks)

- The children rushed into house with all their toys. (*Begin: Into .....*)
- Go now you will miss the bus. (*Begin: You will not*)
- Mutai had never undergone such an experience before. (*begin: Never...*)

##### b) Rewrite the following sentences, replacing the underlined words with the correct form of the phrasal verb. It should be based on the verb given in brackets and which has the same meaning. (3 marks)

- The teacher scolded us for not writing the essay. (tell)
- The policeman penetrated the criminals disguise (see)
- The teacher was surprised by the girl's response. (take)

##### c) Fill in the blanks with a suitable preposition. (4 marks)

- The school rules forbid us ..... swimming in the absence of a life saver.
- We are prohibited ..... parking bicycles at the gate.
- I heard the news of his success ..... the radio.
- Interest is inclusive ..... V.A.T.

##### d) Explain the difference in meaning between the following pairs of sentence. (2 marks)

- Even Rose completed the assignment.
- Rose even completed the assignment.

##### e) Arrange the adjective in the following sentences in their correct order. (2 marks)

- I hate blue toilet big ugly flies.
- They found gold handsome round Swiss old watches.

##### f) Insert the correct collective noun. (1 mark)

The hunters were attacked by a ..... of savages.

#### VIHIGA SUB-COUNTY JOINT EVALUATION EXAM- 2016

101/3

English

(Creative Composition and Essays Based on Set Tests)

PAPER 3

JULY/AUGUST, 2016

TIME: 2½ HOURS

- Imaginative composition (Compulsory) (20mks)

Either:

- Write a story with the following ending.  
..... it was the most exciting moment of my life.

Or

- Peace and National Unity is the most precious gift Kenya should strive for Discuss.

- The compulsory set text (20mks)  
Drama: *The Caucasian Chalk circle* – Bertolt Bretch

**GEM SUB-COUNTY JOINT EVALUATION EXAMS 2016**

Kenya Certificate of Secondary Education

**ENGLISH**

Paper - 101/1

**July/August 2016****Time: 2 hours****1. FUNCTIONAL WRITING (20 marks)**

- a) Your best friend Valery has passed KCSE with flying colours. She has also won scholarship to study in the USA sponsored by Equity Bank. Write to her a congratulatory note for her exemplary performance and achievement. (10marks)
- b) You have decided to organize a party for her at Impala lounge. Ensure that you write to her a clear direction so as to reach safely and in good time. (10 marks)

**2. CLOZE TEST (10 marks)****Fill in the blanks spaces with the most appropriate word.**

According to (1) ....., the earth's surface has risen by (2) ..... 1 Fahrenheit in the last one hundred years, with accelerated warming (3) ..... the past two decades. There is sufficient (4) ..... to prove that most of the warming over the last 50 years is attributed to (5) ..... activities, which have altered the chemical (6) ..... of the atmosphere through the build up of the greenhouse (7) ..... These gases are primarily carbon dioxide, methane(8) ..... nitrous oxide. Energy from the sun heats (9) ..... surface and influences the weather and climate. The earth in turn radiates energy back (10) ..... space. Atmospheric greenhouse gases like water vapour and carbon dioxide trap some of the out going energy.

**3. ORAL SKILLS (30 marks)**

- a) Read the following narrative and answer the questions that follow.

**THE COCK AND THE KITE**

A long time ago, there lived cock and his family as well as kite and his family. The former was hardworking while the latter was lazy. It then happened that the place was hit by a famine. People from far used to travel a long way to go to Kibiro to barter food for salt. It also happened that the same families ran short of salt.

Cock's wife informed her husband that they had ran short of salt and asked him to take some finger millet to Kibiro. He agreed, and went to Kibiro, obtained salt and set upon the return journey.

The other family got wind of this, Mrs. Kite also asked her husband to go to Kibiro and try to get salt since the lazy family did not have anything to take. Kite set off to Kibiro. On the way he met cock resting on his way home with salt beside him. He was standing on his one leg having hidden one of his leg in his wing, as cock do many times while resting. Kite asked cock how he managed to get the salt, where upon cock told the Kite that the salt miners had cut off his one leg in exchange for salt. Kite accepted the lie and preceded towards Kibiro ready to do the same. Cock continued on his journey and got home safely.

On arrival at Kibiro, Kite offered his leg for a bundle of salt which the miners readily accepted. His leg was consequently amputated rendering him immobile, even unable to carry the salt. Poor Kite flew back home, where he was received by his family in much grief, especially when he narrated to them the ordeal he went through. Later, Kite's family was to receive the traumatizing news that the cock had actually ill-advised Kite, leading to the loss of his leg.

Henceforth, great enmity between the two families with Kite's family swearing to retaliate by hunting cock's family down and eating them. This goes on to date.

- i) Identify any three oral features in the above narrative. (3 marks)
- ii) What would you do to capture the attention of the audience before you begin to narrate this story. (2 marks)
- iii) How would you make the narration of the first two paragraphs effective. (2 marks)
- iv) Mention three body languages which would make you realize that your audience is not concentrating during this narration. (3 marks)
- b) You have been invited to a local chief's baraza to give an oral report on modern farm practices. What would you consider when preparing your oral report? (3 marks)
- c) What should you remember to say when receiving a call for someone else? (3 marks)
- d) Provide a word which sounds the same as the following (3 marks)
- i) Billed
- ii) Clue
- iii) Dough
- e) With which intonation would you say the following sentences. (1 mark)
- i) Eureka! I have made it through. (1 mark)
- ii) Do you like cookies? (1 mark)
- iii) What a beautiful dress you have! (1 mark)
- f) The following is a conversation among members, of a club. Read it and answer the questions after it.
- Paul: Ladies and gentlemen, Good afternoon. We gather here today to elect members who will propel our club to greater. . .

- Mark: Mr. Chairman or whatever you call yourself. Stop wasting our time we're all aware of the election. Can you stop your long speech and start us off. Time is money (*pointing at his wrist*)
- Lucy: (*In solidarity*) Yes! the winner is obviously known. Chairman can you just declare him, we're in a celebration mood. Wazito oyeeeh!
- Paul: Order members I demand some order, respect and restrain, Lucy, what you're insinuating is dangerous and against our constitution. Let's follow due process of election. Mr. Kohlan, what do you want to say?
- Kohlan: Thank you chairman, I wish to note that the stakes are too high and obviously some members have got interest. I therefore suggest we have a secret ballot against the usual acclamation.
- Mark: (*Shouting*) No way! You're planning to rig the elections with your secret ballots you thieves. What the constitution says is very clear. Line behind your favorite candidate. That's it. Whether you jiggy, diggy of ziggy.
- Paul: Members this is going too far (*quite determined*) Mr. Mark watch your tongue and apologize to the members forthwith . . . Members at this point we must determine and decide which way to go before we take to the ballots. . . .
- Imelda: Thank you sir, I'm sorry for interrupting you. In the past we've seen chaos and panic in a poorly handled election. I plead with all members to put emotions away and we soberly elect the new office. I therefore suggest secret . . .
- Lucy: You cowards there's nothing done in secret . . . No election (*amidst shout and noise*)
- i) Suggest four ways how Mary and Lucy have flouted speech etiquette. (4 marks)
- ii) How can Lucy and Mary correct their unbecoming behaviour. (2 marks)
- iii) How did Paul show leadership skills during the heated debate. (2 marks)

# GEM SUB-COUNTY JOINT EVALUATION EXAMS 2016

## ENGLISH

101/2

## ENGLISH

Paper 2

(Comprehension, literary appreciation and Grammar)

July/August 2016

Time 2½ hours

### 1. Read the following passage and then answer the questions that follow.

Our emphasis on money and industries has made us concentrate on urban development. We recognize that we do not have enough money to bring the kind of development to each village which would benefit everybody. We also know that we cannot establish an industry in each village and through this means effect a rise in the real incomes of the people. For these reasons, we spend most of our money in urban areas and our industries are established in the towns.

Yet the greater part of this money that we spend in the towns comes from loans. Whether it is used to build schools, hospitals, houses or factories etc. It still has to be repaid. But it is obvious that it cannot be repaid just out of the money obtained from urban and industrial development. To repay the loans we have to use foreign currency which is obtained from the sale of our exports. But we do not now sell our industrial products in foreign markets, and indeed it is likely to be a long time before our industries produce for export. The main aim of our new industries is import substitution - that is to produce things which hitherto we have had to import from foreign countries.

It is therefore obvious that the foreign currency we shall use to pay back the loans used in the development of the urban areas will not come from the towns or industries. Where then shall we get it from? We shall get it from the villages and from agriculture. What does this mean? It means that the people who benefit directly from development, which is brought by borrowed money, are not the ones who will repay the loans. The largest proportion of the loans will be spent in and for the urban area, but the largest proportion of the loans will be spent through the efforts of the farmers.

This fact should always be borne in mind for there are various forms of exploitation. We must not forget that people who live in towns can possibly become the exploiters of those who live in rural areas. All our big hospitals are in towns and they benefit only a small section of the people of Tanzania. Yet if we have built them with loans from outside Tanzania, it is the overseas sale of peasants' produce, which provides the foreign exchange for repayment. Those who do not get the benefit of the hospitals thus carry major responsibility of paying for them. Tarmac roads, too, are mostly found in towns and are a special value to the motor car owners. Yet if we have built those roads with loans, it is again the farmer who produces the goods who will pay for them. What is more, the foreign exchange with which the car is bought also comes from the sale of the farmers' produce. Again, electric lights, water pipes, hotels and other aspects of modern developments are mostly found in towns. Most of them have been built with loans and most of them do not benefit the farmer directly, although they will be paid for by the foreign exchange earned by the sale of this produce. We should always bear this in mind.

Although when we talk of exploitation we usually think of capitalists, we should not forget that there are many small fish in the sea. They eat each other. The large ones eat the small ones and the small ones eat those who are even smaller. There are two possible ways of dividing the people in our country. We can put the capitalists and feudalists on one side, and the peasants and workers on the other. But we can also divide the people into urban dwellers on one side and those who live in the rural areas on the other. If we are not careful, we might get to the position where the real exploitation in Tanzania is that of the town dwellers exploiting the peasants.

- a) What is the author's main argument in the first paragraph? (2 marks)
- b) According to the passage, what are the sources of money used to repay loans obtained by Tanzania? (2 marks)
- c) In not more than **50 words**, summarize the reasons why the town people are considered exploiters. (6 marks)
- d) Mention two challenges facing the Tanzanian government as brought out in the passage. (2 marks)
- e) Explain how appropriate the figure of speech in the last paragraph is in relation to the author's argument. (3 marks)
- f) The author says: "This fact should always be borne in mind . . ." Which fact is he referring to and why should it be borne in mind? (2 marks)
- g) We must not forget that people who live in towns can possibly exploit those who live in rural areas. (Rewrite in the passive). (1 mark)
- h) Explain the meaning of the following words as used in the passage. (2 marks)
  - i) hitherto .
  - ii) borne in mind .

2. **Read the following excerpt and then answer the questions that follow.** (25 marks)

"Aoro, school is not necessary for a bright, strong fellow like you. School is only for those fools who still want to learn. Today I will give you food. Tomorrow you go out and earn it. I will also allow you to stay in this house for one month after which I expect you to move out and look for a place of your own." Mark stood up and left the room -his dumbfounded family staring after him. He had never troubled his head with vague theories about the supposed fragility of growing minds, and if he had he would have pointed out the fact that he had yet to father a fragile child. He woke up his son at dawn and ordered him out.

"But father! I have not had breakfast!"

"Since when did you see breakfast walking in here by itself? Go out and earn yours." He reached for his belt. Aoro grabbed his shirt and took to his heels. He would take his chances out in the streets. Out there he learned for the first time that everything cost money and that he hadn't the foggiest idea about how to earn it. When he got home that evening, he was famished but nobody offered him any tea. At dinner, no place was set for him and his father sat sternly at the head of the table, his face hewn out of granite. Aoro slunk into his room and sat groaning on his bed. The whole situation was getting out of hand.

Late that night Tony watched him quietly as he got out of bed and headed for the kitchen. It gave a funny sense of *déjà vu*. He had lived through that scene in different circumstances not so long ago. This time however, he knew that there would be no success. He had seen Elizabeth lock the kitchen with a resolute expression on her face.

The following morning, Aoro did not have to be awoken. It is impossible to sleep on an empty stomach. That night even the porridge at school would have looked good to eat. Anything at all looks good if death by starvation is imminent. He waited for his father in the sitting room feeling a great affinity to the proverbial prodigal son, wondering whether using that rogue's flowery language might help his case: "Father I have sinned before you and God;" but he knew his father well enough to realise that such language would cause his immediate banishment back to the pig-pen. Besides his father might just take him up on his offer and make him into a house-servant. When Mark emerged from his room, Aoro stood up respectfully, his hands held at his back. This man held his future in his hands,

"What are you still doing here?"

"Father! I am very sorry, please forgive me. I promise never to do any of those things again. I will work hard. You know how hard I can work. I'll never make you ashamed of me again, Father! Father. . ." this last as Mark made as if to turn away

- a) What happens before and after the excerpt. (4 marks)
- b) Discuss any two stylistic devices evident in the excerpt. (4 marks)
- c) "He had lived through the scene in different circumstances not so long ago," In note form, highlight the circumstances referred to using your knowledge of the text. (6 marks)
- d) How are the following characters portrayed in the excerpt? (4 marks)
  - i) Aoro..
  - ii) Mark .
- e) i) "What are you still doing here?" (Rewrite in reported speech). (1 mark)
- ii) Go out and earn yours. (Rewrite supplying a question tag.) (1 mark)
- f) Between Tony and Aoro, who is younger. (1 mark)
- g) Explain the meaning of the following words and expressions as they are used in the excerpt (4 marks)
  - i) getting out of hand .
  - ii) Resolute.
  - iii) Dumbfounded.
  - iv) Affinity .

3. **Read the following poem and then answer the questions that follow.**

**THE PAUPER.**

Pauper, pauper, craning your eyes

In all directions, in no direction!

What brutal force, malignant element,

Dared to forge your piteous fate?

Was it worth the effort, the time?

You limply lean on a leafless tree

Nursing the jiggers that shrivel your bottom

Like baby newly born to an old woman.

What crime, what treason did you commit

That you are thus condemned to human indifference?

And when you trudge on the horny pads,

Gullied like the soles of modern shoes,

Pads that even jiggers cannot conquer;

Does He admire your sense of endurance

Or turn his head away from your imprudent presence?

You sit alone on hairless goatskins,

Your ribs and bones reflecting the light

That beautiful cars reflect on you,

Squashing like between your nails.

And cleaning your nails with dry saliva.

And when He looks at the grimy coating

Caking off your emaciated skin,

At the rust that uproots all your teeth

Like a pick on a stony piece of land,

Does He pat his paunch at the wonderful sight?

Pauper, pauper, crouching in beautiful verandas

Of beautiful cities and beautiful people,

Tourists and I will take your snapshots,

And your M.P. with a shining head and triple chin

Will mourn your fate in a supplementary questions at question time.

(Adapted from poems from East Africa, by Cook and Rubadiri EDS)

- i) Identify the persona in the poem above. (2 marks)
- ii) What evidence from the poem suggest that the subject is poor? (4 marks)
- iii) Comment on the writer's use of imagery in stanza two. (3 marks)
- iv) Apart from the imagery identified in (iii) above, discuss any two other stylistic devices employed in the poem. (4 marks)
- v) What is the persona's attitude towards the M.P. (2 marks)
- vi) Discuss one theme brought out in the poem. (2 marks)
- vii) Explain the meaning of the following words and expression as used in the poem. (3 marks)
  - a) Emaciated .
  - b) Crouching.
  - c) Gullied like the soles of modern shoes.

#### 4. GRAMMAR

- A. Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (3 marks)

- i) The sun rose. The carpenter woke up. (Begin : Hardly . . . )
- ii) If you plant during the rainy season, you will get a bumper harvest. (Begin: Unless . . . )
- iii) The boys looked at the herd keenly and identified their lost cows. (Begin: Looking . . . )

- B. Replace the underlined clauses with a prepositional phrase.

- i) The girl wearing a dotted dress is my sister
- ii) The applicants who have degree certificates will be employed.

- C. Fill in the blanks using appropriate prepositions. (4 marks)

- i) We should always strive to live ..... our means.
- ii) They needed to move ..... speed to put ..... the inferno.
- iii) The explanation was ..... the last page.

- D. Complete the following sentences by filling the blanks with modal auxiliary verbs that express the indicated meaning in brackets. (2 marks)

- i) You ..... work hard to succeed in life. (mandatory condition)
- ii) All the recruits ..... present their original leaving certificates. (obligation)

- E. Rewrite the following sentences using the correct form of the word in brackets. (4 marks)

- i) The policeman was congratulated for his ..... (corrupt) nature
- ii) His display of ..... (hostile) was quite unnecessary.
- iii) Punishing innocent students for exam irregularity is .....(warrant)
- iv) If they .....(arrive) early, they would find the visitors.

**GEM SUB-COUNTY JOINT EVALUATION EXAMS 2016**

Kenya Certificate of Secondary Education  
101/3

**ENGLISH**

Paper 3

(Creative composition and Essays based on set texts)

**July/August 2016**

Time 2½ hours

**Answer THREE questions only****1. COMPULSORY Imaginative composition**

(20 marks)

**EITHER**

- a) Write a story to illustrate the saying "Pride comes before a fall."

**OR**

- b) Write a story ending with :

. . . . I walked home feeling unhappy about what had transpired that outrageous evening.

**2. The compulsory set text****DRAMA**

*The Caucasian Chalk Circle* By Bertolt Brecht

"Nothing belongs to us by right; only proper care justifies ownership." : Making reference to the play. *The Caucasian Chalk Circle* By Bertolt Brecht, write an essay to show proof of the above statement. (20 marks)

**3. OPTIONAL SET TEXTS****EITHER.**

- a) The short story: Longhorn: *When the sun goes down and other stories from Africa and Beyond*.

Drawing illustrations from Rayda Jacob's '*The Guilt*,' write an essay that shows how guilt can affect human relationship in a racist society. (20 marks)

**OR**

- b) Drama: *Betrayal in the city* -Francis Imbuga.

"In a tyrannical regime, prisons are used for oppression rather than correction." Write an essay on the validity of the above statement with reference to the play "*Betrayal in the City*" by Francis Imbuga. (20 marks)

**OR**

- c) The Novel: *The Whale Rider* - Witi Ihimaera

"The society in the novel is presented as a male chauvinistic society. However, the female characters in the novel have disapproved the notion." Using illustrations from Witi Ihimaera's '*The Whale Rider*': write an essay to justify the above statement.. (20 marks)

**BURETI SUB COUNTY JOINT EVALUATION TEST***Kenya Certificate of Secondary Education (K.C.S.E)***101/1****ENGLISH****PAPER 1****2 hours****1. FUNCTIONAL WRITING (20 marks)**

- a) Your birthday party is in three days' time. You are expected to feed ten friends and you are far away from home. Write a recipe for beef stew to be served with the main meal. Send it through an e-mail to your mother to make arrangements for the dinner.

(20 marks)

**2. CLOZE TEST****Fill in the blank spaces with the most appropriate word**

(10 marks)

A student (1)..... come up with the gadget meant to help reduce road crashes. Anthony Muthungu, a second-year physics and mathematics student at Karatina University, says the (2)..... will alert motorists whenever they approached black spots from (3) ..... far as 500 metres. The device also (4) ..... The drivers as they exit such notorious sections. "This means that the motorist will be aware they are approaching danger zone, and they will (5) ..... reduce the (6) ..... To avoid accidents," said Mr. Muthungu. Christened LUAM Black Spot Tracer, the gadget is a hybrid of two electronic devices, which are configured through a software that (7) ..... invented. Muthungu uses an ordinary television (8)..... control as one of the gadgets that will be fixed (9) ..... Black spots. "The remote control is upgraded through the software such that (10) ..... Sends a signal which is then captured by the signal module receiver encodes the signal and transfers it to an LCD fitted in the dashboard, which warns the driver that they are in accident prone areas," said Muthungu.

**3. ORAL SKILLS (30 marks)****FROM THE DARK TOWER.**

We shall not always plant while others reap  
 The golden increment of the bursting fruit,  
 Not always countenance, absent and mute,  
 The lesser men should hold their brothers cheap;  
 Not everlasting while others sleep  
 Shall we beguile their limbs with mellow flute,  
 Not always bend to some more subtle brute;  
 We were not made to eternally weep.  
 The night whose sable breast relieves the stark, white stars is no less lovely being dark.  
 And there are buds that cannot bloom at all  
 In light, but crumple, piteous, and fall;  
 So in the dark we hide the hearth that bleeds  
 And wait, and tend our agonizing seeds.

- a) i) Describe the rhyme scheme in the poem above. (2 marks)  
 ii) Apart from rhyme, identify any other way in which the poet has achieved rhythm. (2 marks)  
 iii) Which words would you stress in the line: "We were not made to eternally weep"? (2 marks)  
 iv) How would you say the last line of this poem. (2 marks)  
 b) Outline the entire riddling session (7 marks)  
 c) Write a sentence to give the difference in meaning in each pair of words. (4 marks)  
 i) Rebel  
Rebel  
 ii) Transport  
Transport  
 d) You are the Chief Executive Officer of a newly started Radio Station. How would you ensure that you keep millions of listeners continuously tuned to your station. (6 marks)  
 e) Supply homophones for the following words: (3 marks)  
 i) Mail  
 ii) Cheque  
 iii) Higher  
 f) Identify the silent letters in the words below. (2 marks)  
 i) Would  
 ii) Tomb

**BURETI SUB-COUNTY JOINT EVALUATION TEST****Kenya Certificate of Secondary Education (K.C.S.E)****101/2****ENGLISH****PAPER 2****2 ½ hours****1. Read the following passage and then answer the questions that follow.**

Kenyan roads hold two equal things in measure: great promise and great disappointment. They begin with a promise, in this case, the construction. Everyone is excited about the possibilities that the roads presents. If it happens to be a new road, commuters will talk about nothing else except how pleasantly, things will change for them. Soon, the construction is completed, and people are so excited, some are even tempted to lie on the tarmac! Change does not happen; value of property **appreciates** hundred fold, businesses and farmers do better and the general outlook of that area changes.

Three years down the road however, due to poor workmanship, cracks begin to appear, small ones at first, which become bigger by the day, and finally, they develop into craters that we Kenyans know too well. Vehicles are damaged; dust returns with a vengeance and accidents increase, with them. Permanent scars and loss of lives. Right in front of our eyes, what held great promise and hope to us becomes a source of disappointment and anguish. Yet every single day, we ply the roads, going about our business despite of the difficulties. Relationships behave much the same way. In every relationship, hope and promise are intricately intertwined with the potential for disappointment. And just like with the roads, we don't give our relationships the nourishment they need to withstand the bad times. We it begins to crack, we allow the dust of the disappointment to block our view of the promise that the relationship still holds. Here are some thoughts to consider. First, just like roads, relationships are necessary in spite of their challenges. People come into the relationships with expectations, some realistic, some unrealistic and everything in between them.

The backgrounds we come from inform those expectations to a great extent, and these are further reinforced by folktales and fantasies of romance, family wealth and so on. When these expectations are not met, disappointments are bound to occur. Yet like the roads, relationships still hold greater promise for happiness, health and wealth. Mark Gungor, the creator of the video, "Laugh your way to a better Marriage," quotes research that says married people are happier, healthier and make more money than singles, the challenges notwithstanding. I am of the opinion that human beings have not yet discovered any other source of companionship, love, friendship and pleasure that is greater than that which is found in relationships. Another thought is the permanent nature of roads. Every time I visit my home town, I am amazed that most of the roads are still there. I can actually direct someone to my home without the fear that the road will have disappeared. Generally, roads have a permanent nature.

In the same way, relationships must be approached with a view of staying put, for better or for worse. This was the major plank in the traditional marriage in Africa, as well as a central tenet of the Christian tradition to which most Kenyans **pledge allegiance**. Unfortunately, these traditional ideals of love, courtship, marriage and family have largely been discarded and without clear guidelines, relationships are likely to be difficult proposition for anyone. The **proliferation** and acceptance of come-we-stay arrangements and other forms of non-committal types of unions is a challenge. This is because the roles that marriage plays in the society-producing and nurturing of children to maturity, providing companionship and building wealth, require a high level of permanency. The promise of relationship lies in commitment, and if approached from any other angle, relationships become unfulfilling.

- i) Why according to the passage do people look to the construction of a new road with optimism? (3 marks)
- ii) Identify one similarity between Kenyan roads and relationship. (2 marks)
- iii) What is writer's opinion on Mark Gungers position on relationships? (3 marks)
- iv) State why relationships should be permanent according to the passage. (3 marks)
- v) Why does the writer of this passage think that roads have permanent nature? (2 marks)
- vi) Make notes on the consequences of poor road workmanship. (5 marks)
- vii) "Everyone is excited about the possibilities that the road presents." (1 mark)  
(Rewrite beginning: Everyone's.....)
- viii) Explain the meaning of the following expressions as used in the passage. (2 marks)
  - i) Appreciates
  - ii) Pledge allegiance

**2. Read the following excerpt and then answer the questions that follow. (25 marks)**

"That cannot be young lady. You are going right back to your own school to study for your Advanced Level Certificate in History, Literature and Geography just like they have told you to."

"But father! All what I want to be is an air-hostess. Why should I go back to school? That's for Vera who wants to be a professor."

"An air-hostess?" mark could not believe his ears. "Over my dead body!"

Becky looked at his face and retreated to her room. She remembers the story of Aoro and his new starvation. She would bid her time; no use in **antagonizing** the old geezer.

Vera enthusiastically took on mathematics, physics and chemistry. This time she said good-bye to her sister and left without a backward glance. Tony left to join Aoro and his mother's heart went with him. Soon the house echoes with emptiness for even little Mary was away at school throughout the day. The children were growing up and the going away movement was becoming an **exodus** Elizabeth wished that the twin boys were with her to fill the house with the noise and good cheer.

One day a telegram arrived from Aluor. Now letters from that place were few and far between. They mainly **consistent** of notes from the twins asking for this, that and the other. A telegram rarely ever carried good news and Marks hand shook a little as he tore it open.

- a) What happened just before this excerpt? (4 marks)
- b) What can we learn from Mark and Becky in this excerpt?
- c) **Identify and illustrate** any two themes evidence in this excerpt (4 marks)
- d) Becky remembers the story of Aoro and his near starvation. Briefly describe "the story". (2 marks)
- e) How can we tell that Vera has learnt the true character of her twin sister, Becky? (2 marks)
- f) A telegram rarely ever carried good news and Mark's hand shakes a little as she tore it open. (Rewrite this sentence beginning: rarely .....)
- g) "Elizabeth wished that the twin boys were with her to fill the house with noise and good cheer."
- i) Who are the twins referred to in this sentence? (2 marks)
- ii) Where are they and why? (3 marks)
- h) Explain the meaning of the following expressions as they are used in the passage. (3 marks)
  - i) antagonizing
  - ii) exodus
  - ii) consisted

3. **Read the following poem and then answer the questions that follow.**

**The Courage That My Mother Had**

The courage that my mother had  
Went with her, and is with her still;  
Rock and New England quarried;  
Now granite in a granite hill.  
The golden brooch my mother wore  
She left behind for me to wear;  
I have nothing I treasure more;  
Yet, it is something I could spare.

Oh, if instead she'd left to me  
The thing she took into the gravel!  
The courage like a rock, which she  
Has no more need of, and I have.

(Had – Edna St. Vincent Millay)

- a) Briefly explain how the poem is about. (4 marks)
  - b) Is the speaker male or female? How do you know? (2 marks)
  - c) What does the speaker wish the mother had left behind? Why can't the wish be fulfilled? (3 marks)
  - d) Describe the character trait of the mother in the poem. (2 marks)
  - e) Identify and illustrate the imagery used in the poem. (4 marks)
  - f) What is the speaker's attitude towards the mother and the golden brooch in the poem. (3 marks)
  - g) Rewrite the following in your own words: (2 marks)  
"Has no more need of, and I have"
4. a) **Rewrite the following sentences according to the instruction given after each. Do not change the meaning.**
- i) There is nothing I could do but report her behavior to the principal. (Use „alternative“)
  - ii) It was the first time the team performed well. Begin: (Never before....)
  - iii) He is afraid his daughter might fall in love with a stranger? (Rewrite using afraid of.....)
  - iv) The teacher praised the best student. (Rewrite in the passive)
- b) **Explain the difference in meaning of each of the following pairs of sentences.**
- I only heard the news in brief.  
I only hear the news briefly.
- She went and bought herself a skirt  
She went and bought a skirt herself
- c) **Fill in each of the blank spaces with an appropriate word** (3 marks)
- i) The jury gave their verdict in favor ..... the workers.
  - ii) The by-elections were held in accordance ..... the law.
  - iii) She sang her heart .....
- d) **Correct the errors (s) in the following sentences** (2 marks)
- i) The teacher gave us a humble time to revise
  - ii) The chaplain wished us safe journey mercies.
- c) **Fill in the blank spaces with the correct form of the word in brackets** (4 marks)
- i) He ..... the teachers advice in everything he did. (seek)
  - ii) I had never ..... A marathon before. (run)
  - iii) They ..... In amazement (spin)
  - iv) The visitors ..... us goodbye and left immediately (bid)

**BURETI SUB-COUNTY JOINT EVALUATION TEST****Kenya Certificate of Secondary Education (K.C.S.E)****101/3****ENGLISH****PAPER 3****2 ½ hours****Answer THREE questions only****1. COMPULSORY Imaginative composition (20 marks)****EITHER**

- a) Write a composition beginning with the following sentences.  
It was made to be a joyful grand ceremony .....

**OR**

- b) "Possession of firearms for self-defences should be legalized in Kenya." Write a composition, either supporting or opposing this statement. (20 marks)

**2. The compulsory set text****DRAMA***The Caucasian Chalk Circle* By Bertolt Brecht

The society depicted in *The Caucasian Chalk Circle* is one that ignores important issues and gives priority to less serious ones often leading to disastrous consequences. Discuss the validity of the statement with illustrations from the play.

(20 marks)

**3. OPTIONAL SET TEXTS****EITHER.**

- a) The short story: longhorn: *When the sun goes down and other stories from African and Beyond.*" Socio-economic issues affecting people greatly contribute to vast brain in East Africa." Write an essay supporting this statement, drawing your illustration from the story „*Leaving*“ by Moyez G. Vissanji. (20 marks)

**OR**

- b) Drama: *Betrayal in the City* – Francis Imbuga.  
"In order to fight for your rights as society, bravery is the key. Cowardice usually condemns people to doom." Validate this statement with the reference to Francis Imbuga's "*Betrayal in the city*" (20 marks)

**OR**

- c) The Novel: *The Whale Rider* – Witi Ihimaera  
"Witi Ihimaera's „*The Whale Rider*." Is an articulation of the traditions of the Maori people" Show the validity of this statement using clear illustration from the novel. (20 marks)

**THARAKA NORTH / SOUTH JOINT EVALUATION****ENGLISH**

101/1

PAPER 1

**(FUNCTIONAL SKILLS)****1. FUNCTIONAL WRITING**

You have been invited by your best friend who attained an aggregate mean of „A“ to party to celebrate his/her good performance in last year's K.C.S.E. Your friend has also asked you to assist in preparing a one course meal for ten guests.

- a) Write a congratulatory note that you will give to your friend. (8 marks)  
 b) Write a recipe that your friend will use to prepare the meal to be eaten that day. (12 marks)

**2. CLOZE TEST**

**Read the passage below and fill each blank space with an appropriate word.**

The awarding to Safaricom a security contract (1) \_\_\_\_\_ good news. The government seems to be (2) \_\_\_\_\_ in the right direction (3) \_\_\_\_\_ also shows that the government security organs (4) \_\_\_\_\_ have a monopoly over security matters.

A confluence with the private sector is the (5) \_\_\_\_\_ forward in boosting security. We hope the government will also seek the (6) \_\_\_\_\_ of others in private security matters (7) \_\_\_\_\_ they are way ahead compared to the police. The government must prepare (8) \_\_\_\_\_ to make this sustainable. Otherwise it will be bogged down by inefficiency in its own ranks or from speculators who make (9) \_\_\_\_\_ an opportunity to rip (10) \_\_\_\_\_ the state in future procurement deals.

**3. a) ORAL SKILLS**

**Read the poem below and answer the questions that follow.**

**THE CROW**

Cross on the wing!  
 What grace as they swim  
 Rising and diving  
 Like fish in the billows  
 In the willowy air  
 Or softly as feathers  
 Fan broken – pillows

Crows on the wing  
 What symphony sings  
 The wind in their wings  
 As they swoop as they rise  
 To the sea, to the skies  
 As they float in the light  
 Air, like fragments of night

- i) Describe the rhyme of the poem, to what essence has it been used? (3 marks)  
 ii) Apart from use of rhyme, identify three sound patterns evident in the poem. (3 marks)  
 iii) Which words would you stress in the first two lines of the poem and why? (3 marks)  
 iv) How would you perform line two of the poem? (3 marks)  
 v) Imagine you are performing this poem, and you suffer from stage fright how would you overcome it? (3 marks)  
 vi) Supply homophones to the following words derives from the poem. (3 marks)  
 a. Air  
 b. Sea  
 c. Night  
 vii) Explain two non-verbal cues you would employ in the performance of the above poem to make it interesting. (2 marks)
- b)** The class in which you are secretary has been invited for a literature symposium in the neighbouring school. The principal is reluctant to allow the class to attend because the last time you attended such a function, the students misbehaved. Below is a dialogue between you and principal. Fill in the missing parts. (10 marks)

You : .....

Principal: Good morning Muriithi. Have a seat. What can I do for you?

You: .....

Principal: (Interrupting) Muriithi, I thought I made it clear to your class that there will be no more outings after last term's incident at Bidii secondary school.

You: .....

Principal: I am not convinced that you should go. The behavior you displayed portrayed a negative image of the school. We need to observe you a little longer.

You: .....

Principal: (Softening his stance) Muriithi you are very convincing. I will allow your class to go but make sure I'll get a good report.

You: .....

**THARAKA NORTH / SOUTH JOINT EVALUATION****ENGLISH**

101/2

PAPER 2

**(Comprehension, Literary Appreciation and Grammar)****1. COMPREHENSION****Read the passage and then answer the questions that follow.****(20 marks)**

Two weeks before the fateful examination began, I was indiscreet enough to fight the principal's son. He was a fellow fifth former with whom, up till then, I had no quarrel at all. He was inclined to be a little overbearing at times, but then a flint needs contact with another flint in order to spark, and I had been forced to develop from the start an easy-going and tolerate disposition. I suppose as the examination drew nearer, our nerve become tauter and our tempers shorter.

When during a discussion in our classroom about careers Samuel declared unnecessary loudly that he believed all persons who came from North should return to it or find employment, I suddenly felt my anger rising like a column of mercury. I asked him why, in as calm a voice as I could assume. He replied with a sneer by quoting a Sagroson proverb whose meaning was roughly that even a man who does not know where he is going to ought, at least to know where he has come from and the gentle laughter, which greeted it brought my temper to boiling point. I was tall and well built but so was he. Three strides took me beside him and by the time the class prefect succeeded in separating us, Sagroson blood and Lokko blood had mingled on the floor. Moreover, as is the custom with us, the fight was as much verbal as physical and torrent of abuse directed mainly against the other's antecedents was flowing out of each bettered mouth.

We were bloody, sweaty and dusty when it was over but still only partly through our respective stocks of abuse. Nothing more than a heightened respect each for the other might have come out of the fight, had Samuel been a boarder. Unfortunately for both of us, however, he lived very much under his august father's eye and the marks I had succeeded in leaving on his face were too distinctive to be hidden by any sort of artifice. I prepared for the worse (prepared in spirit that is, for physical preparations were known to be unavailing at such times). The summons to the principal's office duly came after lunch the same day.

He was quite impartial, I'll say that for him. We were both arched over his desk and inscribed across our rumps with dozen strokes of a bamboo four-footer. Then we were made to shake hands with each other and set off for walking together along the beach and back (this was the principal's usual way of dealing with a pair of fighters, and one which usually made bosom friends of them) that thrashing and the walk which followed gave me the moments of deepest mortification I have experienced and drove home to me the utter futility and wastefulness of making issue of tribal divisions in a land where much also required our attentions and our energies. Having heard from us how the fight started, the principal might so early have wasted out time and his reading us along patriotic sermon on the essential brotherhood of all the people so Songhai. Such a theme would have made him appear to me hypocrite and to Samuel a traitor for we both knew only too well that the difference between us were real, if not deep. Instead, we were made to share a fellowship of misery and humiliation which linked us together more effectively than any half-believed fiction about culture or ethnic affinities could have succeeded in doing.

**Questions**

- a. What was the cause of the fight? (2 marks)
- b. Show how the statement "A flint needs contact with another flint in order to spark" is applicable to this story. (2 marks)
- c. With illustrations show the difference in character between the narrator and his classmate. (4 marks)
- d. What is narrators attitude towards the headteacher? (3 marks)
- e. Identify three phrases in the passage to describe the fierce nature of the fight? (3 marks)
- f. Identify two images that are used to show the extent of the narrator's anger? (2 marks)
- g. Identify the case of parenthesis in paragraph one? (1 mark)
- h. Get a quotation from the passage that shows the fight did not end the tribal differences between the two groups. (1 mark)
- i. Explain the meaning of the following phrases as used in the passage. (2 marks)
  - i) Bosom friends
  - ii) Patriotic sermon

**2. THE RIVER AND THE SOURCE****Read the passage below and answer the questions that follow****(25 marks)**

She felt the weight of injustice that women have felt since time in memorial in her male dominated world. Even a half-wit like her brother in law could rob her of a hard earned wealth and her grandson of his rightful position as the chief, for in all truth Otieno should have held the chief's stool only until the infant Owuor came of age, but it was now clear he had no intentions of ever giving up the chieftdom and after his death, his numerous sons would make sure that it stayed in the family. Owour would be outnumbered practically by infinity to one. As it was, his grandmother feared for his life and watched him like a hawk. It was disquieting to have all one's egg in this one tiny frail basket.

After pondering over her predicament at length Akoko decided to make contact with the sirikal and seek their intervention. The first thing she did was to remove her two year old grandson and take him back to her brother, Oloo in Yimbo. His mother had meanwhile married one of the numerous cousins. In any case she was not the sort of woman to fight for her rights, leave alone her son's. All she wanted was a husband and some security and who could blame her? After all not everybody could be like Akoko.

Before she left she went to see her daughter Nyambera who was morning again having lost both her sons to a ferocious outbreak of measles which had raged through her village during the last harvest. She was pregnant again but so downcast and depressed that she stayed in her house, rarely going out and hardly eating. She needed help and her mother decided to spend time with her before leaving.

She found her daughter thin to the point of emaciation with her belly sticking out before her like an appendage. When she saw her mother till unbend and uncowed by suffering, looking like a woman half her age, she just broke down and wept in her arms as if she was a little girl again.

"Cry my child, for one does not bury a child without burying a part of one's soul with it. It is good to cry for who can comprehend the ways of Were? It is for us men to wash away our painful confusion with tears and then to carry on, perhaps there might be some meaning in it that only glimmers like firefly in a dark night. Who knows but that one day Were will give you a child that lives and grows? Yesterday is not today and today is not tomorrow for each day rises fresh from the hands of Were god of the eye of the rising sun, bringing with it gladness and sorrow, sun and darkness, the two faces of Were, for how can we appreciate light unless we understand darkness? Weep my child and do not hold pain within yourself for it will turn into a snake that devours you from the inside."

- i) What happens immediately before this excerpt? (3 marks)
- ii) Name two injustices Akoko suffered from her brother in law. (2 marks)
- iii) Akoko and her daughter can be said to be ill-fated. Give reasons using evidence from the extract and elsewhere in the novel. (4 marks)
- iv) "After all not everybody was like Akoko." How was Akoko different from her grandson's mother mentioned in the excerpt? (4 marks)
- v) Akoko mentions of going to the sirikal for intervention. Why did she want intervention? (2 marks)
- vi) Apart from sirikal, name other changes that come with the white man. (3 marks)
- vii) Identify and illustrate two stylistic devices used in the excerpt. (2 marks)
- viii) a) As Akoko comes to see her daughter Nyambera, she is very expectant. Who does she give birth to? (1 mark)
- b) Akoko comes out as the source of the river. How does this child contribute to the river? (4 marks)

### 3. POEM

Read the poem below and answer the questions that follow.

(20 marks)

The inmates  
Huddled together  
Cold biting their bones  
Teeth chattering from the chill,  
The air oppressive,  
The smell offensive  
They sit and they reflect

The room self contained  
At the corner the „gents“ invites  
With the nice fragrance of ammonia,  
And fresh human dung,  
The fresh inmates sit thoughtfully

Vermin perform a guard of honour  
Saluting him with a bite here  
And a bite there  
„Welcome to the world, they seem to say“  
The steel lock of the door  
The walls insurmountable  
And the one torching tortuous bulb  
Stare vacantly at him  
Slowly he reflects about the consignment  
That gave birth to his confinement  
Locked in for conduct refinement  
The reason they put him in prison

The clock ticks  
 But too slowly  
 Five years will be a long time  
 Doomed in the dungeon  
 In this hell of a cell

- a) Who is the persona in the poem? (1 mark)
- b) Briefly explain what the poem is about. (2 marks)
- c) Identify and illustrate three aspects of style in the poem. (6 marks)
- d) Give evidence from the poem which indicates the inmates are suffering. (3 marks)
- e) Why is the fresh inmate in prison? (2 marks)
- f) Identify and explain the mood of the new convict. (2 marks)
- g) Explain the meaning of the following lines as used in the poem.
  - i) That gave birth to his confinement (1 mark)
  - ii) The room is self contained (1 mark)
- h) What does the steel lock in the door and the insurmountable walls suggest? (2 marks)

#### 4. GRAMMAR

- a) Fill in the blank spaces in the following sentences with the correct form of the word given in brackets. (3 marks)
  - i) James expressed ..... (grateful) for the donation she received from her friends.
  - ii) The newspaper has a ..... (reader) of over one million people.
  - iii) It was impossible to ..... (peace) the rowdy crowd.
- b) Rewrite the following sentences to remove gender bias. (3 marks)
  - i) We need more manpower (one word) to manage this crisis.
  - ii) The air hostess served us very well during the flight
  - iii) The government spokesman has resigned
- c) Fill the blank spaces with the correct preposition. (3 marks)
  - i) Our parliament is modeled ..... the British system
  - ii) The Caucasian Chalk Circle is replete ..... Humor
  - iii) I am not beholden ..... You.
- d) Rewrite the following sentences replacing the underlined words with one word. (3 marks)
  - i) His condition is getting worse.
  - ii) The president has just changed around the positions of all the cabinet secretaries.
  - iii) Mr. Otiach is a very good public speaker
- e) Write the following sentences correctly. (2 marks)
  - i) She is the orange of her father's eye.
  - ii) Why does he throw his height about?
- f) Eagles fly with eagles. (supply question tags) (1 mark)

**THARAKA NORTH / SOUTH JOINT EVALUATION**  
**ENGLISH**  
 101/3  
 PAPER 3  
 (Creative composition and Essays based on Set Texts)

**1. Imaginative Composition (compulsory)**

Either,

**a) Write a story to illustrate the saying:**

“Don’t count your chicks before they are hatched”

Or,

**b) Write a story ending with:**

“..... The courage and self sacrifice of this child left all of us in tears”

**2. The Caucasian Chalk Circle (compulsory)**

It is only through a lot of strive that even the most humble people sustain their existence when faced with difficulties. Using Grusha and Azdak as examples write an essay to justify this statement basing your answer on The Caucasian Chalk Circle by Bertolt Brecht.

**3. The Optional Set Texts**

**a) The short story**

**Longhorn (ED), When the Sun Goes down and Other Stories**

“Family comes before all.” Basing your argument on the story „Leaving” by Moyez Vassanji. Discuss.

Or,

**b) Drama**

**Francis Imbuga, Betrayal in the City**

Favoritism and nepotism are features of chaotic government. Drawing your illustration from Francis Imbuga’s Betrayal in the City show the truth of this statement.

Or,

**c) The Novel**

**Witi Ihimaera, The Whale Rider,**

“Societies use traditions to justify their suppression of Women”

Write an essay to support this statement drawing illustration from The Whale Rider by Witi Ihimaera.

**GITHUNGURI SUB-COUNTY EXAMINATION 2016****ENGLISH****PAPER 1****101/1(FUNCTIONAL SKILLS)****2 HRS****1. FUNCTIONAL WRITING (20 MARKS)**

Imagine you are the Chief of Usalama Village. The area has recently witnessed many cases of violent attacks against women. You have been requested by the County Commissioner to investigate this problem. Write out your report. (20mks)

**2. CLOZE TEST (10MKS)****FILL IN THE BLANK SPACES WITH THE MOST APPROPRIATE WORD.**

The bride arrived.....1.....the church compound two minutes before ten. The service was .....2.....to begin at exactly ten. She was just .....3..... time. But the .....4....., the man she was getting married to, was nowhere in .....5..... What could have happened to him? The Bride was worried. This was no .....6.....day in her life; It was her wedding day and she just could not .....7.....any disappointment. Ten minutes .....8.....ten and no word from the Man. The bride's father was now as mad as a .....9.....Then almost out of the .....10.....,the long awaited man shows up and the ceremony begins in earnest.

**3. (a) Read the following narrative and answer the questions that follow.****The Ogres are deceived.**

During a period of great hunger, a mother of many children ventured out into unknown lands in search of food. In the course of her search, she came upon a group of ogres who captured her and carried her to their home. On the way to the ogres' home, she gave birth to a baby girl. After her first suckle the child started hunting grasshoppers for her mother and this habit continued throughout the period of captivity.

Mother and daughter grew on tidbits of smoked antelope meat. The ogres, meanwhile, had trouble restraining their cannibalistic urges. "Let's eat them now!" demanded one old fellow. "No," chorused several. Let's wait until they are a bit fatter." And so they waited.

Every morning, the ogres went out hunting for wild game. Matiangi, a blind old invalid was left in charge of the two captives. In the evenings, the ogres returned heavily burdened with the day's hunting. The carcasses were triumphantly thrown down amid singing.

The daughter knew their lives were in danger since the good feeding was meant to fatten them for the Lemanani's (ogres') later feast. One day, the girl tricked Matiangi, the fool, through a song:

Munyumba muno In this house  
Muonananga mutie? How do you sleep?

Matiangi climbed up on the bed to demonstrate, and sang back:

Khukonanga khuti, We sleep like this,  
Khukunanga khuti We sleep like this.

While he was demonstrating, the girl tied him to his bed and left for home with her mother.

Soon afterwards, the Lemanani filed back and threw down their game in the middle of the room. They had resolved to eat the mother and the child that day, so they poured water into the open cooking pot and called out Matiangi. They roared in anger as he explained in most pitiful tones about the escape. In their anger they bundled him into the pot. So ended the fool, Matiangi, in the bellies of his fellow Lemanani.

**QUESTIONS.**

(i) Explain what you would do to capture the audience before you begin to tell this story. (4mks)

(ii) What would be lost if this story is written down (2mks)

(iii) Give two characteristics that make this an oral narrative. (4 mks)

(b) Explain the process of a riddling session. (6mks)

(c) For each of the following words, provide another that is pronounced exactly the same way. (4mks)

(i) mayor

(ii) pair

(iii) laps

(iv) days

(D) What difference will be created in the meaning if the underlined word is stressed in the following sentences. (5mks)

(i) Ann talked to him personally yesterday.

(ii) Ann talked to him personally yesterday

(iii) Ann talked to him personally yesterday.

(iv) Ann talked to him personally yesterday

(v) Ann talked to him personally yesterday.

(E) List five reasons why a speaker may have a poor presentation (5mks)

**GITHUNGURI SUB-COUNTY EXAMINATION 2016****101/2****ENGLISH****PAPER 2****(Comprehension, Literary Appreciation and Grammar)****TIME: 2½ HOURS****1. Read the passage below and answer the questions that follow****DRUG AND THE YOUTH**

How does drug use become a habit? In many cases the young experimenters take drugs until they are hooked. In homes where one or both parents smoke or use alcohol, young people interpret this as their parents' permission for them to do the same.

Thus they are easily vulnerable to appeals of their fellow teenagers when they urge them to join them in experimenting with cigarettes, liquor, and even marijuana. These three practices, that is, smoking, drinking liquor and smoking marijuana, are a tragic combination. More often than not, the teenagers may try more potent drugs such as cocaine. Not everyone, of course, who smokes cigarettes and drink liquor, indulges in drug abuse as we usually define it. But practically every person on drugs first used cigarettes, liquor and marijuana.

Teenagers are often cautioned to be on guard against drug peddlers. However, it is the teenage sellers who usually supply the drugs that the students use. They encourage their friends to experiment with drugs, from which they profit financially. Once young people have used a drug enough times to experience its effects, they no longer have to be persuaded. What are these effects? The drug influences their thinking, their attitudes and their moods. It makes the circumstances of life seem different from reality. It makes the users feel comfortable, peaceful and secure, in spite of their problems, their anxieties or their lack of ability.

The teenagers or young adults struggling with unsolved problems are the most likely candidates for drug addiction. But drugs do not help them face reality with courage. On the contrary, they make them less willing to cope with life's difficulties and stresses, or even unable to do so. Why should they put forth the effort to solve their problems when, under the influence of drugs, these problems seem to vanish?

It is said that the typical heroine addicts are 17 –years old males who are out of school. Out of work and ashamed or embarrassed because of impoverished family backgrounds. This does not mean, however that teenager's from well-to-do families are immune to the danger. Young people from „good families“ have their problems too. There may be unresolved problems tensions between them and their parents. They may feel unable to live up to their parents' expectations. They may feel guilty over some previous misconduct, or feel betrayed by someone their own age.

*Adapted from modern Medical Guide by Harold Shylock.*

1. According to the passage, how do parents influence their children to take drugs (2 marks)
2. In which way does the cigarettes, alcohol and marijuana lead to taking of hard drugs (2 marks)
3. Why do you think the teenage seller is more likely source of drugs for students (3 marks)
4. In a paragraph of not more than 45 word summarize the effects of drugs on teenagers as outlined in the passage (3 marks)
5. Explain how drugs make the teenage user unable to face life with courage? (2 marks)
6. Why are teenagers from poor families prone to heroine addiction? (2 marks)
7. According to the passage, why do some young people from the so-called good families get addicted to drugs? (2marks)
8. The drug influences their thinking, their attitudes and their moods. (Begin: Their moods....) (1 mark)
9. Explain the meaning of the following words as used in the passage. (3 marks)
  - i) Hooked.....
  - ii) On guard.....
  - iii) Immune.....

**2. Novel: The River and the Source, by Margaret Ogola.**

*Read the extract below and then answer the questions that follow.*

Such an experience is, however, very hard to shake off and now they were consciously trying to get another baby and as sometimes happens in such cases nothing happened. She remained confounding slim for the remainder of that year; and the next. It was too much. She forgot her earlier good intentions and one day actually accused him of having deliberately given her chloroquin to make her sterile. He was so angry that he stood up and lifted his hand as if to strike. He was actually foaming at the mouth. Then he turned on his heels and left the house. She tried to keep up her anger. After all she had been the wronged one, but when he had not come by late that night and on the following day, her anger turned to alarm and raw fear. Where could he be? Had he been in an accident? Had he committed suicide? Had he left her? If he had she had only herself to blame.

But that evening, he came home smelling like a brewery.

He offered no explanation and she asked none; however family life continued somewhat uneasily for they were both still too young to give way to each other.

When the third year of marriage came and went with no visible offspring to show for it, Mark's mother arrived to demand an explanation. A woman with an education was an object of suspicion-who knows what she had been up to before her marriage? To Mark's credit, he told her in no uncertain terms whose business she was not allowed to mind.

"But-but-she's only a wife and I am your mother!"

“Yes. She is my wife, but you will soon be a stranger if you don’t leave us alone. I’ll put you on the bus this evening. You should go back and look after your husband. The old woman was beside herself with fury but Mark had the determination of a mule, so she went.

### Questions

1. Briefly highlight what had happened just before this extract. 4 marks
2. Make notes on Mark’s reaction to Elizabeth’s accusation that he had deliberately given her chloroquin. 5 marks
3. With illustrations, explain the attitude of Mark’s mother towards Elizabeth, as seen in this extract. 2 marks
4. Giving illustrations highlight any two character traits of Mark, as depicted in this extract. 4 marks
5. (i) Identify and illustrate one **figure of speech** used in this extract. 2marks
- (ii) What is the **effectiveness** of the figure of speech identified in 5(i) above? 2marks.
6. Identify and explain one thematic issue evident in this extract. 2 marks.
7. Explain briefly what happens immediately after this extract. 2 marks
8. (i) He offered no explanation ----- (add a question tag). 1 mark
- (ii) Who knows what she had been up to before marriage? (Change into a statement.) 1 mark

### 3. POETRY (20 MARKS)

#### WEDDING EVE

Should I

Or should I not

Take the oath to love

For ever

This person I know little about?

Does she love me

Or my car

Or my future

Which I know little about?

Will she continue to love me

When the future she saw in me

Crumbles and fades into nothing

Leaving the naked me

To love without hope?

Will that smile she wears

Last through the hazards to come

When fate strikes

Across the dreams of tomorrow?

Like the clever passenger in a faulty plane,

Wear her life jacket

And jump out to save her life

Leaving me crash into the unknown?

What magic can I use

To see what lies beneath

Her angel face and well knit hair

To see her hopes and dreams

Before I take an oath

To love forever?

We are both wise chess players

She makes a move

I make a move

And we trap each other in our secret dreams

Hoping to win against each other

Everett Standa

#### QUESTION

1. Comment on the title of this poem. 3 marks
2. Explain the dilemma of speaker in the first stanza. 2 marks
3. What is the speaker’s attitude towards their relationship? 4 marks
4. Discuss and illustrate two character traits of the persona. 4 marks

5. Comment on the imagery of the plane. 3 marks
6. Explain how the relationship is compared to a game of chess. 3 marks
7. Explain the meaning of the following line: leaving the naked me. 3 marks

4. **GRAMMAR(15 MARKS)**

*Rewrite the following sentences according to the illustration given after each*

1. It began to rain as soon as Ouma left the market. (begin: Hardly.....)
2. He did not talk of his ordeal at the hands of kidnappers. (begin: Not once....)
3. Some pupils are not used to hard work. (end with .....hard)
4. It took a lot of persuasion to convince the patient to go for counseling.(begin: Only after.....)
5. She never came late to school last year. (Begin: Not once....)

*Put the appropriate question tag, at the end of each of the following statements*

- 1) I guess I'm on the right track,.....
- 2) I need not see a doctor, ...

*Fill in the blank spaces with the correct form of the word in the brackets, in the following sentences*

1. The signature of the chairman was.....(mandate)for any cash withdrawals.
2. Some compound nouns are usually.....(hyphen).
3. No one doubted Juma's .....(able)to complete the work.

*Replace the underline words with a suitable phrasal verb, in the following sentences*

- 1) The presidential jet landed at 4:00 pm.
- 2) Who will represent the chairman in the meeting?

*Complete the following sentences with the most appropriate preposition 3 marks*

1. His breath smelt.....alcohol.
2. She was living..... Her means.
3. The meeting was to start at 10 am .she arrived at 9:56 am so she was..... time.

**GITHUNGURI SUB-COUNTY EXAMINATION 2016**

**101/3**

**ENGLISH**

**Paper 3**

**(Creative Composition and essays Based on Set Texts)**

**Time: 2 ½ Hours**

**Answer THREE questions only.**

**1. Imaginative Composition (Compulsory) (20 marks)**

*Either*

- (a) Write an essay ending .....The events of that day will remain printed in my mind forever.

*Or*

- (b) Write a composition that illustrates the saying:

"A tree is known by its fruits."

**2. The Compulsory Set Text (20 marks)**

THE CAUCASIAN CHALK CIRCLE: BERTOLT BRECHT

The writer uses the prologue as precursor to major events in the text.

Discuss the relevance of the prologue in the play The Caucasian Chalk circle.

**3. The Optional Set Texts (20 marks)**

**Answer any ONE of the following THREE questions.**

*Either*

**(a) The Short Story**

When the Sun Goes Down and Other Stories from Africa and Beyond.

With adequate illustrations from Sandsile Ishuma's story, Arrested Development write an essay showing the different ways in which development is „arrested.“

*Or*

**(b) Drama (20 marks)**

Betrayal in the city by Francis Imbuga.

Violence is unacceptable in any society. Write an essay supporting this statement drawing your illustrations from Betrayal in the City by Francis Imbuga.

*Or*

**(c) The Novel (20 marks)**

Witi Ihimaera, The Whale Rider.

Nani flowers is the epitome of humour in Witi Ihimaera's story The Whale Rider. Write an essay supporting this statement.

**KEIYO SOUTH JOINT EXAM****Kenya Certificate of Secondary School Education****ENGLISH****Paper 1**

2 Hours.

**1. FUNCTIONAL WRITING**

You were to be visited by three of your friends over lunch hour but unfortunately you were called by your boss to re-visit some work, give instructions to the maid on the recipe of the ingredients and how to cook a balanced meal for four.

(20marks)

**2. CLOZE TEST ( 10 MARKS)**

*Fill in each blank space with the most appropriate word.*

Every year, we look (1)..... to Christmas as a time for festivity and family get together. The jovial atmosphere that surrounds the season lifts our spirits. Families make last minute (2)..... to the supermarkets to buy gifts to loved ones (3)....., we forget that January is coming with (4)..... challenges. The sooner you (5)..... planning, the better. This will help you avoid going (6)..... in your expenditure. Most people take this time to (7)..... their upcoming home, creating transport (8)..... all over. A reunion of relatives is always the joy of charismas so to say. To some, it is just the onset of misery. This is because they don't have anything to (9)..... The last week of the year to them is always injury time. Either they do not have anything to give or they are worried over (10)..... and its responsibilities.

**3. ORAL SKILLS****a) Read the oral narrative below and answer questions that follow.*****The Man and his Donkey***

Once upon a time a man had a donkey. One day, the man decided that he wanted to take the donkey to the market so that he could sell it. And he told his son to get the donkey ready so that they could take it to the market. The son got the donkey out of the stable and as they were leaving home, the father told the son to ride on the donkey.

They had not gone far when they met an old man. The old man looked at the three, the father and the son and their donkey, and commented. "Surely, young men these days have no respect for the elders. How can you ride on the donkey while your father walks?" When the young man heard what the old man had said, he came off the donkey and asked his father to ride on the donkey as he walked.

They went on, the father riding on the donkey as the young man walked. But before long they met an old woman. The old woman looked at the three, the father and the son and their donkey, and commented: "Surely, you cannot punish your son like this.

How can you ride on the donkey while he runs and sweats as he tries to follow you and the donkey? The two of you should ride on the donkey." When the man heard what the woman had said, he called his son and told him to sit on the donkey in front of him. And the three, the father and the son on the donkey, proceeded their way.

They had not gone far when they met yet another man on the way. The man, full of shock, looked at them and commented: "How can the two of you ride on the donkey like that? Don't you think that you will break his back? Indeed, the two of you should carry the donkey on your shoulders."

When the father and son heard what the man had said, they came off the donkey, cut a long pole, and tied the donkey on to the long pole. They then lifted the pole, the father in front of the son following, and carried the donkey on their shoulders.

They did not go far before the donkey began to kick and bray and to move his head from side to side. And as they were crossing a river, the donkey fell off the pole and into the water. And so they did not get to the market.

If you were the fourth person to meet the man, his son and their donkey, what advice would you have given them?

And that is the end of my story. *(Adapted from Aesop's Fables)*

**Questions**

- What techniques will the narrator use to capture and maintain the audience attention? (3marks)
- If you were part of the audience for this story, explain **three** things you would do to show that you are participating in the performance. (3marks)
- How would you say the line, "And that is the end of my story." (1mark)
- Your friend has been appointed to narrate the story before an audience. She has come to you for advice on how to prepare for narration. Write down the suggestions that you will tell her to consider. (3marks)

**b) Underline the odd word out in each of the groups in terms of pronunciation of the underlined sound. (4marks)**

- Castle, rapport, buffet, duet
- Isotermis, Island, aisle, isle
- Bury, Tug, bug, mug
- saw, sow, sew, so

**c) Indicate whether the following sentences have a rising or falling intonation using R for rising and F falling after the sentence. (2marks)**

- I have taken my books \_\_\_\_\_
- Where is your home work? \_\_\_\_\_

iii. She has done it! \_\_\_\_\_

iv. Has he arrived? \_\_\_\_\_

**d) Underline the stressed syllable in each of the words in bold. (6marks)**

i. I made a **mis.take**.

Do not **mis.take** him for a friend.

ii. I would like to give you a piece of **ad.vice**.

The principal will **ad.vise** you on the opening date.

iii. The new phone is on **dis.play** at the mall.

The manufacturers will **dis.play** it for three days.

**e) Read the conversation below between Judy and a Peer Counsellor and then answer the questions that follow (8marks)**

Peer Counselor: (Motioning her to seat). Hallo Judy. How are you getting on?

Please have a seat and don't be anxious

Judy: Don't tell me it's all over school now. I feel like I will kill...

Peer counselor: (Interrupting) Please relax. Well, you swore me into secrecy and I have kept my part of the bargain. There is no cause for alarm.

Judy: Why do you want to see me? You mean it is visible?

Peer counselor: Calm down. You are just in the early stages and please keep up the appearances. The school closes next month.

Judy: (Looking disturbed). One more month and the whole world will know. I need to procure...

Peer counselor: Don't even mention it! Will you be able to live with the guilt?

Remember things can also go wrong and you may die.

Judy: (Visibly agitated) Then, what should I do?

Peer counselor: Please calm down. All is not lost since you only tripped; you never fell. These days, Judy, girls are re-admitted to school after giving birth, so you need not worry. All will be fine. In the meantime, just relax for your baby's sake.

Judy: (Sighs). Thank you for being there for me. Remember not a word to a soul.

Peer counselor: You can trust me Judy. Good day.

Judy: Good day.

### **Questions**

- i. How does the peer counselor establish good rapport with Judy (2marks)
- ii. What conversational skills does the peer counselor exhibit? (2marks)
- iii. Identify four shortcomings in Judy's speech (4marks)

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**KEIYO SOUTH JOINT EXAM****Kenya Certificate of Secondary School Education****ENGLISH****(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)****Paper 2**

2 ½ Hours.

**1. COMPREHENSION****(20 MARKS)***Read the Passage below and answer the questions that follow.*

Aristotle, the father of Western critical thought, Leonardo Da Vinci, Oprah Winfrey, Marie Curie, Albert Einstein, Ronald Reagan, Bill Clinton, Fidel Castro, George Bush, Julius Caesar, Alexander the Great, Napoleon Bonaparte, Bill Gates, Barack Obama and Uhuru Kenyatta all have one thing in common. Not that they are great men and women, but because all of them are left-handed!

Is there something special about being left handed? It is a question that has given rise to many myths about left-handed people.

Interestingly, in a majority of cultures the world over, left-handed people are a stigmatised minority. Left is associated with femininity while right is linked to masculinity. In many of our cultures, when giving direction, we talk about the female side and male side of the road. Patriarchal structures have ways of twisting the truth to preserve masculine hegemony.

In some cultures of Africa, people view left-handedness as a sign of evil, while in Japan it can be enough reason for divorce. Many myths in our cultures in Africa regard left-handedness as something unacceptable and evil. Languages have ways of carrying these beliefs about left-handedness. In Latin, the word left is synonymous with “sinister”, while in Spanish the word for left is linked with “malicious”. The French word for left is synonymous with “awkward”. In English, the word left comes from the Anglo-Saxon word “luft”, which means weak or broken.

The holy books have not been left out in stigmatising left-handedness. The Bible, specifically the book of judges, associates left-handedness with war-like tendencies. We also know of many sayings that are negative in reference to left-handedness, for instance left wing and a left-handed compliment.

It is therefore, possible to argue that left-handed people are a minority that deserves attention. They suffer at the hands of right-handed people who do not recognise their special needs.

Some insensitive teachers are known to punish left handed children and force them to write using their right hands. It is, however, notable that in Western cultures, the discrimination of left-handed people is almost over due to the enlightenment of the society.

But what brings about left handedness? Experts remain unsure of how handedness emerges in children. However, a number of reasons have been advanced to explain why majority of people in all societies are right-handed. In terms percentage, less than 10 percent of the world population is left handed and majority of them are males.

Evolutionary theory attempts to explain this phenomenon by suggesting that during the early ages, primitive hunters needed to protect their most vital organ of the body-the heart-and their left hand was used to hold the shield. The right hand was used to hold the sword or knife and because of this, it acquired greater agility, which was passed down through the generations.

This theory, therefore, explains why more men would be right-handed than women. Other studies have also revealed that the left-handedness of children is an inherited trait. It is common if one parent is left-handed and more common if both parents are left handed.

An equally useful theory that tries to explain this phenomenon is the brain hemisphere theory. It postulates that the preference of using one side of the body more than the other in performing special tasks depends on which brain hemisphere is dominant. In most people, the left hemisphere controls speaking and handy work and that is why right-handedness is common. It further argues that left-handed people are controlled by the right hemisphere of the brain.

Some researchers claim that left-handed people are more intelligent and eloquent than the right-handed people. It is argued that there are more left-handed people with IQs of over 140 than right-handed people. Captivatingly; other studies reveal that left-handed people are more unlikely to suffer from disorders of the immune system.

In view of the fact that studies have found that this group of individuals comprise of intelligent and creative people, we need to revisit our curriculum in order for it to take care of their unique potentialities. We have to put in place structures that will create a learner-friendly environment for left-handed children. Desks should be designed to cater for their unique needs. Special pens and writing materials should be provided specifically for this group of children. More importantly, we should re-train teachers to appreciate the fact that pupils are gifted in different ways, and it is their duty to help pupils to put to use these gifts.

*By Prof. Egara Kabaji and Dr. Misigo Lushya*

*Adapted from Saturday Nation 28/02/2015 pg.39*

**Questions**

- |  |           |
|--|-----------|
| (a) Why do the authors provide a long list of left-handed personalities?                                     | (2 marks) |
| (b) How are the left-handed people discriminated against in the society?                                     | (3 marks) |
| (c) What makes left-handed people unique?  | (2 marks) |
| (d) According to the passage, why do we have fewer females being left-handed than males?                     | (3 marks) |
| (e) Distinguish the functioning of the left-handed people from the right-handed ones?                        | (2 marks) |
| (f) We need to revisit our curriculum (Add the appropriate question tag)                                     | (1 mark)  |
| (g) Make notes on the various ways that left-handed individuals can be accommodated by learning institutions | (4 marks) |
| (h) Rewrite the sentence below as instructed   | (1 mark)  |

Desks should also be designed to cater for their unique needs (Begin: Their unique needs)

- (i) Explain the meaning of the following words as used in the passage (2 marks)
- Agility
  - Hemisphere

## 2. SET BOOK EXCERPT

(25 MARKS)

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

When there was a little light and one could reduce one's vigilance a little, Akoko started to recite the history of the people of Ramogi. This was not just a pastime but a bounden duty-for the history of the tribe could only be transmitted by mouth from generation to generation, else how can you know where you are going unless you know where you are coming from? Therefore, whenever an elder was alone with a young person, he or she always recited the history of the tribe or clan.

"In the beginning, *Were* was alone in the world which was beautiful. *Were* is a spirit and a spirit is like a flame, you can only see it, but you cannot get hold of it. It is like air which you know is there but which you cannot touch. It is like the wind which can uproot a tree and hurl it afar but has no substance. It is like lightning which is seen in many places at once but is in none. Yes, it is like the essence of man which makes him all that he is yet departs from him quietly and suddenly leaving only a dead image. *Were* is a great spirit. He saw that the world needed more than spirit forms. So he created Ramogi and his brothers who were men. Man has a form which is spiritual. *Were* sent the men he had created to various parts of the world to settle in it. Ramogi he sent to the country around the great lake which was a great favour for he had more spirit than his brothers. The wife whom *Were* gave him was called Nyar Nam who embodied the spirit of the great lake. They had many children including Rachuonyo, Sakwa, Asembo, Yimbo, Gem, Uyoma, Nyakach, Seme and Ugenya among others who settled around the lake tilling land, taming animals and catching fish. These are the children of Ramogi from whom we all rise.

Of the children of Ramogi many great brave men have arisen. They are called, *thuondi* the brave ones. These men of renown include Lwanda Magere. So strong and brave a warrior was he that it is rumored that the sharp spears of Lang'o warriors could not pierce his skin. Then there was Gor Mahia, the wily one who could change his form into anything at all, thus confounding the enemy. There were many others, great leaders and warriors and women of renown such as Lela Kabanda, the mighty warrior and my direct ancestors, Tawo Kogot, Obando Mumbo, Oracha Rambo, and the woman Nyamgondho of mighty wealth. There are many others whom we should aspire to imitate."

### Questions

- What happens just before this excerpt? (2 marks)
- Discuss TWO functions of the rhetoric device used in the first paragraph of the excerpt above? (4 marks)
- Identify the use of a metaphor in paragraph two of the excerpt (1 mark)
- Name at least **THREE** phenomena that *Were*'s spirit is likened to? (3 marks)
- Why did *Were* decide to create Ramogi and his brothers? (1 mark)
- Which economic activities did the children of Ramogi and Nyar-Nam undertake around the great lake? (3 marks)
- Where is Akoko travelling to? (1 mark)
  - Name the two personalities accompanying Akoko on this epic journey? (1 mark)
  - What is Akoko's intention in making the epic journey? (1 mark)
- Using information provided before this excerpt, comment on TWO other elders who play a role that has a bearing on tradition and community's well being just like Akoko does in the present excerpt (6 marks)
- What happens immediately after this excerpt? (2 marks)

## 3. POETRY APPRECIATION

(20 MARKS)

*Read the poem below then answer the questions that follow*

### THE NECKLACE

From a distance  
 Fearful of inching any further,  
 A cold sweat trickled rivulets,  
 Making me shiver at noon.  
 Undaring to approach the form

It was over in minutes,  
 The necessities of execution availed,  
 The firestone tyre,  
 Petrol in blackened tin,  
 And ignites in numerous hands  
 Each participant ready and anxious,  
 To set the man a flame.

As the smouldering form blackened,  
 Smell of sizzling flesh filling in the air  
 Piercing the nostrils,  
 And choking me breathless,  
 I watched in wonder,  
 Witness to an unwritten law.

As the crowd dispersed,

The haggling and bargaining resumed,  
 Buying, selling and cheating,  
 As men in uniform arrived,  
 Bearing away the charred remains

### Questions

- a) How relevant is the title of the poem above? (2 marks)
- b) Describe the character of the executionists in the poem (2 marks)
- c) What was needed to carry out the execution? (3 marks)
- d) Explain the difference in the use of the word "form" in stanza one and stanza three (2 marks)
- e) (i) Who is the persona? (1 mark)
- (ii) What deters the persona from getting closer to the scene of action? (1 mark)
- f) Explain the meaning of the following phrases as used in the poem (3 marks)
  - i) Smell of sizzling flesh
  - ii) Each participant ready and anxious
  - iii) Witnessed to an unwritten law
- g) What mood is portrayed in the poem? (2 marks)
- h) Paraphrase the last stanza (4 marks)

### 4. GRAMMAR

(15 MARKS)

- a) **Re-write the sentences below according to the instructions given in brackets. Do not change the meaning of the original sentence** (5 marks)

1. I saw the giraffe when I was walking to school (Rewrite using the present participle)
2. "Don't talk to me like that!" He bellowed at him. (Re-write in reported speech)
3. Many countries have banned the taking of marijuana. (Begin: The taking.....)
4. John's leg had been broken by a log in his early teens. (Begin: John had had .....)
5. They keep tea in a thermos flask. (Change into passive)

- (b) **Provide the most suitable prepositions for the sentences below** (2 marks)

1. The soldier was punished \_\_\_\_\_ neglect of duty.
2. The thief was disguised \_\_\_\_\_ an official from the Ministry of Education.
3. They descended \_\_\_\_\_ a noble family.
4. The man died \_\_\_\_\_ Malaria.

- (c) **Use the correct form of the words in brackets to complete each of the following sentences** (3 marks)

1. I shall not admit any \_\_\_\_\_ (liable) whatsoever.
2. He smashed his small radio in \_\_\_\_\_ (furiously).
3. The \_\_\_\_\_ (broad) of this road is inappropriate for large trucks.

- (d) **State the tense into which each of the following sentences falls** (3 marks)

1. I have just talked to the headmaster.
2. We need to be wary of A.I.D S.
3. They went away.

**KEIYO SOUTH JOINT EXAMINATION FORM FOUR TERM 1-2016****Kenya Certificate of Secondary Education (K.C.S.E.)**

101/3

**ENGLISH****PAPER 3****(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)****TIME: 2 ½ HOURS****1. IMAGINATIVE/CREATIVE COMPOSITION. (20marks)****Either:**

- (a) Write a composition ending with the following statement .....it dawned on me that the very people we really trust can be a very big letdown.

**Or**

- (b) Write a composition on how to fight terrorism in our country.

**2. THE COMPULSORY SET TEXT:****Drama; Bertolt Brecht's The Caucasian Chalk Circle. (20marks)**

"More often than not, people in advantaged positions tend to misuse power to the detriment of their subjects." using illustrations from the play, **The Caucasian chalk circle**, write an essay in support of this statement.

**3. OPTIONAL SET TEXT (20marks)***Answer any of the following questions.***Either**

- (a) **The Short Story;**

**Illieva Emilia and Olembo Waveney (Ed); When the Sun Goes Down and other Stories from Africa and Beyond.**

"Mr. Das was so obsessed with his pet. „Do you agree? Write an essay drawing illustrating from the short story **"Diamond Dust"** by Anita Desai. (20 marks)

**Or**

- (b) **Drama: Francis Imbuga's;**

**Betrayal in the City**

"The youth play an important role in restoring sanity and good governance in a nation." "Support this proposition using illustrations from the play, **"Betrayal in the city"** by Francis Imbuga

**Or**

- (c) **The Novel; Witi Ihimaera's The Whale Rider**

„The force of destiny is too strong to be stopped." Drawing illustrations from the novel **"The whale rider"** by Witi Ihimaera, write an essay to support this statement (20marks)

## TINDERET/NANDI SECONDARY SCHOOLS EXAMINATION 2016

## ENGLISH

## PAPER 1

## PRE- MOCK

## FUNCTIONAL WRITING

1. (a) Imagine that you are the **captain** of your **school soccer team**. You fall sick and have to go home for two days to seek medical attention. Write instructions to your assistant telling him or her five things you would like done while you are away. (12 marks)
- (b) Once you came back to school, you find that the instructions were followed to the latter. Write a thank you note to your assistant. (8 marks)
2. **Read the passage below and fill in the blanks with most appropriate word.(10 mks)**  
 The apple is the commonest and \_\_\_\_\_ 1 \_\_\_\_\_ the most varied and beautiful of \_\_\_\_\_ 2 \_\_\_\_\_. A dish of them is as becoming to the centre table in winter as was the vase of \_\_\_\_\_ 3 \_\_\_\_\_ in the summer-a bouquet of Spitzenbergs and greening and northern spies. A rose \_\_\_\_\_ 4 \_\_\_\_\_ it blooms; the apple is a rose when it ripens. It pleases \_\_\_\_\_ 5 \_\_\_\_\_ sense to which it can be addressed, the touch, the smell, the sight, the \_\_\_\_\_ 6 \_\_\_\_\_ and when it falls in the still October days, it \_\_\_\_\_ 7 \_\_\_\_\_ the ear. It is a call to a banquet; it is a signal \_\_\_\_\_ 8 \_\_\_\_\_ the feast is ready. The bough would fain hold it but it can \_\_\_\_\_ 9 \_\_\_\_\_ assert its independence; it can now live a \_\_\_\_\_ 10 \_\_\_\_\_ of its own.
3. **(a) Read the following poem and answer the questions that follow;(10 mks)**  
 My heart leaps up when I behold;  
 A rainbow in the sky  
 So it was when my life began;  
 So it is when I am a man; so be it when I shall grow old;  
 Or let me die;  
 The child is father of the man;  
 And I could wish my days to be;  
 Bound each to each by natural; piety.  
**William words Worth.**  
**QUESTIONS**  
 i) Describe the rhyme scheme of this poem (2 marks)  
 ii) Apart from rhyme, how else has this poet achieved rhythm in this poem? (2 marks)  
 iii) Describe the tone of voice that would be appropriate in the reading of line 1&2. (2 marks)  
 iv) How would you say the last line of this poem? (2 marks)  
 (b) **Read the Following Dialogue And Answer The Questions That Follow**  
**ANITA:** Excuse me sir, I think I have lost my way. Would you mind to direct me to **Mawe Nyingi Secondary School**.  
**EKO:** No, I won't mind to get to Mawe Nyingi School is quite easy really. Just walk on along this road and when you reach Kwetu's house Turn and move on straight. After an hour or so you will be right there at the school.  
 State **four** shortcomings that you find in **EKO's** manner of giving instructions. (4 marks)  
 (g) **The following words change their spelling when accent moves to another syllable. Write the correct spelling of each.**  

<b>Verb</b>	<b>Noun</b>
_____	Envelope
_____	Unit

 (h) Classify the words below according to this underline „th“ letters. An example of each of the „th“ sounds represented has been given. (4 marks)  
 Mother ,brothel, there, therapy, hither breath, clothe, sleuth,  
 /θ/ /ð/  
 Thermal dither  
 (e) **Imagine that you are a radio broadcaster at Nyani Fm station. State three communication skills you will use to keep listeners glued to your programme.** (3 marks)  
 (f) **Briefly explain the message you would communicate by using the following non-verbal cues.** (4 marks)  
 i) (of two people) holding shoulder  
 ii) Walking with a swagger  
 iii) Wagging of a finger  
 iv) A peck on the cheek  
 (g) **For each of the following words, underline the syllabus you would stress.** (3 marks)  
 i) Overpower(verb)  
 ii) Far-flung(adjective)  
 iii) Yardstick(noun)  
 iv) Rampage(noun)  
 v) Picture(verb)  
 vi) Attribute(noun)

## TINDERET/NANDI SECONDARY SCHOOLS EXAMINATION 2016

101/2

ENGLISH

PAPER 2

PRE - MOCK

TIME:2 ½ HOURS

## 1. Comprehension (20 marks)

Read the following passage and then answer the questions that follow.

There is no accomplishment so easy to acquire as politeness and more profitable. These are Bernard Shaw's words.

This holds very true in today's age. Young busy executive fresh out management schools venture into the cooperate world with sound professional knowledge. But what they do not teach in school of business is social skills-etiquette.

Etiquette is the norm behavior.it evolves from showing consideration for other people's needs, feelings and sensibilities. The principle of social etiquette serve the same function as traffic signs, provide common language of behavior and conduct so that people may meet,talk,dine and drink, travel and put to practice. As every executive knows,good manners constitute a necessary compliment to good business. Without it he would jeopardize relationships that are basis to business success.

He would fail to project a professional image of himself and his organization. Good manners help oil daily interactions. They lay the foundation for good working relationship that is in turn indispensable for co-coordinating team efforts for achieving organization goals.

Behavior studies largely reveal that many unhappy clients never complain about discourtesy. Many of them will almost always never do business with the company that offends them. Further the unhappy client will tell the story to many other people. Just think what a big price to pay for discourtesy! And what an even bigger price to pay for ignoring it.

Good manners leave a good impression especially so when you are meeting a person for the first time. Get your act right when you are introduced for the first time always arise, shake hand with a firm grip. It is even better if you offer your hand first. Remember and repeat the name looking straight in the eyes of the person you are being introduced to. This will show you are paying full attention.

1. (a) Why is the writer so critical of the professionals joining corporate management? (2 marks)
- (b) What is the writer's opinion about the nature and origin of good manners? (3 marks)
- (c) How does social etiquette serve the same functions as traffic signs? (3 marks)
- (d) What does the writer find disturbing about clients in business? (3 marks)
- (e) In note form, state how you can get your act right when you are introduced for the first time. (3 marks)
- (f) Rewrite the following sentence as instructed. Do not change the meaning.  
Behavioural studies largely reveal that manu unhappy clients never complain about discourtesy.  
(Rewrite beginning: Never.....). (1 mark)
- (g) Explain the meaning of the following words as used in the passage
  - i) Constitute (1 mark)
  - ii) Indispensable (1 mark)
  - iii) Discourtesy (1 mark)
  - iv) Impression (1 mark)
- (h) Supply a suitable title for this passage. (1 mark)

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

"She means everything to me". She looked at him steadily for a little while. "So do you-though I am beginning to think it's a waste of time .When are you going to propose if at all? We've known each other for six years. Six years? What I don't have by now I'll never get. Am twenty six years old and you are looking at the finished product. And I am tired of being asked when I will bring home the man from Ruguru-meaning the man from the west as my relatives refer to you."

"You do not mean it, don't you? It is not brain fever due to overwork and lack of sleep, is it? "He said it half in rest, half in earnest. "You really are too much," she said getting up.

"Come on! Do have a sense of humour. It isn't every day a girl proposes to me. As a matter of fact this is the first time- so forgive me if I don't quite know what to say. But you know there's never been anyone else since I met you. To hell with it, since we are in the age of equality, why don't I just say that there's never been anyone else? The answer is yes I'll marry you. Any day you want. Today, if we can get anyone to marry us."

You are really a comedian, you know. What are you still doing here-underpaid intern? You should be out there earning your millions with bill Cosby and the rest". This was how their conversation always ended. Two strong wills pitted against each other. She wondered if she was taking on more than she could manage. But he had a power over her-which even he did not know. There was no one else, there could be still she was piqued by him.

"Point taken. But I am dead serious. You can tell your mum that I'll over pay my courtesy call as soon as this internship business is over. My intentions towards her daughter have always been good even if I am not a son of Mumbi and Gikuyu-the founders of your great tribe."

The alarm rang and cut him short. "Yak! I've got to run, honey. I have gallons full of blood testing yet to be done. I'll just walk you to the bus stop and then get on with the job at hand. "He grabbed his coat and opened the door. She understood. After all, she herself was an intern and at the mercy of the clock and the beck and call of others. It was one hell of a life and one hell of a courtship. Why couldn't she fall in love with an ordinary guy who worked ordinary hours? One doctor in the house was more than enough. She wondered if the marriage would survive the onslaught of medicine. Time would tell.

**Questions**

- a) Explain what happens immediately before this excerpt. (2 marks)

- b) Identify and illustrate any **one** theme evident in this excerpt. (2 marks)
- c) (i) she means everything to me” who is referred to a “she” in this sentence? (1 mark)
- (ii) What makes the „she“ age faster than she should have later in the story (1 mark)
- (iii) I am twenty six years old and you are looking at the finished product.  
Explain the meaning of the underlined phrase. (1 mark)
- d) Both Wandia and Aaro are interns in different hospitals. What challenges do they encounter as they serve as interns? (3 marks)
- e) Which trait of character is shared by Aaro and Wandia in this excerpt? (2 marks)
- f) Illustrate any two features of style used in the excerpt. (1 mark)
- g) Where do Aaro and Wandia meet for the first time in the story? (1 mark)
- h) “There’s never been anyone else since I met you” (Beginning: Never.....). (1 mark)
- i) Briefly explain what happens immediately after the events in this excerpt. (2 marks)
3. **Read the poem below and answer the questions that follow.(20 mks)**

#### Song of Agony

I put on a clean shirt  
And go to work  
Which of us  
Which of us will come back?  
Four and twenty moons  
Not seeing women  
Not seeing my hand  
Which of us  
Which of us will die?

I put on a clean shirt  
And go to work my contract  
To work far away  
I go beyond the mountain  
Into the bush  
Where the roads end  
And the rivers run dry  
Which of us  
Which of us will come back?  
Which of us  
Which of us will die?

#### Questions

- a) Who is the persona in the poem? Explain. (2 marks)
- b) Briefly discuss the subject matter in this poem. (3 marks)
- c) Identify **two** stylistic devices in the poem and show their effectiveness. (4 marks)
- d) Show how the persona and the others suffer in the poem. Illustrate your answer. (4 marks)
- e) What is the dominant mood in the poem? (2 marks)
- f) Is the title of this poem suitable? Explain (3 marks)
- g) Identify and explain **one** economic activity practiced by the persona’s community. (2 marks)

#### 4. GRAMMAR

- a) **Rewrite the following sentences according the instructions given in brackets. Do not change the meaning.(3 marks)**
- i) The legislators were very angry at the commissioners. They demanded to have the commission disbanded with immediate effect. **(Combine into one sentence beginning: so...)**
- ii) I will show you how to fill out the application form if you are interested in applying for the job. **(Begin: should...)**
- iii) The secretary General had just started reading his speech when a young man heckled him. **(Begin: Scarcely...)**
- b) **Complete the following sentences using the appropriate form of the word in brackets. (3 marks)**
- i) It has become.....difficult to complete the stalled projects as scheduled.(increase)
- ii) Swiss watches are known for their .....(precise)
- iii) Sheila posts a new photo every day on face book. I think hers is a case of.....(vain)
- c) **For each of the following sentences, replace the underlined phrasal verb with one word. (3 marks)**
- i) The doctor assured us that the chairman would pull through from their sickness.
- ii) The warring coalitions must agree to sit down and iron out their differences.
- iii) We knew that all her stories had been made up.
- d) **Fill in the blanks with the most appropriate preposition. (3 marks)**
- i) The professor was borne.....a Nigerian mother and a Spanish father.
- ii) I will not attend the ceremony for I have too much to do; what.....lecturing at campus, writing for The Guardian and editing the school magazine.
- iii) The scheduling of the swearing-in ceremony was dependent.....the election outcome.
- e) **Provide a gender neutral term for each of the following terms.**
- i) Layman-
- ii) Foreman-
- iii) Businessmen-

**NANDI/TINDERET SECONDARY SCHOOLS**  
**ENGLISH**  
**PAPER 3**  
**PRE - MOCK**  
**101/3**  
**TIME: 2 ½ HOURS**

**1. IMAGINATIVE COMPOSITION(compulsory)**

a) Write a composition to illustrate the saying:

“Pride comes before fall.”

Or

b) Write a composition beginning with:

c) „I had not thought it was such a big problem until I got involved.....

2. The compulsory set text.

**The Caucasian Chalk Circle**

“In any society, fighting and war have negative effects” using Brecht’s play, **The Caucasian Chalk Circle** for illustrations, write an essay to validate the statement.

3. The optional text:

Either

a) With close reference to the play **Betrayal in the city**, write a composition showing how morality affects political leadership.

OR

b) “Terror gangs bring about destruction to any society” write an essay in support of this assertion with close reference to Moses Isegwe’s story, **“The war of the Ears”**

c) The novel: The whale Rider

With reference from the novel: **The Whale rider**, show in what ways human beings have failed in fulfilling their role in preserving the natural environment.

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# REVISION EXERCISES

## MERU SOUTH FORM 4 JOINT EVALUATION

### ENGLISH

101/1

PAPER 1

#### 1. FUNCTIONAL WRITING

Imagine that you are the Games Captain in your school. You need to hold a meeting with house captains to decide on the Interhouse competition.

- Write an internal memo to the house captains informing them about the date of the meeting and events to be undertaken. Ask them to prepare the teams and make lists of participants. (10 marks)
- Write a letter of request to your principal through the games patron requesting him / her to provide refreshments arrange for the trophies for the winning team and a first aid kit. (10 marks)

#### 2. CLOZE TEST (10 MARKS)

Fill each blank in the passage below with the most appropriate word.

(10 marks)

Kenyans (1) \_\_\_\_\_ notorious for their gullibility to get-rich-quick schemes, (2) \_\_\_\_\_ legitimate or unlawful, which often leave them poorer. Stories have been told (3) \_\_\_\_\_ how people in this country have unwittingly (4) \_\_\_\_\_ small fortunes in their endless (5) \_\_\_\_\_ for a quick buck. (6) \_\_\_\_\_ is a fact that ours is a society entranced with the notion of reaping financial returns from (7) \_\_\_\_\_ or no investment at all. For most (8) \_\_\_\_\_ anything goes when it comes to venture with (9) \_\_\_\_\_ slightest promise of quick returns, past (10) \_\_\_\_\_ notwithstanding.

#### 3. ORAL SKILLS (30 MARKS)

- Read the poem below and answer the questions that follow.

There was an old man from Peru  
Who dreamed he was eating his shoe  
He awoke in the night  
With a terrible fright  
To discover it was totally true

- Describe the rhyme scheme of the above poem. (2 marks)
- Identify and illustrate any other two sound patterns in the poem. (4 marks)
- Which other word is pronounced the same as „shoe“ (1 mark)

- Read the oral narrative below and answer the questions that follow.

#### The Monkey and the Crocodile

The crocodile asked the monkey to visit him. The monkey asked the crocodile, “How shall I reach your home when I don’t know how to swim?” The crocodile told the monkey to jump to his back.

On the way, the crocodile felt hungry and asked the monkey, “Can you give me your heart? Because I am feeling hungry.”

The monkey told the crocodile, “This is what we are going to do: We are going to go back. Because when we become friendly to somebody we leave our hearts at home.” Now the monkey told the crocodile, “You see, I am very weak. I cannot be eaten. So we have to go back and I’ll get you my heart.”

The crocodile agreed that they should turn back. When they reached the shore, the monkey climbed into a mango tree and picked a mango. He threw it and said to the crocodile, “There is the heart” but the mango got into the water. He picked another one, but when the monkey threw this one the crocodile dived into the water.

That is the end of the story.

- Identify any three oral features of a narrative that are evident in the above narrative. (3 marks)
  - How does the monkey convince the crocodile not to eat him up? (2 marks)
  - If you were narrating the above story, how would you perform the following line, here is the heart“ (3 marks)
- Explain the meaning brought out by stressing the underlined word in each of the following sentences. (3 marks)
    - Muriithi spoke to Gatwiri yesterday
    - Muriithi spoke to Gatwiri yesterday
    - Muriithi spoke to Gatwiri yesterday
  - Identify the silent letters in each of the following words. (5 marks)
    - Muscle
    - Sandwich
    - Hope
    - Hymn
    - Pneumonia
  - Identify the intonation that would be present in each of the following sentences. (4 marks)
    - What is your name?
    - Is this your pen?
    - You are a good boy aren’t you.
    - He bought rice, sugar and oranges.
  - Imagine that there was a party in your school. After the party was over, everybody complained that James had bad table manners. Give three reasons that made them conclude so. (3 marks)

**MERU SOUTH FORM 4 JOINT EVALUATION****ENGLISH**

101/2

PAPER 2

**Kenya Certificate of Secondary Education****1. COMPREHENSION****(20 marks)****Read the following passage and answer the questions that follow.**

Life is like mathematics. To work out your life, you need formulas that suit your uniqueness. The same is true to a career dream. A well planned career is instrumental in a happy and satisfying life. All of us know that we should make hay while the sun shines but parents have a propensity of being too busy with money making ventures relegating the delicate future of their children to a desolate corner.

Parents need to be facilitators and not dictators nor influencers of the career choices their children yearn for. Parents, having gone through this process early in life, should help their children to carefully make career choices without making blunders. Parents however, should understand that people are not the same no matter how close our blood may be, so we all have different talents and desires. In this case, one can be a good doctor while another will make a good teacher and they will all be successful.

Most parents give a blind eye to this and tend to fulfill their own desires while wilting that of the child. Parents of today are more than just an authority figure. They are best friends, philosophers, guides and bibles of their children. As such, parents have a pivotal role to play in their children's future. But parents should also train their children to be independent when making decisions about their life. They above all need to avail relevant information to their children about the various available careers and guide them through as the children make the decisions on their own.

Involved parents are always well informed about their children; therefore, as they guide them through career choice decisions, they ought to consider the following factors of immense importance in the career selection process.

The child's aptitude is a mirror of his personality, strengths and weaknesses. Hence, a strategically designed aptitude test can reveal a lot of information regarding the child that can help in taking a well informed career selection. Human beings have strengths and weaknesses and so are children. Therefore parents must target the strengths and avoid the weaknesses. For instance, a parent who visits the child's school and learns from the teachers that the child is performing well in sciences and poorly in languages should guide the child towards a career that requires the Knowledge of science rather than languages. They should also encourage their children to put more effort in the subjects they don't perform well.

Secondly the interest of a child in a particular field is also vital in career choice. It will be very difficult to spend your entire life doing what you do not have interest in. The parents themselves are working in the field they have interest in and hence should look into the interests of their child and consider it while giving career options.

Parents should also guide their children against making decisions based on herb mentality. It is easy for a child to be veered by colleagues into choosing a career that is popular among them with some parents even tempted by career choices that are trending. This can be disastrous and can hinder a student's informed decision. The information that the child gets prior to selecting a career has power to influence his/her decision and judgment. Therefore the parents should be available for their children for any consultations and avail sources of various career options from an early stage. Parents can even expose their children to career experts and even engage the teachers to give students career talks and avail relevant materials to give guidelines for career in the market.

Another factor to consider is scope of the career and remuneration. Career scope gives the light about the various fields and professions that are accessible after pursuing a particular course. The larger the scope, the better are the chances of finding the role that suits the child most.

- a. In what way is life mathematics? (2 marks)
- b. Why is it wrong for parents to be dictators or influencers of the career choices their children yearn for? (1 mark)
- c. Make notes on how parents can help their children to make good career choices? (4 marks)
- d. What is the writer's attitude towards parents of today with regard to their role in guiding their children to make good career choices? (3 marks)
- e. How can you tell from the passage that parents are the right people to advice children on career choices? (2 marks)
- f. Rewrite the sentence below using a question tag.  
Involved parents are always well informed about their children. (1 mark)
- g. Why do you think parents should be readily available to be consulted by their children while they are making career choices? (2 marks)
- h. Give the meaning of the following words and phrases as used in the passage. (5 marks)
  - i) Make hay while the sun shines
  - ii) Pivotal
  - iii) Herb mentality

- iv) Veered
- v) Remuneration

## 2. COMPULSORY SET TEXT

Read the passage below and answer the questions that follow.

(25 marks)

"Yes, yes," she answered jumping to her feet with alacrity. They left the old lion and the young one to their duel.

"Well son, how have things been with you?"

"OK Father. I am a registered doctor now. I want to work for two years or so, to gain some experience and then I'll go back to study surgery, that always been my interest."

"Good. Very good. How about this marriage business? Don't you think it's too soon? I mean you've only worked for a year, do you really have anything to offer a wife?"

"I guess not. But then I doubt if a large house and a Mercedes Benz would make any difference to Wandia. She's not that kind of girl."

"You can never tell. She is a Kikuyu after all, they have a thing about money. In any case why don't you wait a little? I am sure there is a nice Luo girl somewhere who'd make a perfect wife for you."

"Father," Aoro struggled to control his voice. "Father, I don't know anything about the rest of the tribe, but I know Wandia. She is the one I have chosen. I love her, which is a feeling I cannot transfer from one girl to another at will. In any case I have done anatomy, and beneath the skin everyone is remarkably the same. Even the blood, which is supposed to be thicker than water is all just a combination of iron and protein in every instance. Some people are good. Others are bad, it's got very little to do with their blood or tribe. It's all in the heart. I am sure you know that father."

Mark was silent for so long that his son feared that he would simply get up and walk away.

"You are my eldest son and whatever you may think, I love you. I am very proud of you. I want you to be happy. Even though you are a doctor, and I suppose doctors know a lot, there are some things that are understood only by experience. I was only trying to forestall any possible misery which may arise in future. Things like the language to be spoken at home, the religion to be practiced – and by the way to what faith does she belong?"

"Her mother who is a widow is a protestant, of the saved variety. She is very dedicated to it. Her father was a non-practising Catholic. Wandia herself subscribes to non faith that I know of."

"What faith do you subscribe to yourself?"

"Me?" asked Aoro taken aback.

"Yes you."

"I am no Tony or Vera, but I suppose I am a Catholic."

"What I mean is that does it matter enough to you to make a difference if Wandia got saved and took along the children?"

"I hope we should be able to talk things over as adults, father. She is not an irrational person."

"No doubt about it son. It is clear you have made up your mind and I wish you the best. Have you raised the issue about the bride price with her family?"

- a. Briefly highlight the events leading to this excerpt. (3 marks)
- b. "They left the old lion and the young one to their duel." Describe the other duel that the two had. (4 marks)
- c. Identify an aspect of stereotype that is depicted in the excerpt. (2 marks)
- d. It is clear that you have made up his mind. Replace the underlined phrase with one word. (1 mark)
- e. In not more than forty words summarise Mark Sigu's fear about the son's marriage. (6 marks)
- f. What do we learn about Aoro from this excerpt? (4 marks)
- g. How does Mark Sigu's reaction to Aoro's marriage differ with that of Wandia's mother? (2 marks)
- h. Describe what happens immediately after the excerpt. (2 marks)
- i. "What faith do you subscribe to yourself?" Mark asked. (write in reported speech) (1 mark)

## 3. POEM

Read the poem below and answer the questions that follow.

(20 marks)

You embarrass me...

Mwananchi

Why do you embarrass me with your questions

About the new Mercedes I bought

The large farm I own

The houses, the wives,

An inflated stomach!

Mwananchi

Why do you threaten me with your threats

The threats in your bloodshot eyes

Fixedly pointed at me wherever I go

Like if you are ready

To release the arrow that will deflate me

Into nothingness;

Even the watchmen, the dogs, the police

Are all not enough to protect me  
From your increasing shouts to protest  
Against my good judgement;

Mwananchi

Have you forgotten how you loved me  
And gave me your vote  
That I may be your man in parliament?

Now that I have the power  
I will mend your confused senses  
And keep you in prison  
Until you see me as your leader again  
And keep those bloodshot eyes away from me

I will charge like an angry lion  
And scare you out of your wits  
Until like a frightened dog,  
You keep your head forever...

**Everett M. Standa**

- a. Identify the persona in the poem. (2 marks)
  - b. What is the message of the poem? (4 marks)
  - c. Identify and comment on any two aspects of style in the poem. (6 marks)
  - d. Describe the tone of the poem. (2 marks)
  - e. Identify and illustrate two character traits of Mwananchi. (4 marks)
  - f. Explain the meaning of the following words and phrases as used in the poem. (2 marks)
    - i) Inflated stomach
    - ii) Scare you out of your wits.
4. **GRAMMAR (15 MARKS)**
- a. Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (3 marks)
    - i) He hardly visits his grandmother.  
(Begin: Hardly .....)
    - ii) The principal ordered the rude students to get out of his office.  
(Write in direct speech)
    - iii) The disease was fast spreading but the doctors managed to curb it.  
(Begin: Fast spreading though .....)
  - b. Complete the following sentences with the correct prepositions. (3 marks)
    - i) His life was dependent ..... my discovering the cure.
    - ii) All students must abide ..... the school rules and regulations.
    - iii) The old man was arraigned in court and charge ..... stealing a neighbour's bull.
  - c. Fill in the blank spaces with the correct form of the words in brackets. (3 marks)
    - i) Rewrite your essay, it is very ..... (repeat)
    - ii) It was very ..... Of him to have done such a shameful act (responsible)
    - iii) The teacher's ..... of the word amused the students. (pronounce)
  - d. Fill each blank space with the most appropriate word. (3 marks)
    - i) We should never take it for ..... that God has always taken care of us.
    - ii) It is unwise to count your ..... before they hatch
    - iii) It goes without ..... that Juma is a thief.
  - e. Rewrite the following sentences replacing the underlined words with phrasal verbs. (3 marks)
    - i) Let us discard all these old newspapers.
    - ii) She became happier when she heard the good news
    - iii) The teacher of English does not tolerate nonsense.

**MERU SOUTH FORM 4 JOINT EVALUATION****ENGLISH****101/3****PAPER 3****(Creative Composition and Essay Based on Set Texts)**Answer three questions only**1. Imaginative composition (compulsory) (20 marks)**

Either,

**a) Write a story ending with:**

I knew for sure that good mentorship is all a student needs.

Or,

**b) Entry examination should be administered before admission to institutions of higher learning.**

Do you agree or disagree?

**2. The Compulsory Set Text (20 marks)**

Bertolt Brecht: The Caucasian Chalk Circle

The Caucasian Chalk Circle presents a mockery of societal expectation. Write an essay to justify the assertion.**3. Optional Text**

Answer any one of the following questions.

Either,

**a) The Short Story**

Longhorn (school edition) When the Sun Goes Down and other stories from Africa and Beyond

Militia groups are a menace to the society. Drawing illustrations from Moses Isegwa's The War of Ears write a composition in support of this statement.

Or,

**b) The play**

Francis Imbuga, Betrayal in the City

Defiance has consequences. Show the validity of this statement using illustration from "Betrayal in the City"

Or,

**c) The Novel**

Witi Ihimaera, The Whale Rider

A society's authenticity is defined by its commonly held systems. Justify the validity of this statement in relation to the novel, The Whale Rider.for more free past papers visit: [www.mekcsepapers.com](http://www.mekcsepapers.com) or call 020502479

**WESTLANDS SUB-COUNTY JOINT EXAMINATION**  
**Kenya Certificate of Secondary Education**

101/1

**ENGLISH**

Paper 1

(Functional Skills)

July/August 2016

**Time: 2 Hours****1. Functional writing**

After a careful analysis of your school's performance in the National Examinations, it has been noted that the performance of English has generally gone down. The school decides to carry out an investigation and appoints a committee to carry out this task and write a report. The principal has appointed you as the secretary to this committee. Write the report of your findings and make suggestions for improvement. (20 marks)

**2. CLOZE TEST (10 MARKS)**

**Read the passage below and fill in each blank space with the most appropriate word.**

Social networking sites like Facebook allow those (1) ..... seventeen and above to join. Students of this age can use social media to stay in (2) ..... with their friends but they could also use it creatively to seek ideas or information on different subjects. This means that a student may seek answers (3) ..... certain questions or subjects from other students not necessarily from his or her own school. Whatever information you put out there could be used (4) ..... you at some time in future when you are in search of employment. Do not use social media to propagate (5) ..... messages or insults to others.

Protect your (6) ..... through the settings provided so that you can only be seen by those you want. Facebook officials have acknowledged that the social media giants keep close track of millions who (7) ..... into social network or go on the web.

Do not post something copied from elsewhere without attributing the author as this is not your original work, meaning that you will be breaking (8) ..... rules.

(9) ..... sharing your thoughts on Facebook, think and rethink of the consequences as you may be making a (10) ..... mistake.

**3. ORAL SKILLS****a) Read the narrative below and answer the questions that follow.**

"Grandson, have you come to see me?" the old woman asked excitedly.

"Yes, Granny," came the reply.

Now Granny decided to cook a fish meal for her "grand" visitor but unfortunately she had no water for making the bread that must go with it. Soon the fish was ready. It smelt delicious and lay beautifully oiled in its pot, for the old woman was truly expert in the art of cooking.

"Just wait a moment," she said to the youth. "I'm rushing off to the well. The fish is ready but there's no water for making the bread."

Lo! As soon as the old woman had hobbled away, the youth sent his hand exploring the depths of the fish pot. It emerged grasping a dainty slice of steaming fish. But the fish was piping hot and since it burnt the youth's hand he rushed it into his greedy mouth.

Well, mouth-the-cooler helped with the heat, but it was still a hard job chewing the fish and sorting out the bones. Tho, what a world this is! A long sharp fishbone stuck in the youth's throat, and try as he would, there was no way of freeing it. When Granny came from the well, she found her grand guest speechless, grasping for air like a drowning man.

- i) How would you say the grandson's response to Granny's first question? Give reasons for your answer. (2 marks)
- ii) If you were part of the audience listening to this story, explain two things that you would do to show that you are participating in the performance. (2 marks)

- iii) If you were to narrate the above story to an audience, how would you prepare to make your narration effective? (2 marks)

**b) i) Underline the stressed syllable in the following words:**

1. di.ffi.cult

2. pro.ject (verb)

3. ma.nage

- c) Provide a word that is pronounced in the same way as each of the following. (4 marks)
- i) bate .....
- ii) ceiling .....
- iii) soar .....
- iv) toad .....
- d) You are the chairperson of the newly founded Environmental Club in your school. You are holding the first meeting. What would you do during the meeting to ensure that it is effective ? (4 marks)
- e) You have been invited for an interview as an intern in a communication firm. Identify and explain three things you would do in order to ensure you succeed. (3 marks)
- f) The school is organizing a trip to Mombasa for Form 4 students during the term. The fee is Ksh.4,000 per student. How would you convince your parents / guardian to pay for the trip ? (3 marks)
- g) Imagine you are secretary of the Journalism Club. You have gone to see the principal to request the release of the school bus to transport your members to an important function. Below is a part of the conversation between you and the principal. Complete the conversation by filling in the blank spaces.
- Principal : Please have a seat.
- You : (1 mark)
- Principal : What can I do for you ?
- You : (2 marks)
- Principal : But that's a very short notice, Peter. You know very well that you are supposed to inform this office of such outings at least two weeks in advance.
- You: (2 marks)
- Principal: I understand it is not your mistake, Peter. From what you have said, I also appreciate that this is a very important meeting for your club and that is the only reason why I will allow your club to attend the function. Please ensure that your members are ready on time and that discipline is maintained throughout the event.
- You: (2 marks)
- Principal : You are welcome, Peter.

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**WESTLANDS SUB-COUNTY JOINT EVALUATION**  
**Kenya Certificate of Secondary Education**

101/2

**ENGLISH**

Paper 2

(Comprehension, Literary Appreciation and Grammar)

July/August 2016

**Time: 2½ Hours****1. COMPREHENSION (20 MARKS)**

**Read the following passage and then answer the questions that follow.**

The career market is full of opportunities. Gone are the days when they had "either .....or" career choices. The times when women, for example, chose between only nursing, teaching and secretarial work are long gone. The explosion in communication technology, and the liberalization and globalization of the world economy, has ensured that there is no longer a dearth in career choices. Today, colleges and universities offer a wide range of training opportunities to high school graduates. This has made choosing a career an involving process. It has also given rise to the need for career counseling. When choosing a career, whether you have the help of a career counselor or not, there are several factors that you should consider. These include your abilities or talents, your interests, your priorities, and the available opportunities in the job market.

The skills required in a particular career and the ability to gain them through education must be considered when choosing careers. Becoming a doctor, for instance, requires extensive education and training and many years of educational commitment. In addition to the compulsory subjects, the academic background required for this career is good grades in chemistry and biology at secondary level. If your ability in these subjects is just average, you would be overstretching your luck to enroll for a Bachelor of Medicine degree course.

In the past, students have chosen to pursue training in engineering even when their ability to handle physics and mathematics was low. This, in many cases, has made them drop out of the class mid-course. The waste of time and resources would have been avoided if they had considered a career that did not require the ability to handle mathematics and physics well.

There are times people have been driven to choose a particular career because of the salary and prestige associated with jobs in that field. At times, the desire to take courses comes from within the individual, but most times, individuals feel pressured by peers or family to take certain course. Joining a career in which you have no interest is a recipe for a dull life since you will spend most of your working hours doing something you do not like. Your career does not necessarily have to be your passion, but it should not bore you to death either. You can work out your interest by identifying the subjects you enjoy most at school, or the topics that are of interest to you and for which you take the initiative to read on your own.

It is true that many young people are attracted more by the social mobility that the job might provide than by their interest in the career. However, research has found that money does not play as big a role in job satisfaction as many people think. Of course we all have to make a living, but if you do not like your job, it does not matter how much you get paid to do it. What does matter is how well a career choice matches what you value. If you value variety, collaboration and creativity, for example, you would not find job satisfaction in a career where you are working alone and doing the same thing every day. The availability of jobs in a particular field should also be a factor in choosing a career. This should be considered alongside the skills and education sought in a given field. Most times, highly competitive fields require more education but may not pay well. When there are many applicants for a particular position, unique personality traits become an added benefit. However, in fields where there are fewer applicants than the positions available, the pay may be more and the job may require less education.

Nevertheless, one should not be discouraged by the scarcity of employment positions because institutions of higher learning now emphasize that they are not simply training people to get out and look for jobs. They are training people to get out and create jobs.

Therefore, the availability of job opportunities is not necessarily limited to the presence of employers. It also encompasses opportunities for self-employment, which everyone is free to explore.

- a) What had created necessity for career counselling ? (1 mark)
- b) Why do you think the writer cites the choice of becoming a doctor in the passage ? (2 marks)
- c) What should be the most important factor in choosing a career ? Give a reason for your answer. (2 marks)
- d) In not more than 30 words, summarise the poor reasons people have used to make career choices. (3 marks)
- e) "The waste of time and resources would have been avoided if they had considered a career that did not require the ability to handle Mathematics and Physics."  
(Begin : Had they ..... ) (2 marks)
- f) What evidence is given in the passage to support the statement 'money does not play as big a role in job satisfaction as many people think' ? (2 marks)
- g) Your career does not necessarily have to be your passion. (Rewrite, adding a question tag) (1 mark)
- h) Why should the availability of jobs in a particular field influence career choice? (2 marks)
- i) Discuss the figure of speech in the expression '... a recipe for a dull life...' (2 marks)
- j) Explain the meaning of the following words as used in the passage : (3 marks)

- a) ... educational commitment...
- b) ...encompasses opportunities...
- c) ...scarcity...

**2. Read the following excerpt and then answer the questions that follow.**

**The River and the Source : Margaret Ogola**

Now, that lengthy speech had two main purposes: to impress the father and his sons, for a girl's father was all powerful and capable of turning away the prospective suitors at their first meeting and secondly to indicate to the great chief that Owuor Kembo, though not such a great chief, was wifeless and therefore whoever he married would hold the envious position of *mikai*, the first wife, whose house would hold the centre stage directly facing the gate and to whom all other wives and also her husband would defer. Rumour had it that Odero Gogni had set his heart not only on his daughter marrying a chief but also that she be the *mikai* of such a chief. Okumu went back into his father's *simba* and repeated the message. Odero came out and bid the visitors enter. *Kong'o* was brought and as the council of *Jodongo* trooped in one by one the pot of tangy brew was passed from hand to hand, to be sipped through a long reed-like straw, after first offering libation to *Were*. Pleasant questions were asked about the state of the harvest and the cattle and no one had ever seen the great chief being so nice to any suitor including some wealthy ones who had offered to pay double the bride price.

"And how, may I ask is the savanna country of Sakwa? Were the rains adequate and the harvest plentiful? I have heard that a strange malady has killed many cattle in that place." Owuor Kembo's uncle was a seasoned broker who not only knew *Chik* but knew the loopholes and traps that might be set for an unwary suitor. He answered wisely.

"The rains were adequate and the food in the granary will feed us well after the next harvest. The rumour you heard was true but *Were*, praise be his name, protected most of our cattle, and besides the dead chief had only two sons and many daughters who will continue to bring in more wealth."

At this Chief Odero could not help being somewhat envious as he had only eight daughters to his twenty-one sons. He had never quite mastered the art of siring daughters. He decided there and then that he would not make things easy for these arrogant upstarts. After all, of late he had to go easy on his wife-marrying spree because he felt a little alarmed at the number of his sons. His father Gogni Mboji, had had vast wealth and only six sons. So rich was he in fact that he had paid dowry for two wives in as many seasons for his elder son Odero, chief-to-be, before his twenty second season.

As the brew continued to flow, Odero called the council of *Jodongo* outside for consultation.

"My fathers," he began. "This is my eldest daughter and as you know I have dispatched twelve suitors, but I like this group of people as the young man is obviously of good stock and his uncle a good spokesman. However, I would like to trim their arrogance a bit. You Aloo K'Olima have been my spokesman all along and you will remain so. Set the bride price at thirty head."

"Thirty head!" exclaimed Aloo in disbelief.

"Yes, thirty head!" declared the uncompromising chief.

"But that is two and half times the usual bride price." Even for Akoko, it was too much.

"Let them show us that my daughter is not going to starve in that wasteland they call a home." They trooped back into the hut and the negotiations began in earnest.

- a) Briefly explain the content of the lengthy speech that is made before this excerpt. (2 marks)
- b) Comment on the desired outcomes of the 'lengthy speech'. (2marks)
- c) Highlight the key thematic concern presented in this excerpt. (3 marks)
- d) Identify and illustrate the character of
  - i) Odero Gogni: (4 marks)
  - ii) Owuor Kembo's Uncle:
- e) "Let them show us that my daughter is not going to starve in that wasteland they call a home." Rewrite in reported speech. (1 mark)
- f) How is Adoyo Obanda described after this extract. (2 marks)
- g) Explain two stylistic devices used in this excerpt. (4 marks)
- h) Briefly discuss how Owuor Kembo's party reacts to what Aloo K'Olima tells them when the negotiations begin. (3 marks)
- i) Discuss how the events in this excerpt influence the events in the novel. (2 marks)
- j) Give the meanings of the following phrases as used in the extract.
  - i) a strange malady
  - ii) Good stock

**3. POETRY (20 MARKS)**

**Read the following poem and then answer the questions that follow.**

**In the city**

All moving the Lord knows where,

Dressed in suits and tatters,  
Bowties, tights, ochred sheets and earrings,  
All thinking of things to come,  
Africa is in a state of opportunity,  
All look for easy chances.

Of self-upliftment or undeserved promotion

That often mirage further and further  
Making frustrate  
Minds that should be content

It is a time of opportunity-

When one line makes a poet  
And a little acquaintance or chance  
Rockets one to the highest office

But the peasant, the pillar of the nation,  
Has only to cope with prices that shift  
Like the waves that rock the ship  
carrying yellow maize to the city.

The employed call out strikes  
That only deplete the little funds  
That may relieve the peasant-

The elder brother keeps the younger in hunger  
At home, if there's any,  
The child plays with an empty bottle,  
Cries for more milk  
When the cost is daily on the rise

While the incomes remain static  
And the higher brackets are daily filled  
By youths that will not retire  
Within this century.  
The child laughs gaily,  
Displaying its only four teeth  
That show it grows to eat,  
Unaware of all that shapes her decade

*Adapted from a poem by Joseph G. Mutiga*

- Who is the persona in the poem ? (2 marks)
- Briefly describe what the poem is about. (3 marks)
- Explain the significance of the first line in the poem. (2 marks)
- Identify the aspect of style used in stanza six and show its effectiveness. (3 marks)
- Describe the kind of society presented in this poem. (2 marks)
- What is the tone of the poem ? Support your answer. (3 marks)
- Identify and discuss the use of sarcasm in the second-last stanza. (3 marks)
- Explain the meaning of the following lines in the poem. (2 marks)
  - Africa is in a state of opportunity
  - The pillar of the nation

#### 4. GRAMMAR (15 MARKS)

- Rewrite the following sentences according to the instructions given. Do not change the meaning.** (3 marks)
  - Why did the thieves break into the apartment ? (Rewrite in the passive)
  - You have been very argumentative this week. (Rewrite using „how“)
  - They had just entered the building. The shooting started.  
(Join as one sentence beginning : Hardly ...)
- Replace the word in bold with a phrasal verb formed from the verb given in brackets.** (3 marks)
  - The principal felt **disappointed** by his performance. (let)
  - Peter tried to disguise himself as a beggar but his soft, clean hands **betrayed** him. (give)
  - It's not good to **abandon** one's family. (walk)
- Complete the sentences below using the correct form of the word in brackets.** (3 marks)
  - Mary's face ..... twitched whenever she was overwhelmed. (continue)
  - Nobody expected the organization to make ..... (lose).
  - Aren't hyenas known for their ..... ? (coward)
- Fill in the blanks with the correct pronoun from the choices given.** (3 marks)
  - Jean and ..... are going for the debating contest. (I, me)
  - The match between his cousin and ..... ended in a draw. (he, him)
  - When I first met ..... I thought she was a judge. (her/she)
- Give a word that means the same as the underlined idiomatic expressions.** (3 marks)
  - Oh dear! You're making a mountain out of a mole hill. I didn't mean to hurt you.
  - Don't trust him. He heard it on the grape vine.
  - There are some who will try to rock the boat during the meeting.

**WESTLANDS SUB-COUNTY JOINT EXAMINATION****Kenya Certificate of Secondary Education****ENGLISH**

Paper 3

(Creative Composition and Essays Based on Set Texts)

July/August 2016

**Time: 2½ Hours****Answer three questions only**

1. a) **Imaginative Composition (Compulsory)** (20 marks)  
Either  
a) Write a story beginning with :  
The hall was filled to the brim ...  
Or  
b) Write a composition explaining how the youth can develop their talents fully.
2. **The Compulsory Set Text** (20 marks)  
“Azdak ensures justice during his days as judge in Grusinia.” Write an essay in response to this statement, referring closely to the Caucasian Chalk Circle.
3. **The Optional Set Texts** (20 marks)  
Answer any one of the following three questions.  
Either  
a) **The Short Story**  
**Emilia Ilieva and Waveney Olembo (Eds), When the Sun Goes Down and Other Stories from Africa and Beyond**  
  
Using illustrations from Isegawa’s short story, “The War of the Ears”, write a composition to show how rebel groups are a threat to society.  
  
Or  
b) **Drama**  
**Francis Imbuga, Betrayal in the City**  
  
“Those who do evil do not get away with it.” Write an essay supporting this statement drawing examples from the lives of Boss and Mulili.  
  
Or  
c) **The Novel**  
**Witi Ihimaera, The Whale Rider**  
  
Ihimaera uses Nani Flowers to bring comic relief in the novel. Write an essay citing four major instances where this is evident.