

## CEKENAS

102/1

## ENGLISH PAPER 1

## FUNCTIONAL WRITING

2 ¾ HOURS

## FORM 4 END OF TERM 2 EVALUATION EXAM

FUNCTIONAL WRITING

## Q1

Imagine that you are the principal Elimu College of Business Studies. One of your graduate has applied for employment as an accountant at Ngao Yetu Sacco. The Human resource manager of Ngao Yetu Sacco, has written asking you to avail information about the graduate to enable him determine whether the graduate is suitable for employment. Email the report. (20mks)

## Q2

1. At least 1400 people have \_\_\_\_\_ 1 \_\_\_\_\_ in two years in ever increasing boda boda accidents. Some 1956 others have been \_\_\_\_\_ 2 \_\_\_\_\_ injured, while 634 people have sustained slight injuries between January 2015 and January 2017, when 1399 died. These deaths from motor cycles are half the \_\_\_\_\_ 3 \_\_\_\_\_ annual deaths (3,000) on the roads, a disturbing finding that the National transport and Safety Authority is scratching its head \_\_\_\_\_ 4 \_\_\_\_\_ in search of a solution. The Authority blames the grim statistics on impunity, \_\_\_\_\_ 5 \_\_\_\_\_ of the law and difficulties in implementing regulations. "This is an \_\_\_\_\_ 6 \_\_\_\_\_ that is really worrying us. And you see \_\_\_\_\_ 7 \_\_\_\_\_ people see their colleagues die and they know that if they had a helmet, followed simple road rules, they would have survived. I don't know why they do it." The director-general, Mr. Francis Meja, told the *Nation* \_\_\_\_\_ 8 \_\_\_\_\_ his office in upper Hill, Nairobi. Boda boda have become a \_\_\_\_\_ 9 \_\_\_\_\_ to traffic jams in the city, and areas where roads are chock-a-block with vehicles. Mr. Meja said the deaths should be a warning to Kenyans and riders \_\_\_\_\_ 10 \_\_\_\_\_ ignore the law.
2. a) Read the poem below and answer the questions that follow
 

They fought the dogs and killed the cats  
And bit the babies in the cradles  
And ate the Cheese out of the vats  
And licked the soup from the cooks ladles  
Slit open the kegs of salted sprats  
Made nests inside men's Sunday hats  
And even spoilt the women's chats  
By drowning their speaking  
With shrieking and squeaking  
In fifty different sharps and flats.

  - i) Identify three pairs of rhyming words in the poem. (3mks)
  - ii) Pick out two words of onomatopoeic words (2mks)
  - iii) Your desk mate is preparing to recite a poem during the annual Music festivals. What would you advise him to focus on to ensure that he wins the competition (4mks)
- b) You work with a famous Television station and you are tasked with the job of interviewing the current IEBC chair about the forth coming General elections.
  - i) How would you prepare before the interview. (3mks)
  - ii) How would you conduct the interview? (2mks)
- c) Provide a homophone for the following (4mks)
 

Witch-  
Martial-  
Flaw-  
Gorilla-
- d) Underline the syllable in the words in bold that will show whether it has been used as a noun or verb. (3mks)
  - i) The government plans to **upgrade** all roads in the rural areas.
  - ii) The **extract** is got from the compulsory novel.
  - iii) The **suspect** will be arraigned in court.
- e) Study the following performance of riddle and answer the questions that follow.
 

Challenger: Riddle! Riddle!  
Respondents: Riddle come!  
Challenger: White lady in the office  
Respondent: Mucus  
Challenger: Yuk? No  
Respondent: Teeth  
Challenger: No  
Respondent: I don't know  
Challenger: Give me a city  
Respondent: I give you Nairobi

CEKENAS

102/2

ENGLISH PAPER 2

FUNCTIONAL WRITING

2 ½ HOURS

FORM 4 END OF TERM 2 EVALUATION EXAM

**COMPREHENSION**1. **Read the passage below and answer the questions that follow.**

By the numbers, it is a pandemic with few peers. In 2000, the most recent year for which statistics are available, lung cancer killed over 1.1 million people – more than breast cancer, colon cancer and prostate cancer combined. Yet lung cancer does not get nearly the kind of attention and funding that many lesser ailments do. The high mortality rate means there are few survivors to **clamour** for cures. And because 87 per cent of cases are smoking-related, the disease has acquired a stigma that makes eliciting support difficult. Nevertheless, it remains a devastating malignancy. The burden has grown steadily in recent decades, thanks to the rising incidence among women, and survival rates have scarcely **budged**. Nearly 60 per cent of patients still die within a year of diagnosis, and 85 per cent die within five. In poor countries, the outcomes are worse.

Scientists have known about the link between smoking and lung cancer for decades. Worldwide, some 1.3 billion people now smoke. Although consumption continues to fall in development countries, the tobacco industry is marketing aggressively to developing countries, particularly in Asia. If current trends continue, smoking will cause 10 million premature deaths a year by 2020, so health experts are racing to enact countermeasures. The global tobacco treaty that took effect in 57 nations in February 2005 will bring a new wave of advertising restrictions and packaging warnings. And some countries are adopting even stronger measures. In August, health concerns over cigarette smoking prompted China to ban cigarette advertising and vending machines. To curb smoking among young people, India barred the depiction of smoking in movies and television shows.

Whatever your age, sex, race, occupation or family history, the surest way to protect yourself is to avoid smoking or to quit. Quitting does not completely negate the genetic **damage that tobacco smoke causes in lung tissue**, so former smokers remain more **vulnerable** than the non-smokers. 'If you smoke a pack or more a day for 20 or more years, you have 50 per cent chance of dying from smoke-related disease,' says Dr. Norman Edelman, the American Lung Association's chief medical officer. The risk declines as healthy cells replace the damaged ones in an ex-smoker's lungs. After 10 years of abstinence, a quitter is only half as vulnerable as someone who continues to smoke.

Lung cancer will not be beaten in a single breakthrough. Improving today's dismal survival rates will require time, money and commitment – provisions that this disease has traditionally lacked. In 2004, the U.S. National Cancer Institute spent twice as much as on lung cancer – even though lung cancer took four times the toll. Improving life for today's patients is, of course, critical. But the world's deadliest cancer will not be beaten by medical interventions alone. The ultimate challenge, says Cheryl Heath of the American Foundation, 'is to create a world in which young people reject tobacco.' In a tobacco-free world, lung cancer would be an orphan disease, not an epidemic.

1. Why is lung cancer a pandemic with peers? (2 mks)
2. What does the expression '...it is a pandemic with few peers' mean? (2 mks)
3. Why is it that lung cancer does not get the attention and funding it requires? (2 mks)
4. Why do you think consumption of tobacco is declining in developed countries but rising in developing countries especially in Asia. (2 mks)
5. In not more than 50 words, write a summary on the measures taken to curb smoking around the world. (5 mks)
6. Why is it that even as one has quit smoking he/she is not rendered completely free from being vulnerable to lung cancer? (1 mk)
7. According to the passage, which is the surest way of protecting yourself from lung cancer? (1 mk)
8. What are the chances of a quitter dying of lung cancer compared to one who continues smoking? (1 mk)
9. What according to the passage will render lung cancer an orphan disease? (2 mks)
10. Explain the meaning of the following words as used in the passage. (3 mks)
  - i) Budged
  - ii) Vulnerable
  - iii) Dismal

2. **EXTRA QUESTION (25 MARKS)**

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

GRUSHA (Running to AZDAK): Your Honor. I take back everything I said against you. I ask your forgiveness. But could I keep him till he can speak all the words? He knows a few.

AZDAK: Don't influence the court. I bet you only know about twenty words yourself. All right, I'll make the test once more, just to be certain. (*The two women take up their positions again*). Pull! (*Again GRUSHA lets go of the CHILD*).

GRUSHA (*In despair*): I brought him up! Shall I also tear him to bits? I can't!

AZDAK (*Rising*): And in this manner the Court has determined the true mother. (*To GRUSHA*) Take your child and be off. I advise you not to stay in the city with him. (*To the GOVERNOR'S WIFE*) And you disappear before I fine you for fraud. Your estates fall to the city. They'll be converted into a playground for the children. They need one, and I've decided it'll be called after me: Azdak's Garden. (*The GOVERNOR'S WIFE has fainted and is carried out by the LAWYERS and the ADJUTANT. GRUSHA stands motionless. SHAUWA leads the child towards her.*

Now I'll take off this judge's gown – it's got too hot for me. I'm not cut out for a hero. In token of farewell I invite you all to a little dance in the meadow outside. Oh, I'd almost forgotten something in my excitement..... to sign the divorce

decree. (*Using the judge's chair as a table, he writes something on a piece of paper, and prepares to leave. Dance music has started.*)

SHAUWA (*having read what is on the paper*): But that's not right. You've not divorced the old people. You've divorced Grusha!

AZDAK: Divorced the wrong couple? What a pity! And I never retract! If I did, how could we keep order in the land? (*To the old couple*): I'll invite you to my party instead. You don't mind dancing with each other, do you? (*To GRUSHA and SIMON*): I've got forty piasters coming from you.

SIMON (*pulling out his purse*): Cheap at the price, Your Honor. And many thanks.

AZDAK: (*pocketing the cash*): I'll be needing this.

GRUSHA (*To MICHAEL*): So we'd better leave the city tonight, Michael? (*To SIMON*): You like him?

SIMON: With my respects, I like him.

GRUSHA : Now I can tell you: I took him because on that Easter Sunday I got engaged to you. So he's a child of love. Michael, let's dance.

*She dances with MICHAEL, SIMON dances with the COOK, the old couple with each other. AZDAK stands lost I thought, The dancers soon hide him from view. Occasionally he is seen, but less and less as more couples join the dance.*

SINGER:

And after that evening Azdak vanished and was never seen again.

The couple of Grusinia did not forget him but long remembered

The period of his judging as a brief golden age,

Almost an age of justice.

All the couples dance off. AZDAK has disappeared.

But you, you who have listened to the Story of the Chalk Circle,

Take note what men of old concluded:

### Questions:

1. What happens just before the extract? (4 marks)
2. What does Azdak mean by "Now I'll take off this judges gown- it's got too hot for me." (2 marks)
3. Do you think Azdak signed the divorce decree for the wrong couple intentionally? Give reasons for your answer. (3 marks)
4. Give **two** major issues highlighted in the except (4 marks)
5. "I've got forty piasters coming for you" How did the fine add up to "forty piasters" (4 marks)
6. What a pity! And I never retract! What type of sentence is the above? (1 mark)
7. Identify two literary devices evident in the extract. (4 marks)
8. Take note what men of old concluded "What was the conclusion in relation to this statement. (4 marks)

### ORAL LITERATURE

### 20 MARKS

1. List the short forms of oral literature (4 marks)
2. Give two similarities and two differences between myths and etiological narratives. (4 marks)
3. Read the following proverbs and answer the questions after each
- a) A visitor may bring joy to the home he/she visits
  - i) Explain the meaning of the proverb (1 mark)
  - ii) Explain an example of the situation in which it could apply. (2 marks)
- b) Men cause itching
  - i) What type of audience would be appropriate for this proverbs and why? (2 marks)
  - ii) Comment on the attitude towards men depicted in this proverb? (2 marks)
- c) A shoe is measured according to the size of the foot
  - i) Explain the meaning of the proverb (2 marks)
  - ii) In which category would you classify this proverb and why? (2 marks)
  - iii) State another proverb which has a similar message to this one (1 mark)

### GRAMMAR:

### (15 MARKS)

- a) Rewrite the following sentences as instructed without changing the meaning (3 marks)
  - i). Is she the only entrant for the 100 metre race?  
(Begin: Aren't .....)
  - ii). Anger that is not released can have adverse effects on ones health.  
(Begin: Releasing .....)
  - iii). The adjudicators agreed that our play was good.  
(Rewrite using unanimously and a superlative)
- a. Fill the dashes with a suitable phrasal quantifier (3 marks)
  - i) There was an explosion at the factory and \_\_\_\_\_ people were injured. We don't know how many yet.
  - ii) We ate several \_\_\_\_\_ cheese.
  - iii) We bought a \_\_\_\_\_ carrots
- b. Rewrite the following sentences into the passive voice (2 marks)
  - i) They have tried other people's recommendations; why have they never tried mine?
  - ii) The health inspector does not allow people to build houses near the chemical plant.

- c. Fill in the blank spaces with the suitable prepositions (3 marks)
- i) Azdak was not well acquainted \_\_\_\_\_ the law
  - ii) That was his last cow. I am really sorry \_\_\_\_\_ him.
  - iii) Yvonne earns her living \_\_\_\_\_ selling second-hand clothes.
- d. Choose the correct pronoun to fill in the blanks
- i) He was asked to choose between John and \_\_\_\_\_ (I / me). (1 mark)
  - ii) I have forgotten \_\_\_\_\_ I gave my book. (who/whom) (1 mark)
- e. Provide a question tag to the following statement  
I am early.
- f. Fill in the blank space with an appropriate relative pronoun  
Mr. Ruto has five children, three \_\_\_\_\_ are abroad.

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

**CEKENAS****102/3****ENGLISH PAPER 3****FUNCTIONAL WRITING****2 ¾ HOURS****FORM 4 END OF TERM 2 EVALUATION EXAM****IMAGINATIVE COMPOSITION**

- 1 Either
- a) Write a composition to illustrate the saying “Opportunity seldom knocks twice”. (20 mks)  
OR
- b) Write a composition beginning with the following:  
It all started as a rumour, but no one in the family took it seriously until .....
2. Compulsory set text: The River And The Source. (20 mks)  
The River and the Source presents Akoko’s family as one that goes beyond oppressive traditions to set a new pace that brings unprecedented results in their lives.  
Using illustrations from the text mentioned above discuss.
3. Optional set texts:
- a) The short story: When the sun goes down and other stories.  
The destruction of the environment has far reaching implications to the society. Show the truth of this assertion using Gabriel Garcia’s Tuesday Siesta. (20 mks)  
OR
- b) Betrayal in the City:  
“In a dictatorial; regime, both the ruler and the ruled suffer”. With close reference to the events in the play, justify this statement. (20 mks)  
OR
- c) The Novel: The Whale Rider  
Write an essay to show that when people travel to foreign countries, they do not find a bed of roses as anticipated using Witi Ihamaera’s “The Whale Rider”.

for free past papers visit: [www.freekcpastpapers.com](http://www.freekcpastpapers.com)

**NYERI CENTRAL  
FORM 4 ENGLISH  
PAPER 1  
JULY 2017  
TIME: 2HRS  
Q1: FUNCTIONAL**

**WRITING****(20mks)**

There has been a lot of breakage of desk and theft of text books in form 3 and form 1 in your school. Your school principal has appointed you as secretary to a team commissioned to investigate the problem. Write a report of the proceedings, findings, conclusions and recommendations of the team.

**2: Read the passage below and fill in each blank space with an appropriate word****(10mks)**

When preparing for examinations, the use of mind is encouraged rather 1\_\_\_\_\_dull rotational learning, that is memorizing facts. Thorough preparation for an examination 2\_\_\_\_\_anxiety and helps in passing the examination. This can be achieved when one lays a good 3\_\_\_\_\_at the outset. To ensure this, the learner 4\_\_\_\_\_ascertain that essential points in a topic are understood before moving 5\_\_\_\_\_another topic. One should guard 6\_\_\_\_\_being left behind, but should 7\_\_\_\_\_to cover the ground as the course progresses. The learner should also develop a habit of making notes of what they learn 8\_\_\_\_\_reviewing these notes at intervals, starting with the simpler ones and then progressing to the hard ones. The notes should be organized in such a way that points are 9\_\_\_\_\_to other points, 10\_\_\_\_\_showing some coherence which is easier to follow.

**3: ORAL SKILLS (30mks)****Poem****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 alight  
To a place that I'll adore

My savior shell will rest  
Upon some new found 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 reasons for your answer. (2mks)
- ii) Identify words which make the poem musical in stanzas 1 and 2. (2mks)
- iii) Mention 2 non-verbal cues you would use to enhance the recitation of this poem. (2mks)
- b) Mention 3 things you would do to benefit fully from a presentation by a guest speaker in your school. (3mks)
- c) Provide another word pronounced the same as: (4mks)
  - i) Site
  - ii) Owe
  - iii) Rite
  - iv) Road
- d) Identify the silent letter in the following words. (4mks)
  - i) Mnemonic
  - ii) Mane
  - iii) Doubt
  - iv) Handkerchief
- e) Briefly explain what is communicated by the following aspects of body language. (4mks)

- i) Raised eyebrows
- ii) Clapping
- iii) Arms akimbo
- iv) Shrugging your shoulders
- f) Imagine you have been given an opportunity to narrate a story to your fellow students during the talent show. Explain 3 things you will do to attract the attention of your audience. (3mks)
- g) The following is a dialogue between a customer and a shop attendant. Complete the missing parts, paying attention to politeness and grammar. (6mks)
  - Customer: (2mks)
  - Shop attendant: Yes. We stock several types of sports equipment. What exactly are you looking for?
  - Customer: (2mks)
  - Shop attendant: Football boots and kits are on the second floor. Unfortunately, track suits are out of stock.
  - Customer: (2mks)
  - Shop attendant: You are welcome. Check for track suits next week. Good day.
  - Customer: Good day

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)



**NYERI CENTRAL  
FORM 4 ENGLISH  
PAPER 2  
JULY 2017  
TIME: 2 ½ HRS**

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

Smoking is a dangerous and life threatening habit. Yet, many continue engaging in it. They say it gives them a good feeling while others claim that it makes them fit in a crowd. Still, others do it because it is fashionable and provide fun. Perhaps, if these people knew the full extent damage caused by smoking, they would think twice before indulging themselves.

Cigarette smoking is the major cause of lung cancer; approximately 85-95% of lung cancer patients are smokers, and most of the reminders are exposed to second hand smoke. And, unfortunately, lung cancer has no cure, so once you contract, it you are destined for death.

In women, smoking increases the risk of getting cancer of the cervix and uterus. It is more difficult for a smoking woman to conceive and up to three times more likely for her to have a miscarriage. She is more likely to have still births and low birth weight babies because of the carbon monoxide and nicotine that affect development of the foetus. Smoking can also cause premature menopause. Second- hand smoke has also been associated with breast cancer.

In men, smoking reduces the blood flow to the genital areas, resulting in impotence. The chemical compounds contained in tobacco can also damage sperms, thus leading to babies born with defects. Male smokers have been known to have higher oestrogen and lower testosterone levels.

In both men and women, smoking increases the chances of an individual getting a heart disease. It does o by causing high blood pressure and clogging the arteries. This eventually leads to heart attack and stroke.

Emphysema is another condition brought about by smoking. This progressive respiratory disease characterized by coughing incessantly, shortness of breath and wheezing. These then lead to extreme difficulty in breathing, a situation that may cause disability and death.

Furthermore, smokers have twice the risk of developing cataracts in the eyes than non- smokers. A cataract is a clouding of the eye lens thereby blocking off light and causing blinded. Smokings can also lead to premature loss of the ability to see in fine details and to differentiate colours. All this is brought about by the constant irritation of the eyes by tobacco.

Yet another medical condition associated with smoking is buerger's disease. Here blood vessels get blocked thereby cutting off blood flow to certain parts of the body. The affected areas are literally starved to death. This leads to amputation especially the legs and hands.

Most of us care about how we look right? Then, we should not smoke, for tobacco interferes with the chemistry of the mouth, with the consequence of tooth decay, bad breath and discoloured teeth. Besides, chemicals in tobacco reduce the ability of the skin to restore itself.

The result is a dry lathery complexion and etched lines around the lips and eyes. These make one look far older than ones actual age.

Lastly smoking leads to lighter and weaker bones by interfering with calcium deposits in the body. A smoker bones therefore lose density, fracture more easily and take up 80% longer to heal. Given these multiple adverse effects of smoking, it would be shocking to find someone wanting to start, or to continue, this potentially fatal habit.

**Questions**

1. What does the write think would make people reconsider their smoking habit.(2mks)
- b) How do smokers endanger the lives of others? (4mks)
- c) Re-write the following sentence adding a question tag. (1mk)  
Male smokers have been known to have higher oestrogen and lower testosterone levels.
- d) Join the following sentences by replacing the first full stop with another punctuation mark  
In both men and women smoking increases the chances of an individual getting a heart disease. It does so by causing high blood pressure and clogging the arteries.
- e) Make notes on respiratory problems caused by smoking. (4mks)
- f) Provide a suitable title for this passage. (1mk)
- g) Explain why it might be difficult to tell the real age of a smoker. (2mks)
- h) Given these multiple adverse effects of smoking, it would be shocking to find someone wanting to start, or to continue, this potentially fatal habit.(1mk)  
Re-write the sentence beginning with:  
It would.....
- i) For each of the following words, provide another that is opposite in meaning(3mks)
  - a) Premature
  - b) Clogging
  - c) Incessantly

**2: READ THE EXTRACT AND ANSWER THE QUESTION THAT FOLLOWS**

AZDAK *has fainted. Coming to, he is dressed again in judge's robes. He walks, swaying toward the IRONSHIRTS*

AN IRONSHIRT: What does your honour desire?

AZDAK :Nothing, fellow dogs, or just on occasional boot t lick( to SHAUWA:) i pardon you. (He is unchained) get me some red wine, the sweet kind. (SHAUWA stumbles off). Get out of her, I've got to judge a case. ( exeunt IRON SHIRTS.



SHAUWA returns with a pitcher of wine. AZDAK gulps it down). Something for my backside. (SHAUWA brings the statute book, puts it on the judges chair. AZDAK sits on it. I accept

The prosecutors, among whom a worried council has been held, smile with relief. They whisper

COOK: Oh Dear!

SIMON: a well can't be filled with dew, they say.

LAWYERS( approaching AZDAK, who stands up, expectantly): a quite ridiculous case, your honour. The accused has abducted a child and refuses to hand it over.

AZDAK (stretching out his hand, glancing at GRUSHA); a most attractive person. (He fingers the money, then sits down, satisfied). I declare the proceedings open and demand the whole truth.( to GRUSHA); especially from you.

FIRST LAWYER: High Court of Justice! Blood, as the popular saying goes, is thicker than water. This old adage.....

AZDAK (interrupting) The Court wants to know the lawyers fee

FIRST LAWYER (surprised) ; i beg your pardon? (AZDAK ,smiling ,rubs his thumb and index finger) Oh, I see. Five hundred piasters, your honour, to answer the courts somewhat unusual question.

AZDAK: did you hear? The question is unusual. I ask it because i listen in quite a different way when i know you are good.

FIRST LAWYER(bowing): thank you, your honour. High court of justice, of all ties the ties of blood are the strongest.

Mother and child- is there a more intimate relationship? Can one tear a child from its mother? High court of justice, she has borne it with pain. High court of justice, it has been observed that wild tigress, robbed of her young, roams restless through the mountains, shrunk to a shadow. Nature herself.....

AZDAK(interrupting, to GRUSHA): what's your answer to all this and anything else that lawyer might have to say?

GRUSHA: He's mine

AZDAK: is that all? I hope you can prove it. Why should I assign the child to you in any case?

GRUSHA: I brought him up like the priest says" according to my best knowledge and conscience" . I always found him something to eat. Most of the time he had a roof over his head and i went so much trouble for him. I had expenses too. I didn't look out for my own comfort. I brought the child up to be friendly with everyone, and from the beginning taught him to work. As well as he could, that is. He's still very little.

FIRST LAWYER: your honour, it is significant that the girl herself doesn't claim any tie of blood between her and the child.

Azdak: the court takes note of that.

Questions

1. Briefly describe the event that had occurred just before this extract. (3mks)
2. ".....I've got to judge a case". What was he referring to? (2mks)
3. "I accept" explain the irony in these words(2mks)
4. In note form, list down the argument raised by the lawyers in favour of Natella(4mks)
5. Identify and illustrate any two themes revealed in this extract(4mks)
6. Describe any two character traits of the judge. (4mks)
7. Grusha says: "and i went to such trouble for him" mention any 4 problems grusha went through for the sake of Michael (4mks)
8. What is the real reason making Natella fight for Michaels custody?(2mks)

**Q3: read the story below and answer the questions that follows(20mks)**

Hare , Elephant And Hippo.

One day hare, popularly known as Ogila Nyakarongo, met elephant on his way to the forest. As hare is a cunning and clever animal, he wanted to fool elephant on some issue. He started talking to elephant: "elephant my brother, good morning, what is the matter? Why are you wailing all alone like that my friend? Why don't you ask me to walk along with you through the forest?"

After they had walked together for some time hare said, "elephant my brother, i want to go on a rope- pulling contest with you. I know that i can defeat you miserable, for i am stronger than you". Elephant replied,"iiii! Ogila nyakarongo, you are too small to contest with me. You are playing about my brother, think twice.

They then planned to go on a contest the next day in the forest, but elephant went laughing thinking that Ogila could do nothing to him.

The same day Ogila met with hippo and started talking to him saying, "hippo my brother i want you to contest with me one of these days. We shall pull a rope across the forest and see who the winner will be". Hippo said, "Don't play with me, hare my brother. You are just too small to contest with me". He made the same plan, just as he had planned with elephant to pull the rope in the contest across the forest.

The next morning, hippo and elephant went to each side of the forest thinking that they were going to contest with hare. They started pulling the rope. Meanwhile, hare was sitting on a hill looking at what was happening below. Ha sang a song to taunt elephant and hippo. As he sang, hippo and elephant pulled even harder. They pulled and pulled and got very tired. At dusk, they almost fainted and stopped pulling.

Hare immediately ran to elephant and asked, "am i not great?" elephant told hare, "oh my brother, i have agreed that you are really great. I have had it tough the whole day.

Hare then ran to hippo and told him the same thing he had told elephant. Hippo wondered at the strength of hare and said, "hare my brother, i have just realised that ou are very strong. In fact you should be made king of the jungle". Hare went away merrily playing his guitar.

(Adapted from African oral literature for schools by Jane Nandwa and Austin Bukenya, Longman Kenya)

Questions

1. What kind of a narrative is this? (2mks)

2. Write down two sentences from the passage where the word 'contest' is used as a verb and two sentences where it is used as a noun (4mks)
3. Identify two character traits of: (4mks)
- Hare
  - Elephant
4. How does hare entice elephant and hippo to participate in the contest? (3mks)
5. Give a saying that summarizes the teaching in the story (3mks)
6. What do you think hare was saying in his song (4mks)
- 4: GRAMMAR**
- a) Rewrite the following as instructed
- The mother cannot take credit for it and neither can the daughter.  
(rewrite beginning: Neither.....)
  - Karendi is the .....of the twins  
(use pretty in its correct form)
  - The warrior was mutilated by the lion. He is recuperating from the attack. (combine using a relative noun)
- b) Use the correct form of the words in brackets to complete the following sentences. (3mks)
- Due to lack of proper diet, Atieno's child is .....(nourish)
  - Tuju is one man whose.....(pronounce) is superb
  - Wanja is a very.....(discipline) student, no wonder she is always punished.
- c) Use the verbs in brackets to form correct idiomatic expressions to complete each of the sentences below (3mk)
- Although peter and john are brothers, they never quite.....(see)
  - The maize scandal case is certainly a .....(crack) because there seems no head way
  - When someone habitually steals he will one day .....(face)
- d) Place the adverbs given in their natural position and order (3mks)
- My telephone rang fifteen times last night (almost)
  - I wanted to make an appearance. (merely)
  - The performance was fantastic. (absolutely)
- e) Give the correct form of word to show the opposite gender to the one given (3mks)
- Ewe
  - Duke
  - Spinster

for free past papers visit: [www.freekcs2pastpapers.com](http://www.freekcs2pastpapers.com)

**NYERI CENTRAL  
PAPER 3  
ENGLISH  
JULY 2017  
2HRS**

1. Imaginative composition  
Either
  - a) Write a story beginning : The warning sirens wailed as the lightning flashed (20mks)  
Or
  - b) Write a composition to illustrate the saying even a rose has thorns! (20mks)
2. The compulsory text: The River and the source by Margaret Ogola.  
Akoko is portrayed as an inexhaustible woman who emerges a winner in the face of every challenge. Write an essay to justify this claim drawing illustrations from the novel. (20mks)
3. Optional set text  
Either
  - (a) **Betrayal in the City by Francis Imbuga**  
'The outside of one cell may well be the inside of another' Discuss the relevance of this statement basing your answer on the play.  
Or
  - (b) **When the sun goes down and other stories from Africa and beyond.**  
Colonialism is a vice that the whole world should rise up against as it brings untold suffering to the colonized.' Support this statement with close reference to Jane Katjavivi's story 'White Hands'.
  - (c) **The Whale Rider by Witi Ihimaera**  
Nani flowers is an unusual character who responds to situations in a way that makes other amused. Justify this.

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

**KAGEMA/ MATHIOYA**

101/1

**ENGLISH**

Paper 1

(Functional Skills)

July 2017

**Time: 2 Hours****FORM 4 END OF TERM 2 EXAM****1. FUNCTIONAL WRITING(20 marks)**

You are the Chairperson of the school's Environment Conservation Association. Your group has just come back from a visit to a national park in a neighbouring country. Write a report to the patron about the trip. In your report indicate what you accomplished, the problems you experienced and what cautionary measures to take during future trips.

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

Italy enjoyed a highly developed (1) ..... specialised civilization from 264BC until the fall of the Roman empire in 476AD. Important contribution (2) ..... made in art, Science, education, religion and architecture. Remains of Roman aqueducts and amphitheatres (3) ..... still be seen in (4) ..... parts of Africa and Europe today. (5) ..... the most lasting Roman heritage (6) ..... the world can be found in laws (7) ..... on human legal principles as (8) ..... in England, Latin America and United States as well as Roman alphabet which (9) ..... the basis of many languages (10) ..... which are English, Spanish and German.

**3. Oral Skills****A. Read the following poem carefully and answer the questions that follow.****BALLAD OF THE LANDLORD**

Landlord, Landlord

My roof has sprung a leak

Don't you remember I told you about it

Way last week ?

Landlord, Landlord

These steps is broken down

When you come up yourself

It's a wonder you don't fall down

Ten bucks you say I owe you ?

Ten bucks you say is due ?

Well, that's ten bucks more n I'll pay you

Till you fix this house up new

What? You gonna get eviction orders

You gonna cut off my heat ?

You gonna take my furniture and

Throw it in the street

Um-huh! You think high and mighty

Talk on- till you get through

You ain't gonna be able to say a word

If I land my fist on you

Police! Police

Come and get this man

He's trying to ruin the government

And overturn the land!

Copper's whistle

Patrol bell

Arrest

Precinct station

Iron cell

Headlines in press

- a) List all the pair of rhyming words. (3 marks)
- b) How does the punctuation in the fifth stanza influence your reading of the poem (3 marks)
- c) How would you say the last two lines in the fourth stanza? (3 marks)
- B. You have been invited as a guest speaker to give a talk on discipline of students. At the end of the speech the students comment that it was well delivered. Suggest reasons why they commented so. (6 marks)
- C. Imagine that one of your classmates has disappeared mysteriously. You decide to report the matter to the police. What three important details must you include in your oral report. (3 marks)
- D. Consider the following conversation between a seller and a buyer of a second hand car and then answer the questions that follow.

Buyer : How are you this morning.

Seller : I am okay.  
 Buyer : Am looking for a clean second-hand car but yours don't look too good.  
 Seller: This is a very clean car. Look at it carefully.  
 Buyer: On the contrary it looks rather depreciated. Anyway, what is the price ?  
 Seller: It depends on what you have considered. This vehicle can give you very good service. This one goes for 450,000 shs.  
 Buyer: You are not serious. That is the cost of a brand new car. I will give you 250,000 sh.  
 Seller: You know I buy and sell. Your figure doesn't give me any profit at all. Give me 420,000sh. No more no less.  
 Buyer: It looks like you're not interested in selling your car.  
 Seller: No. I am. Why would I be here. My children's fees come from this business.  
 Buyer: Okay, take 300,000sh.  
 Seller: No, there would be no profit for me. You can do better than that. You can surely promote my small business.  
 Give me 400,000sh.  
 Buyer: (Doing some mental arithmetic). Okay. At least that is a fair price. (Handing over the money) Here you are.  
 Seller: Thank you. You are a good customer. My name is Abel.  
 Buyer: Thank my name is Kane, see you Ken.  
 Seller: See you.

- a) What is the purpose of the greetings in this situation ? (1 mark)  
 b) Identify the negotiation skills of the buyer. (3 marks)  
 c) What does this business transaction reveal about the nature of negotiations ? (3 marks)  
 E. Provide a word that is pronounce the same as the ones given below. (5 marks)
- i) route .....  
 ii) know .....  
 iii) grown .....  
 iv) eight .....  
 v) blue .....

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

**KAGEMA/ MATHIOYA****101/2****ENGLISH****Paper 2****(Comprehension, Literary Appreciation and Grammar)****July 2017****Time: 2½ Hours****1. COMPREHENSION****MATIANG'I TO CRACK THE WHIP ON SCHOOLS MANAGEMENT BOARDS**

The education ministry has proposed a change of law to regulate the number of people who can sit in schools boards of management to address cases of unrest.

Speaking on Friday, Education Cabinet secretary Fred Matiang'i said the ideal number of board members per school should be nine, adding that the current situation where boards are bloated was "complete madness." Why would you have 17 people in a board of management in a school? We look like a country of idlers," he said after receiving report on the reasons behind the 2016 wave of unrest in schools. The task-force was looking into the chaos that saw structures in more than 100 schools destroyed between June and August last year.

"We have proposed a reduction of that number to nine so that we have a small number of people. And we are prescribing qualifications so that we have people who add value, not people who are just good villagers," said Dr. Matiang'i.

Incapacity of boards of management was one of the more than 50 reasons that the task force pointed out as being behind the unrest.

Dr. Gracie Mullei, a member of the task force who gave a summary of the findings at the Kenya Institute of Curriculum Development, said one of their recommendations was that those who sit in schools boards should meet certain criteria.

"We should enforce the minimum academic qualifications for membership of schools boards. We were horrified by some of the members of boards that we have and are expecting them to run our secondary schools," she said.

To implement the change, Dr. Matiangi said the ministry had proposed to lawmakers to amend the education law.

"We will take the proposals to parliament and we believe that our leaders in the legislative arm of government will see our sense in strengthening the management of schools so that we can now manage in a modern, responsible manner and use resources better," he said.

The change of law is among the 11 actions that the Education ministry is taking as a direct response to the recommendations by the task force.

Another planned line of action is creating a digital database of all learners in Kenya. "We are about to launch the new Education Information Management System which will make our data management much tidier. We will create a database which enables us to share information on students records in schools so that we are able to track students as they go along," said the CS.

In future, he said, Kenya may employ a policy being used abroad where errant students are denied government loans for university education.

"You cannot burn a school and loiter around because you are well-connected and then you turn up and you want to be given a loan from public coffers. If you are an indisciplined person who has a criminal record, we should treat you as such," he said.

In its findings, the task force said school heads had been making a kill from the movement of learners among schools. "Principals receive money for that and they take in the students and then bad things happen in our schools," said Dr. Mullei.

The reckless nature of handling examinations, both within schools and at the national level was also pointed out as a cause of unrest.

Dr. Mullei said in some schools, students had to sit on examination at the beginning, middle and end of a term.

Dr. Matiang'i also said there will be tighter checks during this year's national examinations. Another change has been the appointment of substantive county directors of education because those in place last year were in acting capacity when the arson happened.

The task force made 29 recommendations on how to address the mess including lifestyle audits of principals and bursars, eradicating titles like "president" among prefects and having CCTV cameras.

*(Adapted from Sunday Nation of May 21, 2017)*

1. According to the ministry of education, what is necessitating the change of law in school boards of management? (1 mark)
2. Which figure does the CS propose as ideal for the board of management per schools and what is his rationale? (2 marks)
3. In what way does the CS view the current situation in management of schools as ridiculous? (1 mark)  
Comment on the main objective behind the formation of the task force by the Dr. Matiang'i led ministry of education. (2 marks)
5. In note form highlight four changes that the ministry of education has effected based on the recommendations of the task force. (5 marks)
6. How will the ministry of education ensure that errant students do not get away with their crimes? (2 marks)
7. Supply the correct question tag. (1 mark)  
We look like a country of idlers .....
8. Describe Dr. Matiangi's feelings towards the current schools's boards of management as revealed in paragraphs two and

- three. (2 marks)
9. What does the rhetorical question in paragraph three aim to achieve ? (2 marks)
10. Explain the meaning of each of the following as used in the passage. (2 marks)
- make a kill
  - bloated

## 2. Caucasian Chalk Circle

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

**Grusha:** There's Simon. There's no keeping that from you. But please don't worry, it's not mine.

**Simon:** When the wind once starts to blow, they say, it blows through every cranny. The wife need say no more.  
(*Grusha looks into her lap and is silent*)

**Singer:**

There was yearning but there was no waiting  
The oath is broken. Neither could say why  
Hear what she thought but did not say  
"While you fought in the battle, soldier,  
The bloody battle, the bitter battle  
I found a helpless infant  
I had not the heart to destroy him  
I had to care for the creature that was lost  
I had to stoop for breadcrumbs on the floor  
I had to break myself for that which was not mine  
That which was other people's  
Someone must help!  
For the little tree needs water  
The lamb loses its way when the shepherd is asleep  
And its cry is unheard!"

**Simon:** Give me back the cross I gave you. Better still, throw it in the stream. (*He turns to go*)

**Grusha:** (*getting up*): Simon Shashava, don't go away! He isn't mine! (*She hears the children calling*). What is the matter children ?

**Voices :** Soldiers! And they are taking Michael away! (*GRUSHA stands aghast as two IRONSHIRTS with MICHAEL between them, come toward her.*)

**One of the Ironshirts:** Are you Grusha? (*she nods*) Is this your child ?

**Grusha:** Yes. (*SIMON goes*) Simon!

**Ironshirt:** We have orders, in the name of the law to take this child found in your custody, back to the city. It is suspected that the child is Michael Abashwili, son and heir of the later Governor Georgi Abashwili and his wife, Natela Abashwili. Here is the document and the seal. (*They lead the CHILD away*)

**Grusha:** (*running after the, shouting*): Leave him here. Please! He is mine.

- Which events led to the happenings in this extract ? (2 marks)
- "There's Simon. There's no keeping *that* from you." What question from Simon prompts Grusha to give the answer and why is 'that' in italics ? (3 marks)
- Which battle is the singer referring to ? (2 marks)
- Explain how Grusha found 'the helpless infant.' (4 marks)
- Mention four challenges that Grusha faces in an effort to save the life of the infant. (5 marks)
- What do you understand by line 13 of the song ? (2 marks)
- Which cross is Simon asking for and why had he given it to Grusha ? (3 marks)
- Make notes on what will finally happen to Michael on arrival at Nukka. (4 marks)

## 3. Oral Narrative

A long time ago, there were two men who had been friends for many years. They were like brothers. Now, there came a time when they both wanted to get married. They decided they would marry one woman with whom they had both fallen in love.

Between the two of them, they had enough bride wealth to pay for the woman, because each of them had half the required bride price. The woman's father accepted the bride wealth and gave permission for his daughter to get married to the two young men. The men made an agreement among themselves and laid down conditions that were going to guide them in sharing this woman as a wife. One of the friends chose to have exclusive right to the woman's body from the waist to the legs while the other one chose from the waist upwards to the head.

Whenever the man who had chosen the upper part desired the woman, he called her into his house and fondled her breasts and that was all. The other man who had chosen the lower parts took the woman to his house for the night.

This arrangement worked until the women became pregnant.

"After delivery," the friend who owned the breasts said to the woman, "I won't allow you to feed the baby with milk from



the breasts because the baby isn't mine."

The woman objected loudly saying, "But the baby is mine and the breasts are also mine, so I'll have to feed it from my breasts."

"No, and yes, the baby is yours and my friends, but the breasts happen to be yours and mine, so you and my friend should try to get milk for your baby from elsewhere. I don't want you to feed it from your breasts," The man was serious and the woman got very worried.

"Perhaps my friend who owns your breasts can pay me back the part of the bride wealth I paid for you then he can have you as his wife and you won't have to be a wife to both of us," the other husband offered. However, he knew very well that his friend had neither money, cattle nor anything else which he could refund to him as part of the bride wealth he had paid for their wife.

The matter was taken to the elders for discussion and settlement. After much consultations, it was decided that the woman should be married to the man who owned the breasts, as the baby had to be fed with milk from the breasts. The friends disagreed and had their first serious quarrel.

The situation was critical, so the father of the baby conceded and allowed his friend to refund the share of the bride wealth he had paid. It was then agreed by the elders that the woman should be exclusively married to the man who owned the breasts. This development marked the end of the friendship between the two young men.

- i) Giving evidence, classify the above oral narrative. (2 marks)
- ii) What makes the above genre an oral narrative ? (4 marks)
- iii) Explain the effectiveness of any two features of style found in the narrative above. (4 marks)
- iv) Comment on the character traits of the two husbands. (4 marks)
- v) With reasons, identify the appropriate audience for the above oral material. (2 marks)
- vi) Highlight two social activities evident in the above oral narrative. (2 marks)
- vii) What do you think is this society's attitude towards women ? (2 marks)

#### 4. GRAMMAR

- a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (3 marks)
  - i) The society has failed to find a solution of the problem of a woman having more than one husband.  
(Use one word to replace the underlined words)
  - ii) Matheri's wife said that he had to surrender to the police then  
(Write in direct speech)
  - iii) It was difficult to understand what the speaker was saying.  
(Replace the underlined with an appropriate phrasal verb)
- b) Use the correct collective noun to complete the blanks in the sentences. (2 marks)
  - i) The guest of honour was given a ..... of flowers.
  - ii) You have to use the ..... of stairs to get to the manager's office.
- c) Fill in the blanks with the correct alternative from the choices given. (2 marks)
  - i) Students have a habit of trying to suppress satirical ..... when weak students are scolded for shoddy work.  
(chortle, chuckle, snigger, guffaw)
  - ii) The insurance company swore not to ..... the accident victims.  
(insures, indemnity, compensate)
- d) Identify the misspelt words in the following sentences and rewrite them correctly. (3 marks)
  - i) I will pass the continous assessment test well.
  - ii) The Prime minister recieved a bouquet of flowers.
  - iii) All the fourty thieves had diarrhoea.
- e) Use the correct form of the word in brackets to complete the sentences.
  - i) We learnt a great deal from the speech, it was very .....(inform)
  - ii) The news came as a ..... to us all. (reveal)
  - iii) The principal was accused of ..... of funds. (manage)
- f) Fill in the each of the blank space with an appropriate word. (2 marks)
  - i) The manager was grateful ..... the workers' input.
  - ii) I will be ..... leave from next week.

**KAGEMA/ MATHIOYA****101/3****ENGLISH****Paper 3****(Creative Composition and Essays Based on Set Texts)****July 2017****Time: 2½ Hours****Answer three questions only.****1. Imaginative Composition (Compulsory)****Either,**

- a) Write a story ending with:

..... She walked away feeling really dejected.

(20 marks)

**Or**

- b) Write a story to illustrate the proverb 'A rolling stone gathers no moss'

(20 marks)

**2. The Novel (Compulsory)****The River and the Source: Margaret A. Ogola**

"Were it not for the introduction of the Whiteman's culture to Africa, the African girl child could still be relegated to marriage and child bearing." Show the truth of this statement referring closely to Margaret A. Ogola's **The River and the Source**. (20 marks)

**3. The Optional Set Texts**

Answer any one of the following three questions.

**Either,**

- a)
- The Short Story**

**Ilieva Emilia and Wareney Olembo (Ed)****When the sun Goes Down and Other Short Stories from Africa and Beyond**

"Marriage ought to be amicable agreement between the bride and the groom as opposed to being prearranged. Closely referring to Cyprian Ekwensi's story 'Law of the Grazing fields' show the validity of this statement. (20 marks)

**Or,****Drama**

- b)
- Francis Imbuga, Betrayal in the city**

"The so called public intellectuals are subjected to great agony and suffering by tyrannical regimes in their quest for a just society." With reference to characters in Francis Imbuga's play Betrayal in the city, illustrate the statement.

**Or,**

- c)
- The Novel**

**Witi Ihimaera: The Whale Rider**

Human beings should respect the environment around them. Using illustrations from Witi Ihimaera's novel, **The Whale Rider**, show the consequences of human's abuse of the environment. (20 marks)

**KIRINYANGA  
SCHOOL BASED EXAMINATION – FORM 4 2017**

**101/1**

**ENGLISH**

**PAPER 1**

**(Functional Writing and Oral Skills)**

**JULY/AUGUST 2017**

**TIME: 2 HOURS**

1. **Functional Skills.** (20 marks)

- (a) You are expecting to join one of the most prestigious universities after your K.C.S.E examination; meanwhile you get a temporary job as a Human Resource Manager at the Wisdom Computer College in your county.

One of the college drivers, whose personality you have come to admire needs to move to another company, the Bata Shoe Company, Limuru in the same capacity. He has worked under you for six months. His new manager requests you to write a confidential report about this driver.

- (i) Write the confidential letter for this driver. (12 marks)  
(b) Write an internal memo to the rest of the workers. In Memo, convene a meeting to discuss salaries and allowances. Inform them of the meeting venue, time and date. (8 marks)

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

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

An estimate 18,000 (1) \_\_\_\_\_ inject heroin in Kenya, with the coastal region said to be the epicenter the problem, with some 10,000 people who inject (2) \_\_\_\_\_.

Injecting drug use is a severe public health burden for Coastal counties with problems such as HIV, premature death and hepatitis B or C and other blood-borne virus transmission.

In Kwale, drug (3) \_\_\_\_\_ among the youth has been (4) \_\_\_\_\_. But (5) \_\_\_\_\_ initiative by the youths affected by drugs in Ng'ombeni could be transformative and a (6) \_\_\_\_\_ to the drug menace.

"Mateja", as the drug users are known, are now venturing into projects aimed at improving (7) \_\_\_\_\_ lives.

Sumsum Youth Group chairman Mohamed Abdullah Mwanduni, (8) \_\_\_\_\_ of the drug addicts, told the Nation recently they aim to (9) \_\_\_\_\_ the youth (10) \_\_\_\_\_ using narcotics.

3. (a) **Read the Oral Narrative below and answer the questions that follow.**

One day, elephant came across Squirrel on the path to the river. The proud and lordly Elephant swept Squirrel off the path with his trunk, rumbling, "out of my way, you of no importance and tiny size." Squirrel was most offended, as he had every right to be. Stamping his little feet in a rage, he decided that he was going to try and teach Elephant some manners.

"Ho!" shouted Squirrel indignantly, "you may be very tall, and you may be very proud and I bet you think you're the greatest animal on earth, but you are much mistaken!"

Elephant looked around in surprise. "I am not mistaken. Squirrel," he rumbled. "I am the greatest, and everyone knows it."

Let me tell you something Elephant, "said Squirrel, angrily and flicking his tail, "I may be small, but I can eat ten times as much as you! I challenge you to an eating contest and I bet you that I, Squirrel can eat more palm nuts and for a longer time than you, high and mighty Elephant!"

Elephant roared with laughter. He was so amused, in fact that he accepted the creature's challenge. Beside he was rather fond of palm nuts.

So both animals collected a huge pile of palm nuts and agreed to start the contest the very next morning at the first light. Elephant could hardly wait. He even skipped his evening meal of acacia pods so as to be truly empty for the morning. He intended to put Squirrel firmly in his place, once and for all.

The next day dawned fine and sunny, as it often does in Africa, and the two contestants started to eat. Elephant munched steadily through his pile, with fine appetite. Squirrel nibbling away furiously, was soon full to bursting. Quietly, he slipped away, sending a cousin who was hiding nearby to take his place. Elephant was so absorbed in his greedy task that he didn't even notice. Brothers, sisters, cousins, uncles aunts, one hungry Squirrel after another took a turn at the pile of palm nuts. Eventually, at midday, Elephant looked up, "Well, Squirrel, have you had enough yet?" he asked, surprised to see his small adversary still busy eating. Not only was he still eating, but his pile of palm nuts were disappearing almost as fast as Elephant's own.

"Not yet", rambled Squirrel his mouth full "and you?" "Never" replied Elephant scornfully. And he started to eat a little faster. By the time the sun was setting, elephant was so full he could hardly stand. He looked over to where Squirrel (the original Squirrel, who had come back after a day of sleeping in a nearby tree) was still eating more palm nuts. Elephant groaned.

Truly you are amazing, Squirrel" he said. "I cannot go on, and I'm forced to admit that you have won the contest." And he lifted his trunk in salute. Squirrel hopping with delight, thanked Elephant and told him not to be so proud in future, and from that day to this, Elephant has always shown great respect for Squirrel.

**Questions.**

- (i) Illustrate any **five** features that show that this is an oral narrative. (5 marks)  
(ii) Identify any **two** onomatopoeic words used in the above narrative. (2 marks)  
(iii) How would you say the Elephant's line, "I am not mistaken, Squirrel," (2 marks)

"I am the greatest, and everyone knows it"

- (b) **In each of the sets of words below, underline the word in which the sound underlined is different from the others.** (4 marks)

- (i) pool, fool, book, tool  
 (ii) machine, shilling, chips, chauvinism  
 (iii) foot, phloem, cliff, Physics, dough  
 (iv) seats, scent, conscience, Science

- (c) **In the words below, underline the part that should be stressed.** (4 marks)

- (i) Ad.vice  
 (ii) Ap.proach  
 (iii) Bru.tal  
 (iv) Bu.let

- (d) Imagine that one Saturday afternoon, a visitor drives into the school compound and finds you around the administration block. No teacher is around. The visitor greets you and engages you in a short conversation. No sooner does the visitor leave than the teacher on the duty appears. You decide to give an oral report to the teacher. What important detail **must** your oral report have? (4 marks)

- (e) **Study the dialogue below and answer the questions that follow.** (3 mark)

Alice: Good morning father.

Father: Good morning Alice. How was your night?

Alice: It was fine, thank you. (Hesitantly) Er, father, excuse me, I would like to make a request.

Father: Go on.

Alice: I know you are not very keen on school trips, but I would really like to go camping in Mombasa during the August holiday with the St. John's Ambulance club members.

Father: But Alice, you are aware of my stand on such trips. They create a healthy ground for immoral behavior. Besides, you have a lot of homework to complete. You can't afford to waste all that time.

Alice: Father, I understand where you are coming from, but this trip is very important. We are going to have an Intensive First Aid training. We are also going to be trained on how to deal with the HIV and AIDS pandemic. I promise to complete my homework before I go on the trip and to behave myself appropriately while there.

Father: What about your studies? You are a candidate next year. You must prepare yourself early enough if you want to perform well.

Alice: I agree with you father. I will put in extra hours when I come back from the trip, Father, I promise you.

Father: Two weeks!

Alice: Yes father two weeks.

Father: Well, it is fine; you have my permission but remember to keep your word. Agree?

Alice: Agreed, father.

Father: OK then.

Alice: Thank you so much.

Father: Welcome Alice.

- (a) From the dialogue above, it is evident that Alice has excellent negotiation skills. Identify **four** of these skills. (4 marks)  
 (b) In this case, both parties win. Explain win. Explain the in-win situation in the dialogue. (2 marks)  
 (c) **Provide another word that has the same pronunciation as each of the following words.** (3 marks)

- (i) Ore - \_\_\_\_\_  
 (ii) Earn - \_\_\_\_\_  
 (iii) Mall - \_\_\_\_\_

**KIRINYANGA**  
**SCHOOL BASED EXAMINATION – FORM 4 2017**  
**101/2**  
**ENGLISH**  
**PAPER 2**  
**JULY/AUGUST 2017**  
**TIME: 2½ HOURS**

**1. COMPREHENSION.**

**Read the following passage carefully, then answer the questions that follow.**

(20 marks)

The prevalence of diabetes in Kenya has more than doubled in the past three decades, accounting for 20 per cent of deaths in the country.

With a national prevalence rate of between 3.1 per cent and 4.6 per cent (between 1.4 million and 2.1 million Kenyans), experts are warning that the cases are rising at an alarming rate.

Today one in every 17 Kenyans has diabetes, and 12,890 people in the country died from both diabetes and high blood glucose in 2014.

A report jointly published by the World Health Organisation (WHO) and *Lancet* on World Health Day last year shows that the prevalence of diabetes in Kenya was six per cent in 2014, a 150 per cent rise from 2.4 per cent in 1980.

Globally, the number of adults with diabetes has almost quadrupled to 4.22 million in 2014 from 108 million in 1980, with most living in developing countries.

So alarming is the situation that during the launch of the first Global Report on Diabetes, WHO director general Margaret Chan called for action on diabetes, saying there was need to step up prevention and treatment of disease.

According to experts, sedentary lifestyles, stress, being overweight and obese are some of the factors driving this dramatic rise. However, some people, especially those in rural areas, are affected by diabetes as a result of their genetic make-up.

“People are also not getting screened as often as they should. Some are not getting screened at all despite the test being cheap,” Said Dr. Eva Njenga, a diabetes specialist.

Experts note that the normal diabetes health advice – not smoking, eating a limiting alcohol intake – can help keep people healthy.

Dr. Njenga advises: “If you are not diabetic, ensure that you go for screening at least once a year. If any of the members of your family has diabetes, then you should be **screened** two to three times in a year, since you are genetically **predisposed**.”

Mr. Zachary Ndegwa, a programme officer at the division of **non-communicable** diseases, said there are only 50 diabetes clinics and at least 12 specialists (endocrinologists) in Kenya.

“As we speak, it can take up to six months after the first booking for a patient to start their routine check-up.” Said Dr. Njenga.

Diabetes is **non-communicable** disease in which the body’s ability to produce or respond to the hormone insulin is impaired, resulting in abnormal breakdown of carbohydrates and elevated levels of glucose in the blood and urine.

The most common diabetes symptoms include frequent urination, intense thirst and hunger, weight gain, unusual weight loss, fatigue, cuts and bruises that do not heal, male sexual dysfunction, numbness and tingling in hands and feet.

If not controlled, diabetes has dire consequences including possibility of heart attack, stroke, blindness, kidney failure and for some, gangrene, leading to leg amputation.

**Questions**

- Name the WHO director general according to the passage. (1 mark)
- Define diabetes according to the passage. (3 marks)
- In note form list down the most common diabetes symptoms. (6 marks)
- According to experts what are some of the factors that are driving the dramatic rise of diabetes? (2 marks)
- Mr. Zachary Ndegwa, a programme officer at the division of non-communicable diseases, said there are only 50 diabetes clinics and at least 12 specialists in Kenya. (Rewrite changing the sentence into direct speech) (2 marks)
- According to the passage, what are the consequences of not controlling diabetes? (3 marks)
- Give the meaning of the following words as used in the passage. (3 marks)
  - screened
  - predisposed
  - non-communicable

**2. Read the following excerpt and then answer questions below. (25 marks)**

**SIMON:** I thank you, Grusha Vashnadze. And good – bye! *He bows low before her. She does the same before him. Then she runs quickly off without looking around.*  
*Enter the ADJUTANT from the gateway.*

**ADJUTANT:** (harshly) Harness the horses to the carriage! Don’t stand there doing nothing, scum!

**SIMON SHASHAVA:** *Stand to attention and goes off. Two SERVANTS crowd from gateway, bent low under huge trunks. Behind them, supported by her women, stumbles NATELLA ABASHWILI. She is followed by a WOMAN carrying the CHILD.*

**GOVERNOR’S WIFE:** I hardly know if my head’s still on. Where’s Michael? Don’t hold him so clumsily. Pile the trunks onto the carriage. No news from the city, Shalva?

**ADJUTANT:** None. All’s quiet so far, but there’s not a minute to lose. No room for all those trucks in the carriage. Pick out what you need. (Exit quickly)

**GOVERNOR’S WIFE:** Only essentials! Quick open the trucks! I’ll tell you what I need. (The trucks are lowered and opened.)

She points at some brocade dresses) The green one! And of Mikadze and Mika Loladze? I've suddenly got the most terrible migraine again. It always starts in the temple. (Enter GRUSHA) Taking your time, eh? Go and get the hot water bottles this minute! (GRUSHA) runs off returns later with hot water bottles; the GOVERNOR'S WIFE orders her about by signs) Don't tear the sleeves.

YOUNG WOMAN: Pardon, madam, no harm has come to the dress.

GOVERNOR'S WIFE: Because I stopped you I've been watching you for a long time. Nothing in your head but making eyes at Shalva Tzereli. I'll kill you, you bitch! (She beats the YOUNG WOMAN)

ADJUTANT: (*appearing in the gateway*) Please make haste. Natella Abashwili. Firing has broken out in the city. (*exit*)

GOVERNOR'S WIFE: (*Letting go of the YOUNG WOMAN*) Oh dear, do you think they'll lay hands on us? Why should they? Why? (*She herself begins to rummage in the trucks.*) How's Michael? Asleep?

WOMAN WITH THE CHILD: Yes, madam.

GOVERNOR'S WIFE: Then put him down in moment and get my little staff – coloured boots from the bedroom.

I need them for the green dress. (*The WOMAN puts down the CHILD and goes off*) Just look how these things have been packed. No love! No understanding! If you don't give them every order yourself.. such moments you realize what kind of servants you have! They gorge themselves at your expense, and never a word of gratitude! I'll remember this.

ADJUTANT: (*entering very excited*) Natella, you must leave at once!

GOVERNOR'S WIFE: Why? I've got to take this silver dress – it cost a thousand piasters. And that one there is where's the wine – colored one?

ADJUTANT: (*Trying to pull her away*) Riots have broken out! We must leave at once. Where's the baby?

GOVERNOR'S WIFE: (*Calling to the YOUNG WOMAN who was holding the baby*). Maro, get the baby ready! Where on earth are you?

### Questions.

1. What happens before this extract. (3 marks)
2. Describe the character of Natella from the above extract. (4 marks)
3. Identify any **two** expression of politeness found in the above extract. (2 marks)
4. Add question tags to the following statements. (2 marks)
  - (i) Natella you must leave at once
  - (ii) Please make haste
5. Identify and illustrate **two** themes evident in the above extract. (4 marks)
6. Illustrate the following stylistic tences and explain their effectiveness. (4 marks)
 

Irony  
Humour
7. The following words and expressions are found in the extract. Explain their meanings. (4 marks)
 

Make haste.  
Carriage  
Scum  
Making eyes
- (8) Explain what happens after this extract. (2 marks)
3. Read the following poem and answer the questions that follow. (20 marks)

### **AT A WINDOW**

Give me hunger,  
Oh you gods that sit and give  
The world its orders.  
Give me hunger, pain and want;  
Shut me out with shame and failure  
From your doors of gold and fame,  
Give me your shabbies, weariest hunger.

But leave me a little love,  
A voice to speak to me in the day end,  
A hand to touch me in the dark room  
Breaking the long loneliness.  
In the dusk of day-shapes  
Blurring the sunset,  
One little wandering star  
Thrust out from the changing shores of shadow.  
Let me go to the window,  
Watch there the day-shapes of dusk,  
And wait and know the coming  
Of a little love.

*Carl Sandburg*



**Questions.**

- (i) Briefly explain what the poem is about. (3 marks)
- (ii) Explain the contrast the persona presents in the poem. (4 marks)
- (iii) Identify and illustrate any **two** literary devices that the poet uses. (4 marks)
- (iv) Describe the tone of the poem. (3 marks)
- (v) Explain the meaning of the title "At a window". (2 marks)
- (vi) Explain the meaning of the following lines as used in the passage. (4 mark)
- (a) O you gods that sit and give.
- (b) A hand to touch me in the dark room.

**4. GRAMMAR.**

(15 marks)

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

(3 marks)

- (i) Kenda was determined to pass his examinations. He dedicated a lot of his time to studies.  
(Join into one sentence using: So ... that.)
- (ii) They did not have much money. They worked hard and kept their children in school  
(Rewrite as one sentence using the words: In spite of)
- (iii) Kimani did not see the play. Miriam did not see the play.  
(Join into one sentence using: Neither ... nor)

**(B) Write the plural forms of the following nouns.**

(3 marks)

- (i) Phenomenon -
- (ii) Syllabus -
- (iii) Crisis -

**(C) Arrange the adjectives given in brackets in the correct order in the spaces provided.**

(3 marks)

- (i) She wore a (n) \_\_\_\_\_ dress. (evening, red, silk)
- (ii) She got a \_\_\_\_\_ consume. (nylon, swimming, black)
- (iii) He bought a \_\_\_\_\_ tie on his wedding day. (woolen, blue)

**(D) Fill in the blank spaces with one word from the brackets in the sentences below.**

(3 marks)

- (i) We had a stuffed \_\_\_\_\_ for dinner. (fowl, foul)
- (ii) Please pick all the \_\_\_\_\_ of the corn from the floor. (colonels, kernels)
- (iii) The students \_\_\_\_\_ was dissolved last year. (counsel, consul, council)

**(E) Fill the gaps in the following sentences with the correct form of the word in brackets.**

(3 marks)

- (i) The \_\_\_\_\_ (nation) of the child was not known.
- (ii) He is a person of \_\_\_\_\_ (question) character.
- (iii) \_\_\_\_\_ (scarce) of water is a major characteristic of this region.



**KIRINYANGA  
SCHOOL BASED EXAMINATION – FORM 4 2017  
KENYA CERTIFICATE OF SECONDARY EDUCATION**

**101/3**

**ENGLISH**

**PAPER 3**

**(Creative Composition and essays based on the set books)**

**JULY/AUGUST 2017**

**TIME: 2½ HOURS**

**Answer three questions only.**

1. **Creative Composition (Compulsory) 20 marks.**

**EITHER**

- (a) Write a composition that ends in the following statement.  
... A final look at her made me believe in myself.

**OR**

- (b) Write a composition to illustrate the following proverb.  
Every cloud has a silver lining.

2. **Compulsory. (20 marks)**

**Margaret Ogola: The River and the Source.**

“Some hard decisions made by individuals bring progress in life” Support this statement, focusing on Akoko, with illustrations from the novel, ‘The River and the Source’.

3. **Choose only one question from this section.**

**EITHER**

- (a) **Emilia Iliova and Weveney Olemba: When the Sun Goes Down and Other Stories from Africa and Beyond. (20 marks)**

“The failure to be firm leads to undue exploitation by others.” Closely referring to the character of **Lilian Thurgood** in **Rayda Jacobs’** story ‘**The Guilt**’, write a composition showing the truth of this statement.

**OR**

- (b) **Francis Imbuga: Betrayal in the city. (20 marks)**

With close reference to **Francis Imbuga’s** play ‘**Betrayal in the City**’, write a composition showing how bad governance is a recipe for oppression in the society.

**OR**

- (c) **Witi Ihimaera: The Whale Rider**

Every activity carried out among the Whangara community is sacred. Justify this statement drawing illustration from the novel, ‘**The Whale Rider**’.

**KIGUMO CLUSTERS FORM 4 JOINT EXAMINATION 2017.****101/1****ENGLISH****PAPER 1****(Functional skills)****2 hrs.****1. Functional skills. (20mks)**

Imagine you are the organizing secretary of your friend's graduation party. Your friend has graduated with a First class Honours Degree from the University of Kampala.

- Design an invitation card to be sent to the guests. (12mks)
- Write a congratulatory note to your friend to be presented on that day. (8mks)

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

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

Alcohol impacts people and societies in different (1).....and is determined by the (2).....of alcohol consumed, the pattern of drinking, and, on rare occasions, the quality of alcohol (3)..... . Alcohol is a psychoactive substance and its harmful use is known (4)..... have dependence-producing properties and cause (5)..... than 200 diseases among drinkers as well as devastating effects to innocent victims such as unborn children. Drinking alcohol (6)..... pregnancy can lead to miscarriage, preterm birth, still birth, spontaneous abortion and contribute to a range of disabilities known (7)..... foetal alcohol spectrum disorders (FASD). FASD is an umbrella term (8)..... to an array of conditions involving impairments of the growth and development of the central (9)..... system caused by (10)..... intake during pregnancy.

**3. Oral skills (30mks)**

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

**BLIND**

When you left  
Without a word  
My heart wept

Not so much  
For lost love  
(And a touch)

But the more  
For the blinkers  
When I wore

For so long  
For so late  
Did I worship  
Such an ingrate

**Questions**

- Describe the rhyme scheme in the poem above. (2mks)
  - Other than rhyme, what other sound patterns are used in the poem. (4mks)
  - If you were to perform the poem before your classmates, how would you make your performance endearing to them? (2mks)
- For each of the following words, provide another word with similar pronunciation.
    - Gait
    - Bread
    - Ewe
    - Rest
  - Betty and Bob brought back blue balloons from the big bazaar.
    - Identify the genre above (1mk)
    - State two functions of this genre (2mks)
    - Which is the most suitable audience for the genre above (1mk)
    - Identify one aspect of style used in this genre. (2mk)
  - In the following set of words identify the underlined speech sound that is odd. (4mks)
    - Gene, Judge, June, Gore.
    - Exhort, Exist, Exile, Exhibit.
    - Joy, Just, Gaoler, Gate.
    - Ambush, Amass, Amoeba, Amaze.
  - Identify the silent letters in the following words. (4mks)

- i) Hymn.
- ii) Rehabilitation.
- iii) Soften.
- iv) When.

- f. Read the following telephone conversation between Pato and the secretary, and then answer the questions that follow. (4mks)

Pato: I am Pato and I want to speak with the manager.

Secretary: Why? What do you want with him?

Pato: That is none of your business. I want to speak with the manager now.

Secretary: He is not in. Say what you wanted and I will tell him.

Pato: Why are you wasting my time? Tell him to call me.

Secretary: How will I reach you? What is your telephone .....

(Phone is disconnected.)

**Question.**

Identify any four instances of lack of telephone conversation etiquette.

(4mks)

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

**KIGUMO CLUSTER EXAMINATIONS****101/2****ENGLISH****PAPER 2 (Comprehension, Literary Appreciation and Grammar)****TIME: 2- HOURS.****1. COMPREHENSION.****Read the passage below and then answer the questions that follow;**

Education is perhaps one of the greatest assets children can inherit from their parents. Indeed, parents are known to incur huge debts to help their children get education. The drive to make these sacrifices and our population growth, have created a huge demand for education. This demand is reciprocated by mismatched supply that is not focused on developing “employable” skills and the output is more jobless graduates into the already full market place. Ironically, whereas this is the scenario in emerging economies the world over, it is the same economies that skilled workers are in high demand, according to a human capital study done by PWC. Indeed, emerging economies are no longer relying on cheap labour to fuel exports-driven economies, but rather focus on skilled labour because their economic models have shifted to exporting value-added goods. The demand for workers capable of doing talent intensive jobs that require quality qualifications is growing steadily. Studies have shown no country in the world can achieve major socio-economic transformation without the contribution of skilled manpower. Kenya seems to be cognizant of this fact going by the massive budget allocation made in education each year.

There is a strong case for standardization and regulatory framework that will ensure delivery of high quality teaching and research whose end product are work-ready students. This is therefore a call to the government and the private sector to work hard in glove to address the prevailing challenges in higher education that impact the quality of graduates produced.

Lack of adequate resources, poor training infrastructure and facilities as well as an emphasis on “cramming” – reproduction of class notes in the exam papers compromise the quality of education. The result has been a yawning gap between the quality of students released into the job market and the needs of the employers.

If we are able to turn our institutions of higher learning into factories of talent that is readily marketable locally and to other countries, human capital development would become a key economic driver in our country. The government needs to partner with all stakeholders and come up with “out of the box”, holistic policy interventions that make use of best practices in order to promote practical skills and make education more effective in the short and long term. This also calls for accrediting and streamlining the requirements of new and existing education should look beyond and priorities equipping of students with knowledge, skills and competencies that enhance their employability both locally and internationally. While Kenya boasts of high literacy levels, it should now prioritize the development and implementation of a long-term growth strategy that focuses on quality, not quantity.

**Questions.**

- a. What has created a huge demand for education according to the passage? (2marks)
- b. What do the emerging economies rely on, and why? (3marks)
- c. Indeed, emerging economies are no longer relying on cheap labour. (Add a question tag) (1marks)
- d. What advice is given to those investing in education. (3marks)
- e. Why is there an emphasis on standardization in education? (2marks)
- f. In a paragraph of not more than 40 words, summarize the reason why the Government and other sectors should partner in education. (5marks)
- g. Explain the meaning of the following words and expressions as used in the passage. (4marks)
  - i) Employable skills
  - ii) Cognizant
  - iii) Reciprocated
  - iv) Out of the box

**2. THE CAUCASIAN CHALK CIRCLE: LITERARY APPRECIATION. (25marks)****Read the excerpt below and answer the questions that follow:**

GRUSHA: Simon!

SIMON: Is that Grusha Vashnadze?

GRUSHA: Simon!

SIMON (formally): A good morning to the young lady. I hope she is well.

GRUSHA (getting up and bowing low): A good morning to the soldier. God be thanked he has returned in good health.

SIMON: They found better fish, so they didn't eat me said the haddock.

GRUSHA: Courage, said the kitchen boy. Good luck, said the hero.

SIMON: How are things there? Was the winter bearable? The neighbor considerate?

GRUSHA: The winter was a trifle rough, the neighbor as usual Simon.

SIMON: May one ask if a certain person still dips her toes in the water when rinsing the linen?

GRUSHA: The answer is no. Because of the eyes in the bushes.

SIMON: The young lady is speaking of soldiers. Here stands the paymaster.

GRUSHA: A job worth twenty piasters?

SIMON: And lodgings?

GRUSHA (with tears in her eyes): Behind the barracks under the date trees.

SIMON: Yes there. A certain person has kept her eyes open.

GRUSHA: She has, Simon.

SIMON: And has not forgotten? (GRUSHA shakes her head) So the door is still on its hinges as they say? (GRUSHA

looks at him in silence and shakes her head again)

What's this? Is anything not as it should be?

GRUSHA: Simon Shashava, I can never return to Nuka. Something has happened.

SIMON: What can have happened?

GRUSHA: For one thing I knocked an Ironshirt down.

GRUSHA: Simon Shashava, I am no longer called what I used to be called.

SIMON (After a pause): I do not understand.

GRUSHA: When do women change their names, Simon? Let me explain.

Nothing stands between us. Everything is just as it was. You must believe that.

SIMON: Nothing stands between us and yet there is something?

GRUSHA: How can I explain it so fast and with the stream between us?

Couldn't you cross the bridge there?

SIMON: Maybe it is no longer necessary.

GRUSHA: It is very necessary. Come over this side, Simon. Quick!

SIMON: Does the young lady wish to say someone has come too late?

### Questions.

- Place this excerpt in its immediate context. (4marks)
- Where is this scene taking place. (1mark)
- Discuss the relationship between Grusha and Simon in this excerpt. (4marks)
- "May one ask if a certain person still dips her toes in the water when rinsing the linen?" In which other scene does Simon use the very words to Grusha? Explain what was happening in that scene. (3marks)
- Grusha says she cannot go to Nuka because something has happened. Explain. (3marks)
- Describe the character traits of Simon as brought out in this excerpt. (4marks)
- Explain the meaning of the following saying and word as used in the excerpt.
  - They found better fish, so they didn't eat me, said the haddock. (2marks)
  - Gaily (1mark)
- Identify and illustrate the major theme present in this excerpt. (3marks)

### 3. ORAL NARRATIVE.

Long, long time ago animals and birds spoke just like men do. When God had to stop them speaking, he made birds sing, like this chrrip! Chrrip.... Lions to roar like this graagh! Graagh! And hyenas to howl like this huuu! Huuu!

And do you blame God? Listen to what naughty hyena who had gone two days without any meat did. He had been wondering up and down the hills when he suddenly stopped, nose in the air, one foot raised.

Do I smell, eh..... smell food? He slowly raised his head to the skies as if to say, "Please God let me find some food, even one rotting bone will do."

Slowly, he followed the smell, sniffing hard, stopping now and again over grinning wider as the smell became stronger. "Here at last," He said as he came in sight of a calf that seemed dead, flies buzzing over its excrement.

"God, no time to waste. Who knows the owner may be around. Oh, no, 3 see it is secured to a tree with a "Mukwa" I'll take my time.

Ha, I am tired too, come to think of it. God gave us pretty strong senses of smell, generous old.... man.

Still I do think people tend to exaggerate, now who was it saying the other day 'ati' God is the giver of everything and that we should be grateful. O.K.

Tell me, did God give this calf? Did you God? I found it myself, smelled my way there, all the way. Nice calf too, rather thin but it will do. I'll take the head home and make soup with herbs. I especially like 'muthathii'.

And I see one over there.

OK. Here we go, where shall I start, this lovely neck? No, I know, I will start with the 'mukwa' then I'll get on to the soft stuff, the tail, the rump, 'Mahu' .....

After chewing up half the 'mukwa' the hyena brushed his teeth with the twig of a 'muthiga' a tree of his appetite. He stepped on the calf's tail, stuffed it in his mouth and 'snap' it went. The calf which was only very sick and tired shot up and bolted away in the twinkling of an eye.

The hyena rubbed his eyes, ambled after the disappearing calf and soon fell down in exhaustion. He looked up again to the heaven, tried to speak but no words came. Hyenas have never been able to speak ever since.....

### Questions.

- Categorise this narrative and give a reason for your classification. (2mks)
- Identify and explain two characteristics of oral narratives evident in this story. (4mks)
- Describe **two** character traits of the hyena as depicted in the narrative. (4mks)
- Identify one economic aspect of the community described in this narrative and give a reason for your answer. (2mks)
- What moral lesson do we learn from this narrative? (2mks)
- Give a proverb with the same moral lesson as this narrative. (1mk)
- If you are asked to go and collect this story in the field, state:
  - Three things you would do before the actual trip (3mks)
  - Two problems you are likely to encounter. (2mks)

### 4. GRAMMAR.

- Give the correct form of the word in brackets to complete each of the sentences below. (3marks)
  - The ..... of the staff has been a matter of concern. (sober)
  - She ..... the teachers advice in everything she did. (seek)
  - The driver nearly caused a ..... accident when the car rammed into a bus. (fate)

- b. Rewrite the following sentences as instructed without changing the meaning. (3mks)
- No one likes to be sick. (change the infinitive into a gerund)
  - The teachers agreed to teach after signing an agreement with the government. (Begin: Only...)
  - The speaker would not allow the diversionary debate under any circumstances. (Begin: Under...)
- c. Complete the following sentences using the most appropriate preposition. (3mks)
- Raila's idea was conceived ..... haste.
  - The thief was oblivious ..... the trap.
  - Wangari deals ..... groceries.
- d. Complete the following sentences with a phrasal verb starting with the word given in brackets. (3mks)
- She looked carefully at the document but couldn't ..... what it meant. (make)
  - Please ..... that all the chairs are in good condition. (see)
  - The boy actually ..... his father. (take)
- e. Choose the correct pronoun from the brackets to complete the following sentences. (3mks)
- Mr. Omondi and ..... visited us last year. (he/him)
  - Rose offered Jane and ..... some biscuits. (I/ me)
  - Do you think he is wiser than ..... (I/me)

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

**KIGUMO SUB-COUNTY CLUSTER EXAMINATION 2017****101/3****ENGLISH****PAPER 3****(Creative compositions and essays Based on Set Texts)****FORM FOUR****JULY-AUGUST 2017**

1. Imaginative composition  
Either
  - a. Write a composition beginning with the following:  
It all started as a rumour but no one in the family took it seriously until..... (20mks)  
Or
  - b. Write a composition on the following topic:  
Ways of eliminating drug abuse among the youth. (20mks)
2. The compulsory set text.  
The River and The Source: Margaret A. Ogola.  
“In the traditional African society, women suffer the effects of gender discrimination.”  
Using illustrations from, The River and The Source, validate this statement (20mks)
3. Optional set texts.  
Answer any of the following questions.
  - a) The short story.  
“Colonialism is a vice that the whole world should rise up against as it brings untold suffering to the colonized.” Affirm this statement, making close reference Jane Katijariri’s story, White Hands (20mks)  
Or
  - b) The play.  
Francis Imbuga, Betrayal in the City.  
“In a dictatorial regime, the prisoners are not the only ones whose freedom is curtailed.” Drawing your illustrations from the play Betrayal in the City, justify this statement. (20mks)  
Or
  - c) The novel  
Witi Ihimaera, The Whale Rider.  
Each and every activity carried out among the Whangara community is carried out in utter sacredness. Discuss the validity of this statement drawing your illustrations from The Whale Rider. (20mks)



## SUNSHINE SECONDARY SCHOOL

101/1

ENGLISH

PAPER 1:

(FUNCTIONAL SKILLS)

2017

TIME: 2 HOURS

1. **FUNCTIONAL WRITING** (20 marks)
- a) Write a book review of the play *Betrayal in the City* by Francis Imbuga. 10 marks
- b) Your friend has invited you to a birthday party. The friend has you advise her on the best dish to prepare for the event. Write a recipe of the dish you would advise the friend to prepare. 10 marks
2. **CLOZE TEST** 10 marks
- Jill was walking to her class slowly. She was worried .....the history test she would have to ..... that morning. As she was reaching the classroom, a piece of paper suddenly fluttered down and .....near her feet. As Jill glanced down at the paper, her heart nearly missed .....a beat. it was the history test paper complete .....answers!
- Jill's very first thought was not to .....anyone about what she had found. She would memorize .....the answers and do extremely .....in the test. After some hard thinking, however, she knew that it would be a very .....thing to do. Besides, it would not be .....fair to her classmates. In the ....., Jill returned the paper to her history teacher, Miss James.
3. **ORAL SKILLS**
- a) **Provide a word with sounds similar to each of the following.** (5 marks)
- i) Coup .....  
 ii) Mayor .....  
 iii) Side .....  
 iv) Lam .....  
 b) **Underline the stressed syllable in the following words.** (5 marks)
- i) Summation  
 ii) Sunshine  
 iii) Define  
 iv) Dehydrate  
 v) impure  
 c) **From the following set of words, choose those in which the underlined letter 'e' or 'ea' is pronounced as /i/ as in the word 'bit'** (5 marks)
- Women Effort      Elephant Editor      Education  
 Elevate      Electricity      Phenomenon      Efficient Weapon  
 d) **The underlined indicates the stressed word. Explain what each sentence means on the basis of this.** (2 marks)
- I will walk to the hospital  
 I will walk to the hospital  
 e) **Read the poem below and then answer the questions that follow.**
- "The Debt"  
 By Paul Laurence Dunbar
- This is the debt I pay  
 Just for one riotous day,  
 Years of regret and grief,  
 Sorrow without relief.
- Put it I will to the end –  
 Until the grave, my friend,  
 Gives me a true release –  
 Gives me the clasp of peace.
- Slight was the thing I bought,  
 Small was the debt I thought,  
 Poor was the loan at best  
 God! But the interest!
- (From *American Negro Poetry*, Edited by Arna Bontemps)
- (i) List all the pairs of rhyming words. (2 marks)
- (ii) Describe the tone of voice that would be appropriate in the reading of his poem. (3 marks)
- (iii) How does the punctuation in the second stanza influence your reading of the poem? (3 marks)
- (iv) How would you say the last line of the poem? (2 marks)
- Imagine that you are one of the students who have been invited for a formal dinner by the Ghanaian ambassador to Kenya at his official residence in Kitisuru, Nairobi. Point out four aspects of etiquette you would observe when serving meals and eating.
- i. serving (2 marks)
- ii. eating (2 marks)

## SUNSHINE SECONDARY SCHOOL

101/2

ENGLISH

PAPER 2

(Comprehension, Literary, Appreciation and Grammar)

2017

2 ½ HOURS

## 1. COMPREHENSION (20 MARKS)

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

It has been noted that Kenya is experiencing ‘phenomenal’ growth in population and that this will put a strain on the economy. The general feeling amongst those who see a large population as a problem is that we should put family planning issues back on the national agenda. But does Kenya really have a population problem? I do not think so. There is nothing as good as a large population of people within a nation that values human resources and is ready to put them to productive use. Countries that are now registering tremendous economic growth, such as China, India and Brazil, are characterized by, among other things, large populations. A country’s economic growth is determined much more by the choices it makes in the utilization of its resources rather than by the rate of its population growth.

We can roughly classify countries into three broad categories on the basis of their development and the utilization of their human resources. The first category is that of countries that value, develop and utilize their human resources for economic growth. These countries include China and the countries we now refer to as the Asian Tigers, such as Korea, Malaysia, Indonesia and Singapore. These countries have strategically utilized their immense human resources for exemplary economic growth. Singapore, for example, is the second most densely populated country in the world after Monaco, yet it has put all its people to work.

The second category is that of countries that suffer from lack of human resources because of a **dwindling** population. These countries include Norway, Holland, Russia and Austria. They are overburdened with an aging population and are unable to excite their people to multiply. Having realized the negative impact of this low population on their economies, these countries are now encouraging their people to get more children by giving lucrative incentives to couples. They have also begun importing manpower.

The third category is that of countries that do not seem to have a progressive policy on the utilization of their human resources. Instead, it appears as if they consider this particular resource an enemy. They are afraid that a large population will impact negatively on their economies. They, therefore, make programs to reduce population a priority. As a result, these countries operate on the fringes of the world economy, unable to utilize the resources **bequeathed** to them by nature. Unfortunately, many developing countries, including Kenya, fall into this category.

The land mass we call Kenya is capable of supporting well over 200 million people, compared to its current population of about 40 million people. In size, it is 582,367 square kilometers, much bigger than many industrialized nations. It is, for example, far bigger than Israel, which is only 20,072 square kilometers, yet it supports population of about 7 million people. By world standards, therefore, Kenya is a sparsely populated country. We fight over land in an area hardly a third of the country, where we practice subsistence agriculture and are always at the mercy of the vagaries of nature, yet our contribution to the world economy is marginal.

We have to confront the real problems we face as a country and not find a scapegoat in population growth. Our inability to plan for our people and put resources to proper use in order to industrialize is our biggest undoing. Much of Israel, for example, is actually a reclaimed desert. Kenya, with some little creativity, can reclaim all the arid and semi-arid lands, and support a larger population. In short, we need to rethink our strategies. Other resources that Kenya needs to **harness** are water and the long hours of sunshine. Flood waters kill our people during rainy seasons as we helplessly watch, instead of using technology to harvest the water and use it to irrigate the arid lands. The sun shines on our heads every day, yet we cannot tap its rays to light up our homes at night or power our vehicles.

The argument that that population growth is cancelling out economic growth is **flawed**. There is little evidence to support the view that small families are the richest. Simply put, we cannot convince the poor that the only way of getting out of poverty is through getting fewer babies. We should direct our energies more at creating wealth rather than pushing the futile agenda of population control to the national limelight.

**Questions**

1. Give **two** examples of countries with large populations which are registering huge economic growth. (1 mark)
2. Make notes on the classification of countries based on their development and use of human resources. (3 marks)
3. What is the writer’s attitude towards his or her country? Explain your answer. (2 marks)
4. List resources Kenya should use properly in order to industrialize (2 marks)
5. Why do you think the writer compares Kenya to Israel? (2 marks)
6. Identify a figurative expression used in the **second paragraph** of the passage.
7. What is the tone of the writer with regard to the Asian Tigers? (2 marks)
8. What can cause a country to be overburdened by an ageing population? (1 mark)

9. **Rewrite the following sentence, starting with 'Instead of...'** (1 mark)  
We should direct our energies more at creating wealth rather than pushing the futile agenda of population control to the national limelight.
10. Explain the meaning of the following words as used in the passage. (4 marks)
- Dwindling**
  - Bequeathed**
  - Harness**
  - Flawed**

2. **ANSWER EITHER QUESTION A OR B**

**A. THE CAUCASIAN CHALK CIRCLE — BERTOLT BRECHT**

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

**SIMON** (*shouting after her*); I didn't bring any friend along!

*As the SINGER resumes his tale, the SOLDIER steps into the doorway as though to listen to the service.*

**SINGER:**

The city is still

But why are there armed men?

The governor's palace is at peace

But why is it a fortress?

And the Governor returned to his palace

And the fortress was a trap

And the goose was plucked and roasted

But the goose was not eaten this time

And noon was no longer the hour to eat:

Noon was the hour to die.

*From the doorway at the left the FAT PRINCE quick appears, stands still, looks around. Before the gateway at the right two IRONSHIRTS are squatting and playing dice. The FAT PRINCE sees them, walks slowly past, making a sign to them. They rise: one goes through the gateway, the other goes off at the right. Muffled voices are heard from various directions in the rear: 'To your posts I' The palace is surrounded. The FAT PRINCE quickly goes off Church bells in the distance. Enter, through the doorway, the governor's family and procession, returning from church.*

GOVERNOR'S WIFE (*passing the ADJUTANT*): It's impossible to live in such a slum. But Georgi, of course, will only build for his little Michael. Never for me! Michael is all! All for Michael!

*The procession turns into the gateway. Again the ADJUTANT lingers behind. He waits. Enter the wounded RIDER from the doorway. Two IRONSHIRTS of the Palace Guard have taken up positions by the gateway.*

ADJUTANT (To the RIDER): The Governor does not wish to receive military news before dinner — especially if it's depressing, as I assume. In the afternoon His Excellency will confer with prominent architects. They are coming to dinner too. And here they are! (*Enter three gentlemen through the doorway*) Go to the kitchen and eat, my friend. (*As the RIDER goes, the ADJUTANT greets the ARCHITECTS.*) Gentlemen, his Excellency expects you at dinner. He will devote all his time to you and our great new plans. Come!

ONE OF THE ARCHITECTS: We marvel that His Excellency intends to build. There are disquieting rumors that the war in Persia has taken a turn for the worse.

ADJUTANT: All the more reason to build! There's nothing to those rumors anyway. Persia is a long way off, and the garrison here would let itself be hacked to bits for its Governor. (*Noise from the palace. The shrill scream of a woman. Someone is shouting orders. Dumbfounded the ADJUTANT moves toward the gateway. An IRONSHIRT steps out, points his lance at him.*) What's this? Put down that lance, you dog.

**Questions**

- What happens just before this extract? (3 marks)
- What is the importance of the song used in this extract? (3marks)
- Identify and explain any two character traits of the Governor's wife in this extract. (4 marks)
- What '**Military news**' do you think the rider is carrying? Illustrate your answer. (2 marks)
- What is ironical about the Adjutant's assertion? "**The garrison here would let itself be hacked to bits for its Governor.**" (4 marks)
- What does the Governor intend to build? (2 marks)
- Explain the meaning of the following: (2 marks)
  - Fortress**
  - Dumbfounded**
- Go to the kitchen and eat, my friend. (*Add a question tag*) (1 mark)
- Highlight the effects of war as brought out in the prologue. (4 marks)

**B. THE RIVER AND THE SOURCE— MARGARET OGOLA**

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

“Great Were, please spare my son. Protect him. Remember all the sacrifices I have offered you on his behalf and be merciful.” She prayed fervently to herself fearing to raise her voice in case the very air grabbed her words and made her fears a terrible reality.

The chief sat in his hut for a while in deep thought for he was not one to act rashly. Then he called his herdsman and briefly gave him some instructions.

The herdsman came running back within an hour.

“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.”

**Questions**

1. Place this extract in its immediate context. (4 marks)
2. What is it the speaker fears might turn into a terrible reality? (1 mark)
3. “My chief! My chief! They are both gone. They left last night. Who are said to have left in the night? (2 marks)
4. Give **two** character traits of the chief as portrayed in this extract. (4 marks)
5. Briefly describe any one theme evident in this extract (2 marks)
6. Briefly explain one other incident from any other part of the text in which there is commotion at the compound of the same chief (2 marks)
7. The herdsman came running back within an hour. (**Rewrite beginning:** Within.....) (1 mark)
8. Identify and illustrate any three aspects of style used in this extract. (6 marks)
9. Explain the meaning of each of the following expressions as used in the extract (3 marks)
  - i. **Hapless**
  - ii. **Barkinorders**
  - iii. **Those on watch**

**3. ORAL UTERATURE (20mks)**

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

**DEATH IS A WITCH**

**SOLO** : Ah, what shall I do, Abaluhya?  
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, Abaluhya  
It's very wrong.

**CHORUS** : Today I will say  
Death is a witch, my people  
It snatched my friend  
I will dance alone.

**SOLO:** My child, my friend, I cry  
What shall I do? I cry  
What shall I do? I cry x2

**QUESTIONS**

1. Classify the above oral poem giving reasons (3 marks)
2. Who is the persona? (2 marks)
3. What is the singer's attitude towards death? (3 marks)
4. Identify and illustrate **THREE** stylistic devices in this poem. (6 marks)
5. Identify **one** character trait of death brought out in this poem. (2 marks)

6. With illustrations, identify social activities of the community from which this song is drawn (2 marks)
7. Explain the meaning of the following lines as used in the poem (2 marks)
- It snatched my child.*
  - I will dance alone.*
4. **GRAMMAR** (15 marks)
- Arrange the adjectives 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.
- Rewrite the following sentences according to the instructions after each without changing the meaning* (3 marks)
- Have you read the newspaper? (*Rewrite in Past Tense*)
  - He was obviously angry with you (*Begin: His....*)
  - The chief was looking for his goose. (*Rewrite the sentence into plural*)
- Underline the main clause in the following sentences* (2 marks)
- He is the man who abducted the girl
  - If you work hard, you will pass your examinations
- Replace the underlined words or phrases with the correct phrasal verb formed from the word in brackets* (3 marks)
- His performance discouraged me until I stopped teaching him (*Put*)
  - The factory manager had to tolerate lazy workers (*Put*)
  - The meeting has been postponed until further notice (*Put*)
- Use the correct form of the word given in brackets to fill in the gap in each sentence* (3 marks)
- It is unclear whether or not.....is determined by heredity. (*Person*)
  - The corrupt officer left office..... (*Disgrace*)
  - There are no ..... in that house. (*Occupy*)
- Explain the difference in meaning between the following sentences* (2 marks)
- Has the donkey eaten Mary?
  - Has the donkey eaten, Mary?

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

**SUNSHINE SECONDARY SCHOOL****101/3****FORM 4****ENGLISH****PAPER 3**

(Imaginative Writing and Essays Based on the Set Texts)

**2017****TIME: 2 ½ HRS****1. Imaginative composition (compulsory)****Either**

- a) Write a composition based on the saying "Honesty is the best policy" **(20 marks)**

**Or**

- b) Imagine a friend hoped to excel in the final exam without reading and when the exam results were out he/she was disappointed. Describe how he/she was behaving before the examination and how he/she behaved after the results. **(20 marks)**

**2. Compulsory Text.**

Compare character of Akoko and Wandia and explain the role of each in the story. **(20 marks)**

**OPTIONAL TEXTS****3. Betrayal in the City by Francis Imbuga.**

Corruption plays a big role in the poor governance of Kafira . Explain how true this is in the light of what happens in the play. **(20 marks)**

**4. When the Sun Goes Down and other stories. Edited by E. I Lieva & W.Olembo.**

Sandra street

Explain the way the skill of observation is brought out in the story "Sandra Street" by Michael Antony. **(20 marks)**

**5. The whale Rider by Witi ihimera**

Cultures plays a biased role in moulding the members of their societies. Discuss this in the light of the character of Koro Apirana. **(20 marks)**

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

**MURUKA / KANDARA**  
**101/1**  
**ENGLISH FORM 4**  
**(FUNCTIONAL SKILLS)**  
**PAPER 1**  
**JULY/AUGUST, 2017**  
**TIME 2HRS**

- 1) 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 (12mks)
- B) Write an e-mail to the principal seeking permission to stage the performance. (8mks)

**CLOZE TEST**

- 2) Read the passage below and fill in each blank space with an appropriate word. (10mks)
- 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 (30MKS)**

- 1) Identify and explain two situations in which it would be courteous for you to maintain a respectable distance as you interact with people. (4mks)
- 2) You are the president of the students' council in your school. You are supposed to give a speech on students' leadership during Education Day to be held in your school.
- i) What preparations would you make to ensure that your speech is a success? (3mks)
- ii) What would you do during the actual speech delivery in order to be understood properly? (3mks)
- 3) Read the conversation below and then answer the questions that follow. (6mks)

Mr Maina: Hallo, is that Ilovoto Secondary School?

Secretary: Yes, what is your name?

Mr maina: Maina Kamau.

Secretary: What do you want?

Mr maina: May I speak to the headteacher?

Secretay: He's out of the country. He attended a SMASE conference in Japan.

What did you want to tell him?

Mr Maina: Sorry it is confidential, may I speak to the deputy?

Secretay: He's not in school just as always.

Mr Maina: Oh! I will call later.

Secretaty: It's okey.

- 1) Comment on the secretary's telephone etiquette. (4mks)
- 2) Identity two instances of politeness in the conversation. (2mks)
- 4) Read the following poem and then answer the questions.

Lazybones, let's go to the farm

Sorry, I've got a headache

Lazybones, let's go pounding grain

Sorry, my leg isn't right

Lazybones, let's go fetch firewood

Sorry, my hands are hurting

Lazybones, come and have some food

Hold on, let me wash my hands

- i) How would you say Lazybones' responses in lines 2, 4 and 6? Give reasons for your answer. (3mks)
- ii) If you were performing this poem, how would you say the last line? (2mks)
- 5) Provide another word that has same pronunciation as each of the following words. (3mks)

Some.....

Right.....

Come.....



**MURUKA / KADARA****ENGLISH 101/2****July 2017****TIME 2-HRS**

(Comprehension, Literary Appreciation and Grammar)

**Comprehension 20mks****Read the passage below and answer the questions that follow.**

A short guy is a disadvantaged individual. And no, the disadvantage is not about reaching high surfaces. He can always stand on his toes or even get a stool. But what would he do when he is discriminated against or taunted on account of his being short; and when tall guys consider it something of a moral responsibility to remind the short fellow over and over that he is inferior?

Apparently, a short man, besides being irritable, is a psychological wreck, thanks to some syndrome of sorts.

Then there is a legion of misinformed women out there who declare to anyone who cares to listen that death would be a welcome alternative to dating a short man. Never mind that most are themselves as short as one can get. In their opinion, which they are entitled to anyway, tall is handsome, strong and literally oozes masculinity while short is the opposite. With limited choice of possible mates, restrictions on probable mates, and slew of wrongful generalizations, affirmative action would be in order here.

But as they taunt, vilify, and harass short guys on the basis of height, the tall ones conveniently forget that no one chose how tall they would be. Elementary biology has it that we are all victims of genetic accidents; how tall one becomes is wholly subject to chance. Appearance and other human characteristics are an aggregation of parental traits at best, or a mutation at worst like when only one member is short in a family of tall fellows. It therefore speaks volumes about the gray matter upstairs in anyone chest thumping about being tall. Once, when the disciplined forces were hiring, I offered myself for consideration. I was subjected to all sorts of strenuous exercise, running round and round the field in the midday sun like I had gone berserk, shutting my eyes alternately, and a host of other impossible strange routines, only to be turned away at the end of the day for the simple reason that height did not add up.

Merchants of rumours and falsehood have been at it again. After unleashing the “shorter the monkey the longer the tail” rumour, they are back with another mind-boggling one: that these long-tailed short monkeys are poor lovers. While endowment does not necessarily equal performance, such are generalization of the absurd; something akin to the misplaced belief that all Africans lives on trees. If anything, as one Literary Great apply put it, a tiger does not declare its turpitude, it pounces.

And the politics of generalizations do not end there. The short guy is also said to be irritable and hence the worst possible choice for a boss or even mate. Who wants to spend time with someone who will be over the roof at the slightest provocation? Not that the myth is gospel truth, but it has resulted in a further restriction of the short guy’s already limited choice of a mate.

As if this is not enough, stiff competition for short ladies silently rages, pitting tall guys against short ones. Despite their wide appeal, the tall fellows have an inexplicable penchant for short ladies. Factor in the belief that it is something of a misnomer to date a taller lady, the decision by some short ladies to give a not interested verdict for short men, and you have remote, dwindling chances of short men getting a mate.

Maybe it is time the short in stature considered coming together to fight this wholesale discrimination on account of their height, over which they have no control. An association would be the perfect gateway to affirmative action. Surely, what has height got to do with love, temperament and everything else for that matter.

**Questions**

- Why does the writer think the short guy is disadvantaged? (2mks)
- Explain the irony of some women discriminating the short man. (2mks)
- According to the writer, what determines a person’s height? (2mks)
- Why does the writer give his experience when the disciplined forces were hiring? (2mks)
- “There is a legion of misinformed women out there who declare to anyone who cares to listen that death would be a welcome alternative to dating a short man” (rewrite the sentence using ‘prefer’).
- What two reasons are given why it might be difficult for short men to get mates? (2mks)
- What solution is given by the writer to end the discrimination of the short man? (2mks)
- What is the attitude of the writer towards people who discriminate against the short man? (3mks)
- Explain the meaning of the following words and phrases as used in the passage. (4mks)

Legion

Aggregation

Chest thumping

Inexplicable penchant

**Question 2 literary appreciation****The Caucasian Chalk Circle**

GRUSHA (to the CHILD): Noontime is meal time. Now we'll sit hopefully in the grass, while the good Grusha goes and buys a little pitcher of milk. (she lays the CHILD down and knocks at the cottage door. An OLD MAN opens it) Grandfather, could I have a little pitcher of milk? And a corn cake, maybe?

OLD MAN: Milk? We have no milk. The soldiers from the city have our goats. Go to the soldiers if you want milk.

GRUSHA: But grandfather, you must have a little pitcher of milk for a baby?

OLD MAN: Who said anything about a God-bless-you? (she shows her purse.) We'll pay like princes. "Head in the clouds, back side in the water." (The peasant goes off, grumbling for milk.) How much for the milk?

OLD MAN: Three piasters. Milk has hone up.

GRUSHA: Three piasters for this little drop? (Without a word the OLD MAN shuts the door in her face.) Michael, did you hear that? Three piasters! We can't afford it! (she goes back, sit down again, and gives the CHILD her breast.) Suck. Think of the three piasters. There's nothing there, but you think you're drinking, and that's something. (Shaking her head, she sees that the CHILD isn't sucking any more. She gets up, walks back to the door, and knocks again) Open, grandfather, we'll pay. (softly.) May lightning strike you! When the OLD MAN appear:) I thought it would be half a piaster. But the baby must be fed. How about one piaster for that little droop?

OLD MAN: Two

GRUSHA: Don't shut the door again. (She fishes a long time in her bag.) Here are two piasters. The milk better be good. I still have two days' journey ahead of me. It's a murderous business you have here – and sinful, too!

OLD MAN: Kill the soldiers if you want milk

GRUSHA: (giving the CHILD some milk): This is an expensive joke. Take a sip, Michael, it's a week's pay. Around here they think we earned our money just sitting on our behinds. Oh, Michael, Michael, you're a nice little load for a girl to take on! Uneasy, she gets up, puts the CHILD on her back, and walks on. The OLD MAN, grumbling, picks up the pitcher and looks after her unmoved.)

SINGRE:

As Grusha Vashnadze went northward

The Princes' Ironshirts went after her.

CHORUS:

How will the barefoot girl escape the Ironshirts,

The bloodhounds, the trap-setters?

They hunt even by night.

Pursuers never tire.

Butchers sleep little.

Two IRONSHIRTS are trudging along the highway.

- a) Explain what happen before this extract. (3mks)
- b) "Revolutions sometimes bring suffering to the common man" Describe what justifies this statement in this extract. (4mks)
- c) As Grusha went Northward, the Princes' ironshirts went after her using the excerpt and elsewhere in the play, explain the importance of this mission to the soldiers. (3mks)
- d) What is the attitude of the old man towards the soldiers. (2mks)
- e) Explain two character traits of Grusha as brought out in the excerpt. (4mks)
- f) What is the significance of the song in the extract. (2mks)
- g) Identify and explain two other styles used in the excerpt. (4mks)
- h) It's a murderous business you have here and sinful too. (Add a question tag) (1mk)
- i) Give the meaning of the following statements as used in the passage:
- j) This is an expensive joke. (1mk)
- k) And for a God-bless-you, eh. (1mk)

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

Once long ago a spider invited a rabbit to take him to heaven to negotiate his marriage. On the way, at the rabbit's suggestion, it was agreed that of the hospitality offered the two friends in heaven, all that professed by the bestowers to be for guests would go to the rabbit while that for suitors would go to the spider.

When they arrived in the evening, tired after the long journey, chairs were brought for the visitors. The rabbit sat on the chairs, placing his legs and arms on the extra ones. It was only after waiting that a chair was brought for the suitor. When water was brought for washing their feet, the rabbit behaved in a similar manner and he did the same with the food brought. He ate all the best food and soiled the rest. At night while the rabbit was asleep the spider slaughtered a ram, ate the delicious parts and then returned to earth using a rope which he cut after he had finished using it. The rabbit woke the following morning to find himself stranded in heaven. He resolved on jumping directly into space. He fell unconscious on to the earth, but soon recovered consciousness and found himself on a path. While he was still lying there resting, but soon recovered consciousness and found himself on a path. While he was still lying there resting, a travelling woman passed that way carrying a large basket on her head in which three was her child, his shoes and some food. The rabbit pretended he was dead and the woman picked him up, depositing him in the basket with the other things which were already there. Once inside the

basket the rabbit started eating the child's food. When the child protested to his mother, he was rebuked and told that food itself had never been known to eat. The rabbit proceeded to try on the child's shoes. Again the child protested, but once again he was silenced. And then the rabbit jumped out from the basket with the shoes on and escaped from the perplexed woman.

The following day the rabbit met an elephant who admired the shoes and on inquiry as to the maker, the rabbit professed it was his handwork and told the elephant that he could make him a similar pair if he could be brave and forbearing enough which the elephant said he was. So on an agreed day the two went to a secret place. The rabbit made a big fire and heated an iron rod on it. With the red hot rod he continually sliced at the elephant's feet. Each time the elephant showed signs of pain the rabbit mocked his vanity in view of his large size, to which the elephant responded by trying to bear the anguish inflicted without complaint. But it was unendurable and the elephant died in the process. The rabbit entered the elephant's stomach through the anus and started feeding the delicious parts.

- a) From the second paragraph how can we tell that spider was not amused at rabbit's behavior in heaven? (2mks)
- b) Give two reasons why the narrator used the phrase "once long ago" (2mks)
- c) How does this story fulfill function of an oral narrative. (4mks)
- d) With an illustration for each, describe any two character traits of Rabbit. (4mks)
- e) Complete the following sentence with an appropriate question tag.  
So on an agreed day the two went to a secret place, (1mk)
- f) Mention three ways in which this narrative demonstrates unique features characteristics of this genre. (3mks)
- g) Who would be the suitable target of the story and why? (2mks)
- h) Identify one social and one economic activity of the community. (2mks)

### **GRAMMER (15MKS)**

- A) Use the correct form of the word in brackets to fill in the blank space.
  - i) Jane was.....about taking up the job (decide)
  - ii) The audience was offended by the..... of the main speaker (sense)
  - iii) The ball.....yesterday (burst)

Rewrite the following sentences according to instructions given.

  - i) Jelimo is the most popular athlete in Kenya. (begin No)
  - ii) I like Nairobi more than Machakos.(use prefer)
  - iii) The army has rounded all the rebel, (rewrite in passive)

Fill in the blanks spaces in each sentence with the most appropriate choice from the one provided

  - i) Odongo introduced Apundo and.....(her/she) to his father.
  - ii) Mrs Swazuri sent two students, ..... (I/me) and John out of his class.
  - iii) We are better than.....(they/them)

Use propositions to fill in the blank spaces.

  - i) He was changed.....murder.
  - ii) He was willing to get the treasure.....any cost.
  - iii) The man who stole my bag walked.....a limp.
  - iv) Unemployed youths often subscribe.....illegal gangs.

Explain the meaning of the following idiomatic expressions in the following sentences.

  - i) The arrived at the eleventh work
  - ii) Most people prefer to sit at the fence.

**MURUKA / KADARA****101/3****English****Paper 3****July 2017****2hrs****1. Imaginative composition**

Either

Write a composition ending with the words

.....this was the happiest day of my life.

Or

Write a composition based on the proverb. A stitch in time saves nine.(20mks)

**2. Compersary set text**

The River and The Source by Magrate Ogola.

‘Suffering strengthens the human spirit rather than break it.’ Justify this assertion with illustrations from the text.(20mks)

**3 Optional set texts****a. When the Sun Goes Down and Other Stories from Africa and Beyond.**‘Family is more important than everything else in life’ with close reference to Moyez G Vassanji’s story Leaving, show how the narrator’s mother qualifies this statement(20mks)**b. The Whale Rider**

Human beings must live in total respect to the environment around them. Using illustrations from the text show the consequences of man’s abuse of the environment.(20mks)

**c. Betrayal in The City**

All that is ugly in Kafira can be blamed on the highest office in the land. In close reference to Boss, write an essay to support this statement(20mks)

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

## NAKA JOINT EVALUATION TEST

101/1

ENGLISH

Paper1

(Functional skills)

2017

Time: 2 Hrs

## 1. FUNCTIONAL WRITING

(20marks)

You are the principal in your school. Imani Radio has advertised for a newsreader's job to encourage and motivate your journalists during the holiday. Edwin Omondi, a student in your school has applied. Write a confidential report about him and send via e-mail to the Productions Manager, Imani Radio.

## 2. CLOZE TEST

(10 marks)

*Fill in the blank space with the most appropriate word.*

The police frequently 1.....our slum village in search of hidden illicit brews. It was one of 2.....raids that constable Amkatwende 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 jerrycans, close them tightly, tie strong sisal ropes 7.....the necks and dangle them down pit 8..... This of course necessitated boring extra openings at the back of the toilet structures for the jerrycans to be let down before the holes were ingeniously covered and disguised 9.....soil, refuse or even grass. No policeman in his right 10.....was going to start looking for hidden chang'aa down a toilet pit, surely.

## 3. ORAL SKILLS

(30marks)

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

**Thunder and Lightning (Nigeria)**

A long time ago, both Thunder and Lightning lived on this earth, among the people. Thunder was a mother sheep and Lightning was her son, a ram. Neither animal was very popular with the people, for when somebody offended Lightning, he would fly into a furious rage and begin burning whatever he came across. This often included huts and corn bins, and even large trees. Sometimes he damaged crops on the farms with his fire and occasionally he killed people who got in his way. As soon as Thunder knew he was behaving this way, she would raise her voice and shout at him as she could, and that was very loud in deed. Naturally, the neighbours were very upset, first at the damage caused by Lightning and then by the unbearable noise from his mother that always followed his outbursts. The villagers complained to the King on many occasions, until at last he sent the two of them to live at the very edge of the village, and said that they must not come and mix with the people any more.

However, this did no good, since Lightning could still see people as they walked about the village streets and so found it only too easy to continue picking quarrels with them. At last the King sent for them again. "I have given you many chances to live a better life," he said, but I can see that it is useless. From now on, you must go away from our village and live in the wild bush. We do not want to see your faces here again."

Thunder and Lightning had to obey the King and agree to abide by his ruling; so they left the village, angry at its inhabitants. But still there was plenty of trouble in store for the villagers, since Lightning was so angry at being banished that he now set fire to the whole bush and since it was the dry season, this was extremely unfortunate. The flames spread to the little farms of the people and sometimes to their houses as well, so that they were in despair again.

They often heard the mother ram's mighty voice calling her son to order but since it was always after the dark, it made very little difference in his actions. The king called all his counselors together and asked them to advise him, and after much debate, they hit a plan. Why not banish Thunder and Lightning completely away from the earth, where the people hoped they would not be able to do any more damage. Things did not work out quite as well as they had hoped, however for Lightning still loses his temper from time to time and cannot resist sending fire down to the earth when he is angry. Then you can hear his mother rebuking him in her loud trembling voice.

**Questions**

- i) As a narrator, what would you do to capture the audience's attention before telling this story? (3marks)
- ii) How would you know that your audience is attentive while narrating this story? (4marks)
- iii) Explain how you would say the following sentence in live performance of the story. (2marks)  
 ".....From now on, you must go away from our village and live in the wild bush, we do not want to see your faces here again."
- iv) Identify one instance of onomatopoeia in the story. (1mark)
- b) i) For each of the words below, write another word that rhymes with it. (4marks)
  - a) pull
  - b) rain
  - c) race

**NAKA JOINT EVALUATION EXAMINATION 2017****101/2****ENGLISH****PAPER 2****2017**(Comprehension, Literary  
Appreciation and Grammar)**TIME: 2½ HOURS****Read the following passage and answer the questions that follow****INFORMATION SYSTEM ANALYSIS**

Prof Atieno Ndede-Amadi the head of the university's school of Business at Technical University of Kenya (TUK) and associate professor of information systems and accounting, has embarked on a crusade to convince her peers of the need to introduce information systems (IS) analysis as a complete academic programme. She believes that the course would benefit young people interested in IT, as well as local enterprises that have had to rely on expatriates with the skill.

Prof Atieno's concern arises from her own study. She established that despite a high demand for information system analysts there weren't many Kenyans specially trained for the job.

As such, companies were hiring outsiders as local universities continued to concentrate on broad range computer science and programming courses, and failing to give much thought to IS analysis.

Information system analysts are trained to evaluate and develop technology systems to help business to run optimally. They identify user and consumer needs and translate them into technology solutions. Despite this critical function, there aren't many people called IS analysts in the local market, and that's because the universities here have not been keen to train in this specialization.

"A wide systems analysis skills gap exists in the country due to the absence of strong information system academic programmes in local universities." Prof Atieno states in her study report which is titled, "Information Systems Education in Kenya: Students Specialization Choice trends." The work has been published in the International Journal of Education and Development using Information and communication Technology (IJEDICT). The study found that of all the 32 public universities and university colleges studied, none offered an information systems or management information systems degree. Only two degrees came close with four institutions offering a Bachelor of Technology (Business Information Technology) degree in varying combinations, and one university offering a Bachelor in Business Information and Management.

Prof Atieno says that if both students and university heads fully appreciated the value of information systems analysis, they would be more focused on it as an area of study. She actually established in her study that the supply gap of people with the skill is largely a result of ignorance. Globally, a majority of IS programmes within universities are located in business schools, and they have names such as information systems, management information systems, computer information systems, business information systems, or business information technology. An IS degree programme combines business and computing topics, with the emphasis on technical and organizational issues varying from one programme to another, and also from one academic institution to the next. Generally, it bridges business and computer science, using the theoretical foundations of information and computation to study various business models and related algorithmic process within the computer science discipline.

According to Prof Atieno, organizations cannot effectively and efficiently do business without solid IS setups for connecting systems within as well as with its supply chain stake holders, such as vendors and distributors. Yet, many students aren't aware of the possibility of a career in this field. In fact, the study found that only 11% of those interviewed knew about IS analysis as a possible area of specialization. "Information systems as an academic discipline seems to be largely unknown to high school students in Kenya, making it impossible for them to select it as an area of specialization in their university education," it states. The net effect is that the level of IS education in the country has suffered, resulting in a deficiency in systems analysis and related skills.

**QUESTIONS**

1. What campaigns has Prof Atieno Amadi involved herself in according to paragraph 1. (2marks)
2. Mention the consequence Kenyans face as result of lack of personnel in Information Systems Analysis (1mark)
3. Explain the irony evident in the passage (2marks)
4. Enumerate the functions of an Information System analyst. (2marks)
5. In your own words write the message in this passage (3marks)
6. What do you think is shocking about the findings of this study (2marks)
7. What is the tone of the passage? (2marks)
8. i) A wide system analysis skills gap exists in the country due to the absence of strong information systems. (1mark)  
Begin : As a result .....
- ii) There weren't many Kenyans specially trained for the job ( add a question tag) (1mark)
9. Explain the meaning of the following words and phrases as used in the passage (4marks)
  - i) Globally.....
  - ii) Specialization.....
  - iii) Supply chain stake holders.....
  - iv) Algorithmic processes.....



Read the following excerpt and answer the questions that follow.

### THE CAUCASIAN CHALK CIRCLE

GRUSHA (to the CHILD): Noontime is meal time. Now we'll sit hopefully in the grass, while he good Grusha goes and buys a little pitcher of milk. *(She lays the CHILD down and knocks at the cottage door. An old man opens it.)* Grandfather, could I have a little pitcher of milk? And a corn cake, maybe?

OLDMAN: Milk? We have no milk. The soldiers from the city have our goats. Go to the soldiers if you want milk.

GRUSHA: But grandfather, you must have little pitcher of milk for a baby?

OLDMAN: And for a God-bless-you, eh?

GRUSHA: Who said anything about a God-bless-you? *(She shows her purse.)* We'll pay like princes. "Head in the clouds, back side in the water." *(The peasant goes off grumbling, for milk.)* How much for the milk?

OLDMAN: Three piasters. Milk has gone up.

GRUSHA: Three piasters for this little drop? *(Without a word the OLDMAN shuts the door in her face.)* Michael, did you hear that? Three piasters! We can't afford it! *(She goes back, sits down again, and gives CHILD her breast.)* Suck. Think of the three piasters. There's nothing there, but you think you're drinking, and that's something. *(Shaking her head, she sees that the CHILD isn't sucking any more. She gets up, walks back to the door, and knocks again.)* Open, grandfather, we'll pay. *(Softly.)* May lightning strike you! *(When the OLD MAN appears:)* I thought it would be half a piaster. But the baby must be fed. How about one piaster for that little drop?

OLD MAN: Two

GRUSHA: Don't shut the door again. *(She fishes a long time in her bag.)* Here are two piasters. The milk better be good. I still have two days journey ahead of me. It's a murderous business you have here – and sinful, too!

OLD MAN: Kill the soldiers if you want milk

GRUSHA: *(giving the child some milk):* This is an expensive joke. Take a sip, Micheal, it's a week's pay. Around here they think we earned our money just sitting on our behinds. Oh, Micheal, Micheal, you're a nice little load for a girl to take on! *(Uneasy, she gets up; put the child on her back, and walks on. The OLD MAN, grumbling, picks up the pitcher and looks after her unmoved.)*

SINGER: As Grusha Vashnadze went northward

The Princes' Ironshirts went after her.

CHORUS: How will the barefoot girl escape the Iron shirts,

The bloodhounds, the trap - setters?

They hunt even by night

Pursuers never tire.

Butchers sleep little.

- a) Explain what happens immediately before this extract (3marks)
- b) "Revolutions sometimes bring suffering to the common man". Describe what justifies this statement in this extract (4marks).
- c) As Grusha Vashnadze went Northward, the Princes' ironshirts went after her. Using the excerpt and elsewhere in the novel, explain the importance of this mission to the soldiers. (3marks)
- d) What is the attitude of the old man towards the soldiers? (2 marks)
- e) Explain two character traits of Grusha as brought out in the excerpt (4marks)
- f) What is the significance of the song in the extract (2marks)
- g) Identify and explain two other styles used in the excerpt (4marks)
- h) It's a murderous business you have here and sinful too. (Add a question tag). (1 mark)
- i) Give the meaning of the following statements as used in the passage:
  - I. This is an expensive joke (1mark)
  - II. And for a God-bless-you, eh (1mark)

### ORAL NARRATIVE

Read the following passage and answer the questions that follow

#### THE OLD WOMAN

Long time ago in a certain village there lived a rich healthy woman. Everyone in the village called her mama. Everybody liked her for her gay and pleasant nature. Her face was ever radiant as though she cared about nothing in this world. Aside from this, she was very fond of young children who referred to her as guuku. Mmbone, the old woman, was rather a mystery. Nobody knew where she came from or who her real family members were. This elicited many rumours about her origin. Some people believed she was the only survivor of a clan that had been wiped by a severe drought. Her survival had been secured by her good nature that made the gods spare her. Another rumour had it that she was hardworking and intelligent enough to keep enough food to last the entire drought period. The most bizarre rumour had it that she was chased away from a distant clan after killing her neighbours' child so as to gain potency. All these mysteries about her notwithstanding, Mmbone's compound remained a darling of villagers. Though she did not have children and grandchildren of her own, Mmbone's compound was always full of playing children. Whenever she was annoyed, which was rare, she expressed her anger by rebuking "Eh.....eh!.....eh!.....eeh! Not again you hear me? And as usual her bright face would come back.



As the children played, she would be busy in her garden trying to plant vegetables, which helped her in making her ends meet. After a whole day's work, she would come back home and prepare food to share with the children who spent the whole day running up and down the field.

After finishing the food, the children would help one another to wash the utensils after which they would gather around the grandmother to enjoy her stories and songs. The songs and stories aimed at teaching the children moral values.

"One story was particularly interesting. She told them about how one generous old woman once faced starvation. She went to the home of the people whose children she had saved from starvation during a drought. Surprisingly, the woman refused to assist the old woman. This greatly disturbed her. She however left, singing the following song.

Ndyegu yatsia kutusmu  
Akiima umwama

Umwana natsia kusuma  
Akiima Ndeygu,  
Ngeyegu vava, ukaliranga ki  
Atsunutsunutsunu

Ndegegu went to borrow food,  
She denied her child  
The child went to borrow hers  
She denied Ndyegu,  
Ndyegu ended up crying  
Why then?  
Atsunutsunnnutsunu.

With time however the drought ended and the old woman survived. Years down the road, another drought happened. The mean woman was hard hit. She got scared and ashamed of going to borrow from the old woman. Seeing the agony of the children of the woman, the old woman went to her and asked.

'My daughter, what disturbs you?'

The woman answered, 'Mama, my children are hungry and I have no food to give them.'

Then why don't you come to ask for some from me?'

The woman replied, 'Mama, I remember the day you came to borrow from me and I turned you away though I had some food to spare.'

"Don't worry my daughter. Though you refused to help me, the gods of our fathers fed me. Do you call me mama for nothing? Come! Take some cassava for my husbands and co-wives. They don't have to suffer for your childish mistake!"

The woman took some food home and saved her children."

During the story time, she showed the children how to dance but did not do it perfectly due to her advanced age. Regardless of all this, the children gave all their ears to her and benefited from her wisdom. One day, when she should not dance with the agility of the children, one naughty child made fun of her. Instead of rebuking her directly, the old woman said, 'Utarora nnya vukana dada yata vustsa tsing'ombe.' She would later smile broadly as she walked back to her house and parted with the children.

After some time the village was shocked to hear that their beloved ma and grandma had gone West. Both the children and their parents grieved for long. She was then sent back to her ancestors, from where she had mysteriously come. Little did the children know that the old woman's favorite stories were about her own life.

### QUESTIONS

- Categorise this tale (2marks)
- Identify and illustrate three features of oral tales evident in the story (6marks)
- Describe Mmbone's character (2marks)
- Identify one social and one economic activity of the people from which this tale is taken. (2marks)
- What is the moral lesson of this narrative (2marks)
- Which proverb would be appropriate to caution against agreed as evident in the story? (1mark)
- Why was Mmbone the darling of the villagers? (2marks)
- State what is achieved through the usage of the song in the tale (3marks)

### GRAMMAR

- Rewrite the following sentences according to the instructions after each. (2 marks)**
  - The weary looking housewife lamented that she did so much housework that by the time she went to bed she was exhausted. (Change the sentence into direct speech)
  - "This comes as a complete surprise", Mary said, "but the sudden change of heart is welcome news". (change the sentence into indirect speech)
- Complete the following sentences with the appropriate prepositions. (2 marks)**
  - This boy is unable to distinguish a verb ..... a noun.
  - Janet has cultivated a taste ..... good music.

**C. Fill in the gaps in the following sentences with appropriate personal pronouns.****(2 marks)**

- (i) Mother gave Muiriuki and ..... Some house chores to complete by midday  
 (ii) I went to meet my uncle at the bus stop. I noticed him first before he could notice.....

**D. Supply the appropriate question tag to each of the following sentences. Punctuate them****Correctly.****(2 marks)**

- i) He never goes out with his dog  
 ii) Let's take the next bus.

**E. Use the correct form of the word in brackets to fill in the blank spaces****(2marks)**

- i) The audience was offended by the ..... of the main speaker (sense)  
 ii) The ball ..... yesterday (burst)

**F. Rewrite the following sentences using a phrasal verb that begins with the word in brackets and has the same meaning as the word in bold****(2marks)**

- i) When Philomena received the news of her grandfather's death, she fainted. (pass)  
 ii) It really annoys me when people don't use proper punctuation marks. (tick)

**G. Rewrite the following sentences according to the instructions appearing after each.****(3 marks)**

- i) You will succeed in your exams. Just work hard. (Combine the sentences to make a conditional sentence)  
 ii) Maxwell bought..... (golden, shiny, round, tiny).  
 Arrange the adjectives in brackets in the right order.  
 iii) The principal took pity on the students. He gave them food.  
 (Combine into one sentence using a participle).

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

**NAKA JOINT EXAMINATION 2017****101/3****ENGLISH****PAPER 3****(Creative Composition and Essays Based on Set Texts)****2017****2 HOURS 30 MINS**

- 
1. Imaginative composition (20 marks)  
*Either*
- a) Write a story ending with:  
 .... I walked home feeling sad about what had happened during the day.  
*Or*
- b) 'The ranking of schools during the release of the national examinations should continue.' Write a composition in support or against this statement.
2. Compulsory set text  
*The River and the Source* by Margaret A. Ogola  
 A strong household is founded on strong family values. Making reference to Mark Sigu's family in Margaret Ogola's *The River and the Source*, write an essay to justify the above statement.
3. Optional text
- a) *When the Sun Goes Down and Other stories from Africa and Beyond* by Longhorn Kenya Limited  
 "Alcohol abuse can have dire consequences." Write an essay in support of this statement drawing your illustrations from *Retraction* by Onjezani Kenani
- b) *Betrayal in the City* by Francis Imbuga.  
 When a nation is led by corrupt and greedy leaders, a nation is bound to have a great downfall. With reference to Francis Imbuga's play 'Betrayal in the City', justify this statement. (20marks)

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

**MOSTA JOINT EVALUATION EXAMINATION 2017**

Kenya Certificate of Secondary Education

**101/1****ENGLISH****PAPER 1****FUNCTION SKILLS****TIME: 2 HOURS****2017****1. FUNCTIONAL WRITING**

You are the secretary to the environmental club in your school. Your school has been experiencing frequent water shortage and huge water bills. Your club was asked to investigate how water is used and recommend ways of conserving it to solve this problem.

You completed your investigations. Write a report to the principal showing the causes and your recommendations to the solutions to this problem (20 marks)

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

**Fill in each of the blank spaces in the passages below with the most appropriate word**

Children who show no interest in others welfare 1 \_\_\_\_\_ engage in pronounced anti-social behaviours that are usually 2 \_\_\_\_\_ by peers. They may experience serious psychological problems especially during adolescence.

Studies have established that children who are altruistic are likely to feel 3 \_\_\_\_\_ about their lives than 4 \_\_\_\_\_ who are selfish. Altruism leads to satisfaction and competence 5 \_\_\_\_\_, altruistic children becomes very popular and this nurtures a feeling of self worth. Altruistic behaviour also benefits groups. This 6 \_\_\_\_\_ be attributed to the fact that children working 7 \_\_\_\_\_ groups focus on what benefits the team as opposed to paying attention to individuals weakness. An altruistic orientation makes children do 8 \_\_\_\_\_ best, saves time and produces good grades.

The development of altruistic traits can also be influenced by environment. This could include television, radio or even caretakers. 9 \_\_\_\_\_ children in the modern world is not 10 \_\_\_\_\_ easy task and parents need to be equipped with skills that can work on children.

**3. ORAL SKILLS (30MKS)****a) Read the poem below and answer the questions that follow****(10 marks)**The Paradox

In the high blaze of noon my heart grew sick.  
To hear the tapping of the blind man's stick:  
Where the gold gorse beggars its treasury,  
To pass and never see!  
To walk and never look upon his way  
For him there is no day.

But in a moonless darkness muffled deep  
With frog, his tapping signaled through my sleep;  
I heard him pass, secure as would have done  
A seeing man in sun  
Treading erectly down a road of light...  
For him there is no night.

**(Audrey Alexandra Brown)**

- i) Describe the rhyme scheme of the poem above (2marks)
- ii) Give two examples of alliteration from the poem (2marks)
- iii) How would you say the last line and why (2marks)
- iv) A part from rhyme which other sound pattern is evident in this poem? (2marks)
- v) What is the effect of the rhyme scheme in the poem (2marks)
- b) For each of the words below, provide another word that is pronounced the same way (5marks)
  - i) Seed .....
  - ii) birth .....
  - iii) Climb .....
  - iv) Metal .....
  - v) All .....
- c) Mention any **three** things you would do just before you would attend an interview (3marks)
- d) Mention any **three** things one should avoid when being interviewed (3marks)
- e) Construct a sentence to bring out two different meanings of the following words (4 marks)
  - (i) Wound
  - (ii) Pitch

- (e) You are known to be one of the most disciplined student in your class. One day however, your teacher finds you among students standing and shouting as you attempt to quell the situation.  
Complete the following conversation between the teacher and you, as you try to explain what had happened (5 marks)
- TEACHER: My! So I have been wrong all along. You have been a green snake in the grass?  
YOU: .....  
TEACHER: Look! I am not interested in your "sorry". I supposed you are the leader of the group  
YOU: .....  
TEACHER: But why were you shouting?  
YOU: .....  
TEACHER : Did you have to stand to make them keep quiet?  
YOU: .....  
TEACHER: Since when has the prefect been absent?  
YOU: .....  
TEACHER: Oh! Thank God you didn't disappoint me. I would have been so devastated with these names. There is a clear proof that you were doing something responsible. Others will learn a lesson from the punishment this group will get.

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

**MOSTA JOINT EVALUATION EXAMINATION 2017**

Kenya Certificate of Secondary Education

**101/2****ENGLISH PAPER 2****TIME: 2 ½ HOURS****2017****COMPREHENSION****Read the following passage and then answer the questions that follow.**

Unscrupulous as he was, Kwame Asante had a qualm as he looked at the woman sitting on the African stool near the bed. He had called her and yet when she came he did not quite know how to begin the conversation.

“Akosua, how would you like fifty pounds to start a small business of your own – selling cloths or perfume and powder?”

The woman smiled nervously. Ten years of married life had made her wary of her husband’s fits of generosity.

She was as black as ebony, with the fine features peculiar to the girls of the Akwapim hills; graceful in her brown and red design cloth and the lovely silk head-tie wrapped round her head. Her feet were shod in ‘spitfire’ sandals and on her tiny ears she had the popular golden ear-rings named ‘Abongo’.

The slender woman on the stool was the mother of three children though she still looked a girl. Married under the native customary law, she had served her lord and master with zeal and zest. It is a law which as some other law in the Gold Coast, needs disinfecting for though it aids the man to gain his desire when it is at its fiercest, it in no way safeguards the position of the woman when the man’s passion abates.

“Would you like fifty pounds?” asked Kwame again. “Could make it a hundred. You have been a very good wife to me, Akosua.” Did the truth begin to dawn on the woman’s consciousness? No. She thrust the thought away from her. ‘He could not do it’.

Kwame cleared his throat – after all he might as well get it off his chest: hadn’t she noticed that the whole relationship had become impossible? A cloth woman was all right when one was young and struggling. She could be so useful – a general servant, and yet a wife. Akosua was so gentle, and even quite refined, but a man needs a change. He had just completed his two-storied building and he had been made a committee member of an important club. The other day his academy had conferred on him an associateship and his university had given him a coveted degree. He had at last achieved his ambition and had become an important man in the community. He was thinking seriously of entering the town council.

Fancy being addressed councilor Kwame Asante, O.B.A.... A.S.S. He smiled inanely to himself. Akosua looked at him in wonder.

“Er.... er.... Akosua...., I want to tell you I am going to marry a lady; you will be paid off with a hundred pounds. A.... frock.... lady....um.....er .... of course you can read and write Ga and Twi but my friends will call you an illiterate woman.”

“Did you consult your friends before you married me ten years ago?” The voice was cold and calm, yet the words cut like a whip.

“If you are going to be impertinent, I shall not discuss the matter further.” He got up and walked up and down the room. “How many men in the Gold Coast will pay a woman off with one hundred pounds? You are only entitled to twenty-five pounds and here I am out of kindness offering you a hundred. Show some gratitude, Akosua.” Akosua looked at him. Stark misery was in her eyes.

“I shall send the children to Achimota College.” There was a whining note in his voice. “I am only doing this because of my position in society. You see I may be called to Government House and other important places..... say something Akosua.

“I say you can keep your twenty five pounds, fifty pounds or a hundred pounds. I will have nothing to do with it. I will not be paid off.

“What! What! Come! Come! Don’t do anything rush!”

“If you dare touch me I shall strike your face.”

“Strike your master, your husband! Are you mad?”

“I shall leave this house.”

“If you dare to disgrace me by leaving the house before I am ready for you to go, there will be trouble. I do not intend to put up with a willful woman. What is my sin after all? I only want to become a decent and respectable member of society. If you leave this house without my knowledge and permission, I shall claim every penny I have spent on you since I married and lived with you these ten years; and not only that but I shall claim all the presents I have given to your parents and other relatives. You know our native customary law.”

“Yes, I know your native customary law. It is a grave to bury women alive whilst you men dance to the tom-tom on top of the mound of earth.”

**Questions**

- i) Why does Akosua smile nervously when Kwame offers her fifty pounds to start a small business of her own? (2marks)
- ii) Explain the effect of Akosua’s silence on Kwame? (2marks)
- iii) In not more than 60 words, summarize the reasons for Kwame’s intention to marry another wife. (4marks)
- v) Identify a statement from the passage which proves that Kwame was ashamed of the action he was about to take. (1mark)
- vi) What is Kwame Asante’s burning ambition? (1marks)
- vii) Rewrite the following sentence in reported speech

- 'Did you consult your friends before you married me ten years ago?' Akosua asked Kwame. (1 marks)
- viii) Give an instance of irony in the passage. (2marks)
- ix) 'It is a grave to bury women alive whilst you men dance to the tom-tom on top of the grave.'  
Explain the meaning of this statement. (2 marks)
- x) What is Kwame's attitude towards women? (2marks)
- xi) Explain the meaning of the following words and phrases as used in the passage. (3 marks)
- Disinfecting .....
  - The words cut like a whip .....
  - Impertinent .....

### LITERARY APPRECIATION:

#### The Caucasian Chalk Circle

Read the following excerpt and answer the questions that follow.

Grusha: Hide him. Quickly! The Ironshirts are coming! I laid him on your doorstep. But he isn't mine. He's from a good family.

Peasant Woman: Who's coming! What Ironshirts?

Grusha: Don't ask questions. The Ironshirts that are looking for it.

Peasant Woman: They've no business in my house. But I must have a little talk with your, it seems.

Grusha: Take off the fine linen. It'll give us away.

Peasant Woman: Linen, my foot! In this house I make the decisions! "You can't vomit in my room!" Why did you abandon it? It's a sin.

Grusha (*looking out of the window*): Look, they're coming out from behind those trees! I shouldn't have run away, it made them angry. Oh, what shall I do?

Peasant Woman: (*looking out of the window and suddenly starting with fear*): Gracious! Ironshirts!

Grusha: They're after the baby.

Peasant Woman: Suppose they come in!

Grusha: You mustn't give him to them. Say he's yours.

Peasant Woman: Yes.

Grusha: They'll run him through if you hand him over.

Peasant Woman: But suppose they ask for it? The silver for the harvest is in the house.

Grusha: If you let them have him, they'll run him through, right here in this room! You've got to say he's yours!

Peasant Woman: Yes. But what if they don't believe me?

Grusha: You must be firm.

Peasant Woman: They'll burn the roof over our heads.

Grusha: That's why you must say he's yours. His name's Michael. But I shouldn't have told you. (*The Peasant Woman nods*). Don't nod like that. And don't tremble – they'll notice.

Peasant Woman: Yes.

Grusha: And stop staying yes, I can't stand it. (*She shakes the Woman*). Don't you have any children?

Peasant Woman: (*muttering*): He's in the war.

Grusha: Then maybe he's an Ironshirt? Do you want him to run children through with a lance? You'd baw him out. "No fooling with lances in my house!" you'd shout, "is that what I've reared you for? Wash your neck before you speak to your mother!"

Peasant Woman: That's true, he couldn't get away with anything around here!

Grusha: So you'll say he's yours?

Peasant Woman: Yes.

Grusha: Look! They're coming!  
*There is a knocking at the door. The women don't answer. Enter Ironshirts. The Peasant Woman bows low.*

Corporal: Well, here she is. What did I tell you? What a nose I have! I smelt her.  
Lady, I have a question for you. Why did you run away? What did you think I would do to you? I'll bet it was something unchaste. Confess!

Grusha: (*While the Peasant Woman bows again and again*): I'd left some milk on the stove, and I suddenly remembered it.

Corporal: Or maybe you imagined I looked at you unchastely? Like there could be something between us? A carnal glaze, know what I mean?

Grusha: I didn't see it.

Corporal: But it's possible, huh? You admit that much. After all, I might be a pig. I'll be frank with you: I could think of all sorts of things if we were alone.  
(To the Peasant Woman) Shouldn't you be busy in the yard? Feeding the hens?

- (a) Give reasons that motivate Grusha to leave Michael at the peasant woman's doorstep. Answer in note form (4 marks)
- (b) Identify two aspects of style used in the excerpt. (4 marks)
- (c) Why does Grusha feel that she shouldn't have revealed the baby's name to the peasant woman? (2 marks)



- (d) "They're after the baby". Explain who are after the baby, under whose orders and for what reasons? (3 marks)
- (e) With illustrations give one character trait for each of the following characters.
- (i) Grusha .....
- (ii) Corporal .....
- (f) In reference to the rest of the text where else (a part from this scene) does Grusha encounter the same corporal. (3 marks)
- (g) You mustn't give him to them. Add a question tag.
- (h) What happens after this excerpt? (2 marks)
- (i) Explain the meaning of the following as used in the excerpt.
- (a) Bawl .....
- (b) Run him through .....
- (c) Carnal glance .....

## ORAL LITERATURE

### The Man, His Son and The Squirrel

There was a certain town whose only occupation was catching squirrels (ground squirrels). There was a man in this town who excelled at catching squirrels. One squirrel was so smart that it eluded everyone in town. It was said that only this man said to his son, "Come, let's go to catch the squirrel." They took an axe; they found the squirrel near its hole. Then the squirrel ran and entered its hole. They searched out all the holes, then they stopped them up. Then the man said to his son, "Don't let the quirrel get out of its hole." He answered, "Okay." But one hole wasn't stopped up, and the squirrel escaped. When it escaped, the father came to his son and said to him, "Why did you let it escape? If I go home now, I will be ashmed." He grabbed the axe and struck his son. Then he went on his way and left his son unconscious. Ants began to fill his eyeballs an his ears; vultures were circling above him.

In the afternnon, the headman of a rich caravan arrived at the spot. When he arrived, he setp up camp. Then he got up and went for a stroll and saw the boy. He called his slaves to take him and have him washed and shaved. The boy recovered. The headman had no offspring. When he took the boy, he decided that he would make him his son. He sent a message to the chief of the town, telling him that he had an offspring, that he was happy he had become a complete man, and that he would now receive the gifts due to him.

The chief said, "This is a lie. He is not his son. If he is his son, then let him come that I can see." Then the headman arrived in town. The chief gave his sons horses worth ten pounds. He said, "Go and join the son of the headman. Have a race. When you finish give these horses away" (forcing him to do the same). They did it and they returned. the next day, the chief again gave them horses worth ten pounds. They did as the day before. They did it five times. They ran out of horses. Then the chief said, "Indeed, it is his son I have run out of horses. If it weren't his son, he wouldn't agree to let him give his own horses away to match the presents." Then the chief summoned his daughter. The Gralladima brought his to help. The Madaki also gave, and the Makama gave. Altogether, four wives. The chief gave a big house. The headman came and brought twenty concubines and gave to his son. There was continuous feasting.

Then one day the son saw his father, the one who had knocked him down with the axe because of the squirrels. The father came to the house of his son and said, "Throw away your gown and start catching squirrels." The slaves of the headman said, "This is a crazy man, let us all strike him." The boy said to him, "This is my father, the one who sired me." The headman said, "I have already lied to the chief. Let us keep that secret. I will give your father wealth. Let him go home. Should he want to see you, let him come to visit you. If you want to see him, then you can go and visit him." The real father said he did not agree. Then the headman said, "Well then, let us go out in the countryside." They went. The headman unsheathed his sword. He handed it to the son, and said, "Kill one of the two of us." Here ends the story.

## Questions

- (a) (i) Classify the above narrative. (1 mark)
- (ii) What are the characteristics of the above classification? (2 marks)
- (iii) What is the function of this narrative? (1 mark)
- (b) Identify and illustrate any three features of oral narrative evident in the story. (6 marks)
- (c) Give one economic activity that is undertaken by the community referred to in this narrative. (2 marks)
- (d) Describe the character of the following:
- (i) The young man (2 marks)
- (ii) his father (2 marks)
- (e) Whom do your think would be the most appropriate audience of this story. (2 marks)
- (f) What is the moral lesson of this narrative? (2 marks)

## GRAMMAR

### A. Rewrite the following sentences as instructed.

- (i) (a) The photographs will be taken at the venue of the wedding. The photographs will be taken in a reputable studio.  
(Combine into once sentence using 'either .....or,,,') (1 mark)
- (b) Neither the children nor the peasant .....allowed to go to the hall yesterday.  
(Rewrite filling the blank with an appropriate auxiliary verb). (1 mark)
- (ii) (a) The principal noticed serious laxity among the students. He warned them against such behaviour. (Combine the sentence using present participle. ) (1 mark)

(b) The farmer's cow gives twenty-five kilos of milk everyday. He feeds and waters it very well.

(Combine using the present participle).

(1 mark)

(iii) Underline the gerund in the following sentence.

Kibet is studying but swimming is his hobby.

(1 mark)

(iv) Replace the underlined word with a phrasal verb.

(a) It is not good to despise other people.

(1 mark)

(b) I am currently living with my brother in Karen.

(1 mark)

(c) The principal was annoyed with the three boys.

(1 mark)

**B. Rewrite the following sentences correcting the errors.**

(i) There are situations of which you need to act with speed or else the consequences will catch up with you.

(1 mark)

(ii) She likes football as it is more superior than hockey.

(1 mark)

**C. Fill in the blanks with the appropriate prepositions.**

(i) He was charged .....forging property inheritance document.

(1 mark)

(ii) Kamau deals .....groceries.

(1 mark)

**D. Give two meanings from the sentence below.**

"Did you see the girls with a telescope?"

(1 mark)

**E. Use the correct form of the words in the brackets to fill in the blanks.**

(i) The couple has applied for a divorce over .....differences. (reconcile).

(1 mark)

(ii) That matter is highly .....(contest) in a court of law.

(1 mark)

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

**MOSTA JOINT EVALUATION EXAMINATION 2017**

Kenya Certificate of Secondary Education

**101/3****ENGLISH****Paper 3**(Creative Composition and  
Essays based on Set Tests)

2 ½ Hours.

2017

**1. Imaginative Composition****Either**

- (a) Write an interesting story beginning with.

I had not thought it was such a big problem until I got involved.

(20 marks)

**Or**

- (b) Imagine that you are the Minister of Environment. Discuss the measures you would take to curb flooding in Kenyan urban areas.

(20 marks)

**2. The Compulsory Set Text**

The River and the Source – Margaret Ogola

“The River and the Source highlights the virtue of courage.” Using Akoko, justify this statement.

(20 marks)

**3. The Optional Tests****Either**

The Play – Betrayal in the city

“Kafira is a reflection of African states ruled with an iron fist.” Validate the truthfulness of this statement drawing your illustrations from the text ‘**Betrayal in the City**’ by Francis Imbuga.

(20 marks)

**Or****The Short Story**Longhorn Publishers: **When The Sun Goes Down and Other Stories from Africa and beyond**“Terror gangs bring about devastation to any society.” Write an essay in support of this statement with close reference to Moses Isegawa’s story ‘**The War of the Ears**’.

(20 marks)

**Or****The Novel: The Whale Rider**“Racial and tribal discrimination are the order of the day in the society.” Support this statement drawing illustrations from Witi Ihimaera’s novel ‘**The Whale River**’.

(20 marks)

**TRIAL**  
**101/1**  
**ENGLISH**  
**Paper 1**  
**(Functional Skills)**  
**2 hours**  
**2017**

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

You are the secretary of **Book Club** in your school. On 10<sup>th</sup> October 2014, you held the last meeting of the year. Out of a total membership of fifteen, ten members attended the meeting. Three sent apologies. The patron as well as the HOD of languages were in attendance. There were two issues discussed from the previous meeting, while three items had been slotted for the day. They included a visit to Rinny Publishers on 6<sup>th</sup> January 2015, a talk by Chimamanda Ngozi, the author of *Purple Hibiscus* and organization of a readers' workshop to be held at the end of the term. Two members raised two other concerns.

**Write the minutes of the meeting.**

**CLOZE TEST**

**(10 MARKS)**

**Fill each of the blank spaces in the following passage with the most appropriate word.**

Diani Beach \_\_\_\_1\_\_\_\_ Kwale County has yet again put Kenya \_\_\_\_2\_\_\_\_ the world's map after \_\_\_\_3\_\_\_\_ voted among the top 25 beaches.

In the latest Travellers' Choice Awards ( Best of 2015) , Trip Advisor ranked Diani Beach the 22<sup>nd</sup> \_\_\_\_4\_\_\_\_ beach in the World. Diani Beach was \_\_\_\_5\_\_\_\_ voted third among the top 25 beaches in Africa, \_\_\_\_6\_\_\_\_ Watamu Beach in Kilifi County took 14<sup>th</sup> position on the continent.

Baia do Sancho in Brazil was voted the best beach \_\_\_\_7\_\_\_\_ the top 25 in the world. Anse Lazio in Seychelles was \_\_\_\_8\_\_\_\_ sixth overall, Camp's Bay Beach in South Africa was in second place.

On the Trip advisor website, global travel reviewers \_\_\_\_9\_\_\_\_ the following \_\_\_\_10\_\_\_\_ say about Diani Beach: 'Nice place, excellent weather, very good'.

Adapted from the Daily Nation Feb 20. 2015

**2. ORAL SKILLS**

**(30 MARKS)**

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

**A. Columbus**

Behind him lay the gray Azore,  
 Behind the gates of Hercules  
 Before him not the ghost of shores  
 Before him only shoreless seas  
 The good mate said, "How we must pay,  
 For lo! The very stars are gone  
 Brave Ad M 'r' I speak; what shall I say?  
 "Why, say; sail on! Sail on! And on!"

*By Joazum Miller*

- (i) Describe the rhyme scheme of the poem. (2 marks)
- (ii) Apart from rhymes, how else has the poet achieved rhythm? (4 marks)
- (iii) If you were performing this poem, how would you say the last line? (2 marks)

**B. For each of the following words, write a word that has similar pronunciation.**

**(2 marks)**

- (i) Profit -
- (ii) Medal -
- (iii) Style -
- (iv) Symbol -

**C. Read the genre below and answer the questions that follow.**

Kurmok kulo kerlem lokeriemi obo ilkulikai.

(these quail are many but one quail castrates the rest (Maasai – Kenya)

- (i) Identify the oral piece above. (1 mark)
- (ii) Cite two sound devices evident in the piece above. (4 marks)
- (iii) Mention the effect of translating this piece from the original language to English. (2 marks)

**D. The following is an interview between you and the manager of a company to which you have applied for employment.**

**Fill in the missing gaps with appropriate responses.**

**(6 marks)**

**Manager:** Ah, good morning. Please have a seat.

**You:** .....

**(1 mark)**

**Manager:** .....

**(1 mark)**

**You:** My name is John Wekesa and I had applied for a position in your company.

**Manager:** Of course you have applied for a position in the company. Please tell me about your education.

- You:** ..... (1 mark)
- Manager:** I see. Why didn't you advance your academics.
- You:** .....
- Manager:** ..... (1 mark)
- You:** Yes, the vacancy advertised was in line with my area of interest.
- Manager:** Okay, that will be enough for now. We will contact you later. Thank you.
- You:** ..... (1 mark)

**E. Indicate the correct intonation for the following sentences.** (5 marks)

- (i) What did you say your name was?
- (ii) Have you had any lunch?
- (iii) It's okey but I won't come.
- (iv) Can I take you home?
- (v) Is your name John?

**F. Explain the two different meanings of the sentence below.** (2 marks)

He cursed the day he was born.

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

**TRIAL**  
**101/2**  
**ENGLISH**  
**Paper 2**  
**(Comprehension, Literary Appreciation and Grammar)**  
**2½ Hours**  
**2017**

**1. COMPREHENSION**

**(20 MARKS)**

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

Kenyan roads hold two things in equal measure: great promise and great disappointment. They begin with a promise, in this case, the construction. Everyone is excited about the possibilities that the road presents. If it happens to 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 a 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 the 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 out our business in spite 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 the roads, we don't give our relationships the nourishment they need to withstand the bad times when it begins to crack, we allow the dust of disappointment to block our review 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 relationship with expectations, some realistic, some unrealistic and everything in between them.

The back grounds 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 great 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 on average than singles, the challenges notwithstanding, 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 roads. Every time I visit my home town, 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 ideas of love, courtship, marriage and family have largely been discarded and without clear guidelines, relationships are likely to be a difficult proposition for anyone.

The *proliferation* and acceptance of come we stay arrangements and other forms of non-committal type of unions in 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 relationships lies in commitment, and if approached from any other angle, relationships become unfulfilling.

(From: The Daily Nation newspaper dated February 29<sup>th</sup>, 2012.)

**Questions**

- (a) According to the passage, why do people look to the construction of a new road with optimism? (3 marks)
- (b) State one comparison between Kenyan roads and relationships. (2 marks)
- (c) What is the writer's take on Mark Gungor's position on relationships? (2 marks)
- (d) From the passage, give reasons why relationships should be permanent. (3 marks)
- (e) In note form, give the consequences of poor road workmanship. (5 marks)
- (f) Everyone is excited about the possibilities that the road presents.  
(Rewrite beginning: Everyone's...) (1 mark)
- (g) Relationships must be approached with a view of staying put. (Add a question tag.) (1 mark)

(h) Explain the meaning of the following words and phrases as used in the passage:

(3 marks)

- (i) Pledge allegiance-----  
 (ii) fantasies-----  
 (iii) vengeance-----

2 Read the extract below and then answer the questions that follow.

(25 marks)

The SERVANTS *come rushing through the gateway in panic*. SERVANTS (among themselves):

- The baskets!
- Take them all into the third courtyard! Food for five days!
- The mistress has fainted! Someone must carry her down
- She must get away.

What about us? We'll be slaughtered like chickens, as always.

- Goodness, what'll happen? There's bloodshed already in the city, they say.
- Nonsense, the Governor has just been asked to appear at a princes' meeting. All very correct. Everything 'll be ironed out. I heard this on the best authority...The two DOCTORS rush into the courtyard.

FIRST DOCTOR (trying to restrain the other): Niko mikadze, it is your duty as a doctor to attend Natella Abashwili.

SECOND DOCTOR: My duty! It's yours!

FIRST DOCTOR: Whose turn it to look after the child today, Niko Mikadze, yours or mine ?

SECOND DOCTOR: Do you really think, Mika Loladze, I'm going to stay a minute longer in this accursed house on that little brat's account? (They start fighting. All one hears is: "You neglect your duty!" and "Duty, my foot!" Then the SECOND DOCTOR knocks the FIRST down.) Go to hell! (exit.)

Enter the soldier, SIMON SHASHAVA. He searches in the crowd for GRUSHA.

SIMON: Grusha! There you are at last! What are you going to do?

GRUSHA: Nothing. If worst comes to worst, I've a brother in the mountains. How about you?

### Questions

- a) What happens just before this extract? (2 marks)  
 b) Why are the servants in confusion? (3 marks)  
 c) What do the two doctors symbolize in the excerpt? Explain. (4 marks)  
 d) Identify and illustrate the main character trait exhibited by Grusha in the extract. (3 marks)  
 e) State and explain three outcomes of the events in (a) above. (6 marks)  
 f) Explain the relationship between the events in the extract and what happens in many African countries. (3 marks)  
 g) "Yesterday they were saying in the capital that the Persian War is lost"  
 Re-write the sentence in indirect speech. (2 marks)

- h) Identify and illustrate any one stylistic device used in the extract. (2 marks)

### 3. POETRY

(20 MARKS)

Read the poem and answer the questions that follow:

#### 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 twist  
 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

Edward Brathwait

### Questions

- a). Explain the **three** senses in which the word 'twist' is used in the poem (3 marks)  
 b). What is the **main** theme of this poem? (3 marks)  
 c). What is the attitude of the persona towards the girls mentioned in the poem? (3 marks)  
 d). Discuss how rhythm is achieved in this poem. (3 marks)



- e). Comment on the use of the demonstrative pronoun “this” in the poem (2 marks)
- f). Identify and explain the effects of onomatopoeia in the poem (2 marks)
- g). **Explain the meaning of:**
- i). .....a miss (who was brown and black) (2 marks)
- ii). Twist the music out of hunger (2 marks)
- GRAMMAR (15 MARKS)**
- A. Use the correct tense of the word given in brackets to complete the following sentences.** (2 marks)
1. As the boy crushed his phone, the students \_\_\_\_\_ (burst) into laughter
2. They thought a spell had been \_\_\_\_\_ (cast) on him.
- B. For each of the following supply a question tag.** (2 marks)
1. Hang him \_\_\_\_\_
2. There isn't a coffee shop here \_\_\_\_\_
- C. Rewrite the following sentences according to the instructions given after each.** (2 marks)
1. If he had walked under the bridge, he would have been hit by the train.  
(Begin: Had....)
2. If it were not for the Amref helicopter, he would have drowned. (Begin: Were.....)
- D. Use the correct form of the word in brackets to complete the sentences.** (2 marks)
- E.**
1. The ----- (humour) speaker was received in thunderous applause.
2. The management is ----- (true) sorry for the inconvenience caused to you.
- F. Complete the following sentences using appropriate prepositions.** (3 marks)
1. We went to Malindi-----vacation.
2. Is there a doctor -----the plane?
3. I couldn't hear her----- the noise.
- G. Combine the following words using appropriate conjunctions.** (2 marks)
1. Wandia was very hungry. She couldn't eat the food provided.
2. Paul was cutting tomatoes. His sister, Pauline, was frying onions
- H. Punctuate the following sentence correctly.** (2 marks)
1. Come here said Grandma I want to see how much you have grown
2. I know what I want for my birthday said Tina A brand new car

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

**TRIAL**

**101/3**

**ENGLISH**

**Paper 3**

**(Imaginative Composition and Essays**

**Base on Set Texts)**

**2½ hours**

**2017**

**1. IMAGINATIVE COMPOSITION ( COMPULSORY)**

**Either**

- i) Write a composition with the following ending;

.....that experience taught me never to wish to be somebody else.

(20marks)

**OR**

- ii) Write a story to illustrate the saying “You cannot climb the ladder of success with your hands in the pocket.”

(20marks)

**2. THE COMPULSORY TEXT**

(20 marks)

**The River and the source by Margaret Ogolla.**

“The author of The River and the Source makes Akoko seem perfect but with a purpose.” Examine the character of Akoko and support this assertion using illustrations from The River and the Source by Margaret Ogolla.

**3. The Optional Set Texts**

Answer any one of the following questions.

- a) **The Novel**

**‘The Whale Rider’ by Witi Ihimaera.**

(20 marks)

“Witi Ihimaera’s text, The Whale Rider, is a story about a community very rich in tradition.” Justify this statement with evidence from the text.

- b) **The Play**

**Betrayal in the city by Francis Imbuga**

“Mistrust can lead to disharmony in society”. Write an essay in support of this statement citing evidence from Betrayal in the city by Francis Imbuga.

(20 marks)

**The Short story**

**Longhorn (E.D.) ‘When the Sun Goes Down and Other Stories**

(20 marks)

“Civil wars are responsible for the devastating condition that some African Countries find themselves in” Write an essay in support of this statement using illustrations from Moses Isegawa’s short story ‘The War of the Ears’.

for free past papers visit: [www.freekcsesepastpapers.com](http://www.freekcsesepastpapers.com)

**GITUAMBA / LAIKIPIA****101/1****ENGLISH****PAPER 1****(FUNCTION SKILLS)****JULY/AUGUST 2017****TIME: 2 HOURS****FUNCTIONAL SKILLS: (20 MARKS)**

1. Imagine you are the secretary of Akili Mali Youth Club. The club has just held its Annual General Meeting (AGM) in which some of the following issues were discussed.

- Reading and confirmation of the previous meeting.
- Treasurer's report.
- Date of election of sub-committee.
- Community work.
- AOB.

During the meeting, all officials except the assistant secretary were present. The club patron was also present. Three members sent apologies while two did not. There were eight members present. Write the minutes of the meeting.

(20 marks)

**2. CLOZE TEST**

**Complete the passage below by filling in the blank spaces with the most appropriate words (10mks)**

We are told Kenya's future food 1 \_\_\_\_\_ remains uncertain. This is because farmers neglected their farms and focused on 2 \_\_\_\_\_ in the recent General Election.

According to the Agriculture Ministry, only 40 per cent 3 \_\_\_\_\_ arable land in the country's breadbasket had been prepared for planting by mid-March 2013. This is against 80 per cent that is normally ready by the 4 \_\_\_\_\_ of the long rains.

It is for this reason that 5 \_\_\_\_\_ government deserves kudos. This is because upon realizing the 6 \_\_\_\_\_ of the situation, it summoned the provincial administrators on March 21st and directed them to mobilize farmers to 7 \_\_\_\_\_ planting.

Indeed, Agriculture permanent secretary was summoned by the National Security Advisory Committee to explain the 8 \_\_\_\_\_ facing agriculture, especially the 9 \_\_\_\_\_ in land preparation and what action his ministry was taking. 10 \_\_\_\_\_, the meeting resolved to subsidize the price of maize seed and fertilizer.

(Adopted from the Daily Nation 2nd April, 2013).

**3. ORAL SKILLS**

(30mks)

**QUESTION 3****(30mks)**

- (a) Read the following poem 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 my hand.

In this brown husk a dale of haw throne dreams;  
A cedar in this narrow cell is 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 br.2

- (i) Describe the rhyme scheme of the poem (2mks)
- (ii) What is the effect of rhyme in the poem? (1mk)
- (iii) How else has the poet achieved the effect in (ii) above? (3mks)
- (iv) Which words would you stress in the last line of stanza one and why? (2mks)
- (b) (i) Suppose you went out to do research with an audio visual device, what aspects of performance would it enhance when collecting oral literature material? (3mks)
- (ii) The head of department of languages has invited a teacher from another district to give a talk to your classmates on examination tips just before the KCSE examinations. Explain three things you would do to benefit the most from the listening experience. (3mks)
- (iii) In any conversation, whether formal or informal, there are certain conventions that must be observed in order to give or get the best out of it. List and explain any two of these? (2mks)
- c) Underline the word pronounced differently from the list below (3mks)
- (a) Cause, course, coarse

(b) Sin , seen , scene

(c) Saw , sow , sew

(d) (i) Underline the silent letter in the following words

(3mks)

(a) Solemn

(b) Psychology

(c) Stretch

(d) Read the following conversation between a school captain and Jane that takes place outside a class and then answer the questions on it. (8mks)

JANE: (Speaking to a friend) Let me tell you something about.....

CAPTAIN: (interrupting) pardon me, please. May I have a word with you, Jane?

JANE: Sure, you can (facing Captain) what can I do for you?

CAPTAIN: You know very well that it is against school rules to come late to class.

JANE: YES, I do.

CAPTAIN: May I know why you came late for prep? (Looking at Jane with a serious expression)

JANE: You are right. I actually came quite late but I had to rush to the nurse before prep.

CAPTAIN: I am sorry to hear that. How are you feeling now?

JANE: I am feeling better now. Anyway, I had asked my desk mate to inform the class prefect that I would come late but apparently, I have just learnt that he forgot. I'm sorry.

CAPTAIN: Take it easy. You had good reason to come late. I wish you a quick recovery.

JANE: Thank you, captain. Have a nice day.

(i) State five significant conversation strengths applied by either or both the speakers

(5mks)

(ii) Give one reasons why the captain asked to be pardoned.

(2mks)

(iii) What are the most likely consequences of the captain's initial interruption?

(2mks)

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

**GITUAMBA / LAIKIPIA****ENGLISH 101/2****PAPER 2****(Comprehension, Literary Appreciation and Grammar)****TIME: 2½ HOURS****1. Read the following passage and answer the questions that follow.**

Counterfeiting is a global criminal activity that affects many successful consumer product companies in a wide range of industries. Wherever it exists, counterfeiting damages local economies and negatively affects people with legitimate jobs in the supply chain. The International Chamber of Commerce (ICC), projects that the value of counterfeit goods globally could exceed \$1.7 trillion over the next two years. This already accounts for the world's total current economic output.

In East Africa, the availability and use of counterfeit mobile phones is widespread and has reached the extent where a potential mobile phone buyer cannot immediately tell whether they are purchasing a genuine or imitation handset. A further problem is that, while some consumers are fooled by imitations, others knowingly purchase these counterfeit phones, being drawn by the seemingly rich feature set at a cheaper price. In Kenya, the government has already taken significant steps to reduce the number of counterfeit handsets operating on the country's mobile networks through the CCK's blocking of devices without legitimate IMEI.

Many consumers are unaware of the potential hazards the fake phones pose. These phones are more often than not, low in quality and do not necessarily follow safety standards during the manufacture process. The materials used in their manufacture are also often sub-standard and do not adhere to any safety or environmental standards. However, one of the greatest challenges for consumers is that these phones lack access to after sales support, and capable of supporting accompanying consumer services. Genuine Nokia handsets come with a standard wide warranty offering consumers peace of mind and a network of after sales servicecentres. The consumer value proposition goes beyond the handset to features and services such as e-mail, messaging, music, access to thousands of applications and locally relevant content.

Additionally, the use of counterfeits threatens the livelihood of legitimate business owners. Very often, it is the small local retailers who are unable to compete against the proliferation of counterfeit phones, undercutting the legitimate trade. However, recent initiatives have started to yield fruits. Local retailers, especially those who sell electronic goods such as mobile devices, are recording increased sales as more Kenyans demand genuine products.

The government too loses when counterfeit products prosper. In many African countries, the estimated government revenue lost as a result of counterfeit phone trading amounts to millions and millions of dollars in taxes and custom duty each year.

The government is encouraging entities like Kenya Bureau of Standards (KEBS) and Kenya Anti Counterfeit Agency (ACA) to streamline imports and heavily penalize those importing or manufacturing counterfeit products.

Another victim of counterfeit phones is network providers. As counterfeit and substandard phones are imported illegally, they are not approved by the telecom regulator and a legitimate question arises regarding the degree to which these phones may negatively impact network operation and end user experience. A report conducted by Instituto Nokia de Tecnologia (iNdT) in Latin America found conclusive evidence that these devices do have a negative impact on the quality of network service. Two key areas that are impacted are Access failure, which refer to call attempts that fail, and Dropped Calls which refer to calls that are interrupted or discounted from the network. During the research, counterfeit phones performed significantly worse than handsets, with around 25% higher failure rates. It was determined that the majority of counterfeit devices do not support GPRS and EDGE technology, making access to the internet slow and unstable. The report concluded that counterfeit and substandard devices on a network reduce customer satisfaction and also place a burden on operators who try to resolve network issues that are related to handset inefficiencies.

*(Adopted from Daily Nation June 14, 2013)*

- |   |           |
|---|-----------|
| (a) In note form, describe the problems that are caused by counterfeiting globally.     | (4 marks) |
| (b) What solutions have so far been given to counter counterfeit?                       | (2 marks) |
| (c) In about 50 words describe the characteristics of fake phones.                      | (5 marks) |
| (d) What is the writer's attitude towards counterfeiting?                               | (2 marks) |
| (e) Discuss the impact of counterfeiting on the quality of network services.            | (3 marks) |
| (f) Give one word to explain the meaning of the following words as used in the passage. | (4 marks) |
| (i) Counterfeit - .....   |           |
| (ii) Significant - .....  |           |
| (iii) Globally - .....  |           |
| (iv) Fooled - .....   |           |

**Question 2: Caucasian Chalk Circle – Bertolt Brecht****Read the excerpt below and answer the questions that follow**

INKEEPER: Your worship, it's a question of family honour. I wish to bring an action on behalf of my son, who's away on business on the other side of the mountain. This is the offending stable man, and here is my daughter in law.

(Enter the daughter in law, a voluptuous wench. She is veiled)

AZDAK: (Sitting down):I accept (sighing, the innkeeper hands him some money). Good. Now the formalities are disposed of. This is a case of rape?

INKEEPER: Your honour, I caught the fellow in the act. Ludovica was in the straw on the stable floor.

AZDAK: Quite right, the stable. Lovely horses! I especially liked the little roan.

INKEEPER: The first thing I did, of course, was to question Ludovica on my son's behalf.

AZDAK: (Seriously) I said I especially liked the little roan.

INKEEPER: (Coldly): Really? Ludovica confessed the stableman took her against her will.

AZDAK: Take your veil off Ludovica (she does). Ludovica, you please tell the court. Tell us what happened.

LUDOVICA:(Well-schooled). When I entered the stable to see the new foal the stableman said to me on his own accord, "It's hot today!" and laid his hand on my left breast. I said to him, Don't do that!" but he continued to handle me indecently, which provoked my anger. Before I realized his sinful intentions, he got much closer. It was all over when my father-in-law entered and accidentally trod on me.

INKEEPER: (explaining) On my son's behalf.

AZDAK: (to the stableman). You admit you started it?

STABLEMAN: Yes.

AZDAK: Ludovica, you like to eat sweet things?"

LUDOVICA:Yes, sunflower seeds.

AZDAK: You like to lie a long time in the bathtub?

LUDOVICA:Half an hour or so.

#### Questions

- (a) Explain what happens before this excerpt. (3mks)
- (b) "I accept." Explain what is implied by this statement. (2mks)
- (c) "Your honour, I caught the fellow in the act." Identify and explain one theme that can be deduced from the statement. (3mks)
- (d) "(Sighing, the innkeeper hands him some money.) Good. Now the formalities are disposed of." What turns out to be ironic about this statement? (3 mks)
- (e) Who is the public prosecutor in this case? (1 mk)
- (f) Why do you think Azdak asks Ludovica to remove the veil" (2 mks)
- (g) Describe any other three cases adjudicated by Azdak. (3 mks)
- (h) Basing your answer on the excerpt, identify and illustrate any two character traits of Ludovica. (2 mks)
- i.) Identify an instance of humour in the excerpt. (2 mks)
- j.) Give the meaning of the following words as used in the excerpt. (2 mks)
- (i) Roan.....
- (ii) Stable .....

#### Question 3: Oral Literature (20 Marks)

Read the Oral Narrative below and then answer the questions that follow:

##### HUNGER

Hunger makes a person climb up to the ceiling  
And hold on to the rafters  
It makes a person lie down.  
But not feel at rest.  
It makes a person lie down  
And count the rafters.  
When the Moslem is not hungry, he says:  
"We are forbidden to eat monkey."  
When Ibrahim is hungry, he eats baboon!  
When hunger beats the woman in the Koinange,  
She will run out into the street in daytime.  
One who is hungry does not care for taboos  
One who is hungry does not care for death  
One who is hungry will take  
Out of the sacrifice money  
Hunger will open it.  
"I have filled my belly yesterday"  
Does bite with hunger.  
We have to sacrifice daily to it.

#### Questions

- (i) Explain briefly what the above oral poem is about. (3mks)
- (ii) Mention any three negative consequences of hunger. (3mks)
- (iii) What evidence is there to show that this poem was originally an oral poem? (2mks)
- (iv) Identify instances of the following stylistic devices used in the poem. (4mks)
- (a) Humour: .....
- (b) Personification:.....
- (v) What is the attitude of the speaker towards hunger? Explain. (2mks)

- (vi) What does the oral poem reveal about the economic activities of this particular community? (2mks)
- (vii) Explain the meaning of the following lines as they are used in the poem. (4mks)
- (a) "I have filled my belly yesterday."  
Does bite with hunger.  
We have to sacrifice daily to it.
- (b) There is no God like one's throat.

#### 4 GRAMMAR

- a) Rewrite the following sentences according to the instructions given after each (3mks)
- (i) Mary told her cousin that she had not heard from Cindy since she went to the U.S.A. (Rewrite using direct speech)
- (ii) I never saw the Minister help anyone in my country. (Rewrite beginning:  
Not once.....)
- (iii) The policeman who manned the police post was responsible for the loss of the goods.  
(Rewrite the sentence using gender sensitive language)
- (b) Choose the correct word from the words in brackets
- (i) Shall we take a .....(candlestick, candle stick) and some candles in case our batteries die?
- (ii) I live in the .....(country side, countryside)
- (iii) They all enjoyed the meat at..... (lunch time, lunchtime) when they were treated to special lunch.
- (c) Rewrite the following sentences with the correct phrasal verbs to replace the underlined words.
- i) Joyce could not tolerate her nephews' behaviour.
- ii) The form three student bullied the new student
- iii) The Senator was forced to resign from his post when he was accused of misappropriating funds
- (d) Explain the meaning of the following idiomatic expressions.
- (i) His matatu is the goose that lays for him.
- (ii) She is the apple of her father's eye.
- (e) Correct the misspelt words in the paragraph below.
- The whitewashed walls and the welcoming guards at the main gate are fust a veneer beneath a story of negligence and a peverding motif of grim.

(4 marks)

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)



GITUAMBA / LAIKIPIA

101/3

ENGLISH

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

JULY 2017

TIME: 2 ½ HOURS

**Answer THREE questions only**

1. Imaginative Composition (Compulsory). (20mks)  
**Either**  
 (a) Write a composition beginning with:  
 She heard someone whisper her name and turned .....  
**Or**  
 (b) Write a composition based on the topic:  
 "There is need to stop post-election violence in Kenya."
  
2. **The compulsory set text** (20mks)  
 The River and the Source is an exploration of African traditions as was bombarded by irresistible winds of change. Using the novel for your illustrations, write an essay to show the truth of this statement. (20mks)
  
3. Optional Set Texts: (20mks)  
 Answer any one of the following three questions:  
**Either:**  
 a) **The short story: When the Sun Goes Down**  
 Desperation leads to moral degradation. Support this statement with clear illustrations from Sefi Atta's short story. 'Twilight Trek'.  
**Or**  
 b) Drama: **Betrayal In The City: Francis Imbuga**  
 Betrayal is the central theme in Francis Imbuga's "Betrayal in the City." Write a composition detailing how betrayal is brought out in the play.  
**Or**  
 (c) Novel  
*Witi Ihimaera*: The Whale Rider.  
 Discuss four major issues raised in the novel, "The Whale Rider." (20mks)

**WESTLANDS GRAPHICS**

101/1

**ENGLISH**

Paper 1

(Functional Skills, Cloze test and Oral skills)

**July 2017**

Time 2 hours

**FORM FOUR END OF TERM TWO EXAM - 2017****1. FUNCTIONAL WRITING (20 marks)**

You are the student welfare chairperson in your school. You observe that the students have started littering the school environment, around the classes and in the classrooms. You are also concerned about their walking on the grass and flower beds instead of using designated paths.

- a) Write a memo to all class secretaries, asking them to address the above concerns in their respective class. Copy the memo to the deputy principal. (12 marks)
- b) Write the notice that you shall place on the school notice board asking students to take better care of the environment. (8 marks)

**2. CLOZE TEST**

(10 marks)

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

The dictionary defines integrity as 'the state of being complete unified. When I have integrity, my (1) ..... and my deeds match up. I am who I am, no(2) ..... where I am or who I am with.

Sadly, integrity is a vanishing commodity today. Personal standards are crumbling in a world that has taken to hot pursuit of personal pleasure and shortcuts (3) ..... success.

A person with integrity does not have (4) ..... loyalties, nor is he or she merely pretending. People with integrity are 'whole' people; they can be identified by (5) ..... single-mindedness. They have nothing to hide and nothing to fear. their lives are open (6) ..... They have (7) ..... a system of values against (8) ..... all of life is judged.

Integrity is not what we do so much as who we are. And who we are, in (9) ..... , determines what we do. Our system of values is so much a part of us that we cannot separate it from (10) .....

(Adapted from : Developing the Leader within you, John C. Maxwell, Thomas Nelson, 1993)

**3. ORAL SKILLS**

(30 marks)

- a) Read the following poem and then answer the questions that follow.

There, I've got you, I've got you . . .

Crack, crack, what a louse.

It bit me, what a louse. . .

It bit me, what a louse!

(From: Oral literature in Africa, by Ruth Finnegan)

- i) Explain how rhythm is achieved in this poem (2 marks)
- ii) How would you perform the above poem to make it enjoyable. (4 marks)
- iii) Identify the words that you would stress in line 3, and explain why. (2 marks)

- b) Identify the silent letter in the following. (4 marks)

i) wrist

ii) corps

iii) viscount

iv) reign

- c) Study the dialogue below, and then answer the questions that follow.

Mother: Why are you limping?

Child: I have hurt my . . .

Mother: Hurt your what? Toe? How many times have I warned you to be careful?

Child: Mom, it hurts so . . .

Mother: Serves you right! When you are careless you reap what you sow

Child: Mom, please, it was an accident. Look, I'm even bleeding . . .

Mother: Yes . . . Now I have to stop what I am doing and give you first aid!

Child: I'm sorry, mother. I will be more careful next time.

- i) Identify three shortcomings in the mother's conversation skills. (3 marks)
- ii) Suggest three ways in which the mother can improve her conservation skills. (3 marks)
- d) You are the chairperson of one of the English discussion groups in your class. Your teacher assigns work to your group.
- i) Explain three things you would do to prepare for the discussion. (3 marks)
- ii) The teacher comments that your group carried out its discussion very effectively. State **three** things you may have done to ensure effective participation. (3 marks)
- e) State the correct intonation pattern for each of the following sentences. (4 marks)
- i) Did you participate in the Music Festivals?
- ii) Someone has taken my English text book.
- iii) When did you leave the classroom?

iv) Will you finish this food?

f) Indicate the syllable on which stress would fall in the words below to communicate the meaning given.

(2 marks)

i) reject (noun)

ii) produce (verb)

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

**WESATLANDS GRAPHICS****101/2****ENGLISH****Paper 2****(Comprehension, literary appreciation and Grammar)****July 2017****Time 2½ hours****FORM FOUR END OF TERM TWO EXAM - 2017****1. Read the passage below and then answer the questions that follow.**

Bowel movements are the basis of your health. And if you do not have at least one bowel movement a day, health experts say you are walking your way toward disease. The change in man's diet to refined sugar, hormone and antibiotics filled meats as well as white flour, means that man is continuously violating his body and making colon cancer one of the leading causes of death.

Because of this, it is necessary to remove all congestion and toxins from the body and this must begin with cleansing of the bowel. Disease usually starts with a toxic bowel. So the fewer bowel movements one has, the likelier the possibility of harbouring a potentially fertile breeding ground for terrible diseases. The longer your body remains exposed to putrifying food in your intestines, the higher the risk of developing disease.

It is worth remembering that even a thin layer of mucoid plaque can weaken the body, it should therefore be sloughed off your intestines to keep the system clear.

Another point to remember is that blood is only as clean as the bowel, and since the blood circulates through every organ in our body and reaches every cell, toxins can develop in the blood because of a soiled bowel which will contaminate the blood and the whole body.

The natural immune system also can only be developed in a clean body with minimal toxic materials.

Loss of vitality, bad health, Candida, and poor skin condition, have apparently all been traced to the build up of mucoid in the intestines. This is because mucoid layers disturb the digestive system.

Research has shown that detoxification, which is the process of clearing toxins from the body, is the answer.

When health is revived through tissue cleansing, the immune system is also restored aided by exercise, fresh air, sunshine and a positive attitude towards life. Most of the toxins in our bodies come from our diet, drug use as well as environmental exposure.

One of the reasons detoxification is a must for all is that over 60 - 80 per cent of the world population has worms and parasites in their intestinal tracts. Detoxification means a reduction of toxin ingestion into the body leaving out refined food, sugar, caffeine, alcohol, tobacco and avoidance of chemicals in your diet. Avoid constipation and drink lots of fluid.

When we realise that the single greatest challenge our bodies face is the effective removal of wastes and toxins, we will never again undermine the importance of frequent bowel movements. Another noteworthy point is that a good cleansing mechanism always begins with getting rid of the waste in your colon, which is the last portion of our food processing chain. Experts warn that if you attempt to clean your liver, blood, or lymph system without first dealing with a congested bowel, the exerted toxins will get recycled back into your body with disastrous results.

**Questions**

- a) What should one be alarmed over the frequency of bowel movement? Explain. (3 marks)
- b) According to the passage, how does the change in man's diet higher the probability of death? (3 marks)
- c) Explain how a toxic bowel contributes to disease. (3 marks)
- d) What is the impact of mucoid layers on the body. (2 marks)
- e) Apart from detoxification make notes on three other practices that help to restore the immune system. (3 marks)
- f) Explain why a good cleansing programme should start with cleaning the colon before any other organ? (2 marks)
- g) Rewrite the following sentences as instructed.
  - i) Research has shown that detoxification, which is the process of cleaning toxins from the body, is the answer. (Rewrite, removing the parenthesis) (1 mark)
  - ii) Avoid constipation and drink lots of fluid. (add a question tag) (1 mark)
- h) Give the meaning of the following expressions as used in the passage. (2 marks)
  - i) Putrifying.
  - ii) Sloughed off.

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

GOVERNOR'S WIFE: I'll show you, you vulgar creature! (*She is about to throw herself on GRUSHA, but is restrained by her lawyers.*) She's a criminal, she must be whipped. Immediately!

SECOND LAWYER: (*Holding his hand over her mouth*): Natella Abaswili, you promised . . . Your Honor, the plaintiff's nerves . . .

AZDAK: Plaintiff and defendant! The court has listened to your case, and has come to no decision as to who the real mother is; therefore, I, the judge, am obliged to choose a mother for the child. I'll make a test. Shauwa, get a piece of chalk and draw a circle on the floor. (*SHAUWA does so*) Now place the child in center. (*Shauwa puts Michael, who smiles at Grusha, in the center of the circle.*) Stand near the circle, both of you. (*The Governor's Wife and Grusha step up to the circle.*) Now each of you take the child by one hand. (*They do so*) The true mother is she who can pull the child out of the circle.

SECOND LAWYER (*Quickly*): High Court of Justice, I object! The fate of the great Abashwili estates, which are tied to the child, as the heir, should not be made dependent on such a doubtful duel. In addition, my client does not

- command the strength of this person, who is accustomed to physical work.
- AZDAK: She looks pretty well fed to me. Pull! (*The Governor's Wife pulls the child out of the circle on her side; Grusha has let go and stands aghast.*) What's the matter with you? You didn't pull.
- GRUSHA: I didn't hold on to him.
- FIRST LAWYER (Congratulating the Governor's wife): What did I say! The ties of blood!
- GRUSHA (*Running to AZDAK*): Your Honor, I take back everything I said against you. I ask your forgiveness. But could I keep him till he can speak all the words? He knows a few.
- AZDAK: Don't influence the court. I bet you only know about twenty words yourself. All right. I'll make the test once more, just to be certain. (*The two women take up their positions again.*) Pull" (*Again Grusha lets go of the child.*)
- GRUSHA: (in despair) : I brought him up! Shall I also tear him to bits? I can't

- Briefly describe the events that take place before this excerpt. (4 marks)
- Discuss briefly what Natella's utterances reveal about her attitude towards Grusha. (3 marks)
- Why does the court have to determine the true mother of the child Michael? (4 marks)
- "The true mother is she who can pull the child out of the circle." Discuss the irony of this statement. (3 marks)
- "Your Honor, I take back everything I said against you." What had Grusha said to Judge Azdak? (3 marks)
- Briefly discuss the character of Azdak as revealed in this excerpt. (2 mark)
- Identify and discuss one thematic concern that emerges from this excerpt. (3 marks)
- "I didn't hold on to him." Rewrite as a positive statement. (1 mark)
- Give details of the verdict that Azdak arrives at immediately after this excerpt. (2 marks)

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

Power Jay we called him

Factory hero.

Who could match his strength?

Power Jay!

Now he is a reject

And when he slides in

Occasionally

To beg in place of work

Once again we remember

With angry sorrow

And nagging fear for ourselves.

The plight of our comrade.

Once again we remember

Jumaa at work

Flawed machine shook his hand

And like a magnet

Dragged in the whole arm.

Jumaa!

Who can forget that bloodied stump

Of Jumaa collapsing to the ground,

Scream lost in the roar of his machine.

Poor Jay visits now

Shirt arm flapping free

In silent plea for compensation

But they ask,

Indifferent

How can we help?

Casual labourers

Bwana

Are not insured . . .

But Good Samaritans that they are

They make a quick search for some coins;

Some coins for Jumaa

*By Innocent Karamagi*

- Who is the persona in the poem? (2 marks)
- Briefly explain what this poem is about. (4 marks)
- Compare Jumaa as he was before and as he is now, giving evidence to support your answer. (3 marks)
- What is the attitude of the persona towards Jumaa? (3 marks)
- Explain any 2 styles used in the poem. (4 marks)

- f) Identify and discuss the key concern raised in this poem. (3 marks)
- g) Give the meaning of line: "In silent plea for compensation." (1 mark)
- 4. GRAMMAR (16 marks)**
- a) Rewrite the following sentences according to the instructions given after each.** (5 marks)
- i) As soon as the SGR was launched, it started operations. (Begin: No sooner. . . .)
- ii) We had to break the door open. (Rewrite in the passive)
- iii) After Julia finished her work, the teacher allowed her to go out and play.  
(Begin: Having . . . .)
- iv) "I will leave right away," said the old man, "If you will not listen to my complaint."  
(Rewrite in indirect speech)
- v) Jimmy made his speech so persuasively that the audience listened to him.  
(Begin: So . . . .)
- b) Complete each of the following sentences by supplying the correct form of the verb given in brackets.**
- i) I ..... this work if you had not interrupted me. (Complete)
- ii) If you ....., you will not be charged. (cooperate)
- iii) If Paula was admitted at the university, she ..... law (study)
- c) Supply the preposition that best completes the sentences below.** (3 marks)
- i) The learners were completely absorbed ..... the story.
- ii) The street children had to get accustomed ..... better life once they were placed in child shelters.
- iii) Kindly, charge this bill ..... Mr. Mutai's account.
- d) For each of the following sentences, supply ONE WORD that means the same as the underlined words.** (3 marks)
- i) All election officials are supposed to be people who are not inclined towards one side or the other.
- ii) Lack of knowledge makes a lot of people believe in superstition.
- e) Fill the blank space with the correct alternative from the choices given.** (2 marks)
- i) My uncle bought a big cake for Hannah and ..... (I, me)
- ii) It was ..... (him, he) who gave away the secret.

for free past papers visit: [www.freekcsppapers.com](http://www.freekcsppapers.com)

**WESTLANDS GRAPHICS**

101/3

**ENGLISH**

Paper 3

(Creative composition and Essays based on set texts)

**July 2017****FORM FOUR END OF TERM TWO EXAM - 2017****Answer THREE questions only**

1. **COMPULSORY Imaginative composition** (20 marks)  
**EITHER**

a) Write a story beginning. I resolved to put the past behind me . . . .

**OR**

b) Write a composition on how the young people can help build peace and cohesion in our country. (20 marks)

2. **The compulsory set text**

**DRAMA**

*The River and the Source:* By Margaret A. Ogola

A woman plays a key role to ensure the welfare of her family and society. Using illustrations from the life of Akoko and Wandia, write an essay in support of this statement. (20 marks)

3. **OPTIONAL SET TEXTS**

**Answer any ONE of the following three questions**

**EITHER.**

a) Ilieva Emiali and Wareng Olembo (Ed) *When the sun goes down and other stories from Africa and Beyond*.  
 With illustrations from Sandisile Tshuma's *Arrested Development*, write an essay on the challenges that citizens of underdeveloped countries face, and how they cope. (20 marks)

**OR**

b) Drama: *Betrayal in the city* -Francis Imbuga.  
 Discuss how betrayal ruins relationship in Francis Imbuga's *Betrayal in the city*. (20 marks)

**OR**

c) The Novel: *The Whale Rider* - Witi Ihimaera  
 "The support Kahu gets from Nani Flowers help her fulfil her destiny." Using illustrations from Witi Ihimaera's *The Whale Rider*. Write an essay in support of this statement. (20 marks)

for free past papers visit: [www.freeksepastpapers.com](http://www.freeksepastpapers.com)



## COMPLIANT PREPARATORY EXAMINATION

101/1

ENGLISH

Paper 1

(Functional writing, cloze test and oral skills.)

2 Hours.

## 1. FUNCTIONAL WRITING (20mks)

You have been invited by your cousin, who attained an aggregate of A- to a party to celebrate his/her good performance in last year's KCSE exam. Your cousin has also asked you to assist in preparing a one course meal for ten guests.

- Write a congratulatory note that you will give to your cousin. (8mks)
- Write a recipe that you and your cousin will use to prepare the meal that will be eaten that day. (12mks)

## 2. CLOZE TEST (10mks)

Fill each blank space with the most appropriate word.

Using language accurately is as vital to a .....1..... as using numbers accurately is to an accountant. One student found this .....2.....the hard way. In a speech about the criminal justice system, he .....3.....several times to 'criminal persecution.' What he meant, of .....4....., was 'criminal prosecution.' This one error .....5.....ruined his speech. As one of his classmates said, "how can I believe what you say about courts when you don't even know the difference between prosecution and persecution."

.....6....., such outright blunders are relatively rare among college students. ....7....., we all commit more subtle errors- especially using one word when another will capture our ideas more .....8...... Every word has shades of meaning that .....9.....it from every other word. As Mark Twain said, "The .....10..... between the right word and the almost right word is the difference lightning and the lightning bug."

## 3. ORAL SKILLS (30mks)

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

**The Poison Tree: William Blake**

I was angry with my friend:  
I told my wrath, my wrath did end.  
I was angry with my foe:  
I told it not, my wrath did grow.

And I watered it in fears,  
Night and morning with my tears;  
And I sunned it with smiles,  
And with soft deceitful wiles.

And it grew both day and night,  
Till it bore an apple bright.  
And my foe beheld it shine,  
And he knew it was mine.

And into my garden stole,  
When the night had veiled the pole;  
In the morning glad is see,  
My foe outstretched beneath the tree.

**Questions**

- Identify and comment on the rhyme scheme of the poem. (2mks)
- Apart from rhyme, describe other two sound patterns used in the poem. (4mks)
- What is the subject matter of the poem? (2mks)
- You have been invited to make a presentation on the book "The River and the Source," to form fours in preparation for their exams. What would you do before and during the speech to ensure that your delivery is successful? (6mks)
- For each of the following words, write another that is spelt differently but pronounced the same way. (3mks)
  - Board .....
  - Morning .....
  - Boy .....
1. What is 'empathetic listening'? (2mks)
- What does a good empathetic listener do? (3mks)
- Read the conversation and answer the questions below. (10mks)
 

JOHN: (enters the office without knocking) Pardon my intrusion.

JAMES: (surprised) Not at all. What can I do for you please?

JOHN: (stammering) I demand for salary increment, this month henceforth. The workers are threatening to terminate their services. Forthwith.

JAMES: (composed) Please calm down. Let's discuss the remuneration issue reasonably.

- JOHN: (*shouting and banging his fists on the desk*) No! No! No! We have been patient long enough. All these years we have worked only to enrich you and your company.
- JAMES: (*Almost intimidated*) I sincerely apologize. I admit I have ignored the welfare of my workers. I have been extremely busy.
- JOHN: (*Glaring red-eyed*) Too busy! Better say extremely egocentric. All you care about is your enterprise.
- JAMES: (*Calmly and persuasive*) Patience please. I will call a meeting immediately. The company Board of Directors will confer with the workers...
- JOHN: (*Interrupting*) Okay! Immediately! If you keep your promise this time... (*walks out banging the door*).
- i) Explain the employer's display of etiquette in this conversation. (5mks)
- ii) Enumerate points on the employee's shortcomings in his conversational and negotiation skills. (5mks)

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

## COMPLIANT PREPARATORY EXAMINATION

101/2

ENGLISH

Paper 2

(Comprehension, Literary Appreciation and grammar)

Time 2hrs 30mins

**1. Read the passage below and answer the questions that follow. (20 mks)****Choosing a career**

The career market is full of opportunities. Gone are the days when we 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 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 of 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 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 when 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 certain courses comes from within the individual, but most times, individuals feel pressured by peers or family to take certain courses. Joining a career which you have no interest in is a recipe for a dull 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 out 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 your value.

**Questions**

1. What has created a necessity for career counselling? (2mks)
  2. Why is one's ability an important factor in career choice? (2mks)
  3. Why do you think the writer cites engineering in the passage? (2mks)
  4. According to the passage which career should a person who values variety choose? (2mks)
  5. Make notes on the importance of knowing the availability of jobs in the career field one wants to join. (4mks)
  6. What evidence is given in the passage to support the statement "money does not play a big role in job satisfaction"? (2mks)
  7. Explain the meaning of the following words as used in the passage.
    - a) Liberalization
    - b) Dearth
    - c) Social mobility
    - d) Collaboration
  8. Rewrite the following sentences according to the instructions given after each.
    - a) 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 ...) (2mks)
- 2. Read the following passage and answer the questions and follow. (25 mks)**

GOVERNOR'S WIFE: (as the FIRST WOMAN can't carry every-thing) where is that bitch Asja? (The ADJUTANT pulls her away.) Maro, bring the baby! (To the FIRST WOMAN:) Go and look for Masha. No, first take the dresses to the carriage. Such nonsense! I wouldn't dream of going on horseback! (Turning round, she sees the red sky, and starts back rigid. The fire burns. She is pulled out by the ADJUTANT. Shaking, the FIRST WOMAN follows with the dresses.)

MARO: (from the doorway with the boots) Madam! (She sees the trunks and dresses and runs towards the CHILD, picks it up, holds it a moment.) They left it behind the beasts. (She hands it to Grusha) Hold it a moment. (She runs off, following the GOVERNOR'S WIFE.)

Enter SERVANTS from the gateway

COOK: Well, so they have actually gone. Without food wagons, and not a minute too early. It's time for us to clear out.

GROOM: This'll be an unhealthy neighbourhood for quite a while. (*To one of the WOMEN*) Suliko, take a few blankets and wait for me in the foal stables.

GRUSHA: What have they done with the Governor?

GROOM: (*gesturing to throat cutting*): Fffft.

A FAT WOMAN: (*seeing the gesture and becoming hysterical*) Oh dear, oh dear, oh dear! Our master Georgi Abashwili! A picture of health he was, at the morning mass – and now! Oh, take me away, we're all lost, we must die in sin like our master, Georgi Abashwili!

OTHER WOMAN: (*soothing her*) Calm down, Nina! You'll be taken to safety. You've never hurt a fly.

FAT WOMAN: (*being led out*) Oh dear, oh dear, oh dear! Quick! Let's get out before they come, before they come!

A YOUNG WOMAN: Nina takes it more to heart than the mistress, that's a fact. They even have to have their weeping done for them.

COOK: We'd better get out, all of us.

ANOTHER WOMAN: (*glancing back*) That must be the East Gate Burning.

YOUNG WOMAN: (*seeing the CHILD in GRUSHA'S arms*) The baby! What are you doing with it?

GRUSHA: It got left behind.

YOUNG WOMAN: She simply left it there. Michael, who was kept out of all *the drafts!* The *SERVANTS* gather round the *CHILD*.

GRUSHA: HE's waking up.

GROOM: Better put him down, I tell you. I'd rather not think what'd happen to anybody who was found with the baby.

COOK: That's right. Once they get started, they'll kill each other off, whole families at a time. Let's go.

*Exeunt all but GRUSHA, with the CHILD on her arm, and TWO WOMEN.*

TWO WOMEN: Didn't you hear? Better put him down.

GRUSHA: The nurse asked me to hold him for a moment.

OLDER WOMAN: She's not coming back, you simpleton.

YOUNGER WOMAN: Keep your hands off it.

OLDER WOMAN: (*amiably*) Grusha, you're a good soul, but you're not very bright, and you know it. I tell you, if he had the plague, he couldn't be more dangerous.

GRUSHA: (*stubbornly*) He hasn't got the plague. He looks at me! He's human!

OLDER WOMAN: Don't look at him. You're a fool – the kind that always gets put upon. A person need only say, "Run for the salad, you have the longest legs," and you run. My husband has an ox cart – you can come with us if you hurry! Lord, by now the whole neighbourhood must be in flames.

*Both women leave, sighing. After some hesitation, GRUSHA puts the sleeping CHILD down, looks at it for a moment, then takes a brocade blanket and covers it. Then both women return, dragging bundles. Grusha starts guiltily away from the CHILD and walks away a few steps to one side.*

YOUNGER WOMAN: Haven't you packed anything yet? There isn't much time, you know. The Ironshirts will be here from the barracks.

GRUSHA: Coming!

(*The Caucasian Chalk Circle, Target Publications Ltd.*)

1. Where is this taking place and what has just happened? (2mks)
  2. Explain the paradox in this excerpt. (2mks)
  3. Identify and illustrate one-character trait of Natella and one of Grusha. (4mks)
  4. Identify what happens after this excerpt. (3mks)
  5. What happens to the child after Natella leaves it behind? (2mks)
  6. When is the next time Natella sees the child? (2mks)
  7. Identify and illustrate two features of style. (4mks)
  8. Who are the Ironshirts? (1mk)
  9. Explain the meaning of the following words as used in the passage (2mks)
    - Rigid .....
    - Simpleton .....
  10. This will be an unhealthy neighbourhood for quite a while. (Rewrite to end with 'neighbourhood'). (1mk)
  11. Identify and illustrate one theme evident in the passage. (2mks)
- 3. Read the poem below and answer the questions that follow. (20mks)**

#### The Glories of our Blood and State

The glories of our blood and state  
 Are shadows, not substantial things,  
 There is no armour against fate,  
 Death lays his icy hands on kings;  
     Scepter and crown  
     Must tumble down,  
 And in the dust be equal made  
 With the poor crooked scythe and spade.

Some men with swords may reap the field,  
 And plant fresh laurels where they kill,  
 But their strong nerves at last must yield,  
 They tame but another still;  
 Early or late,  
 They stoop to fate,  
 And must give up their murmuring breath,  
 When they, pale captives, creep to death.

The garlands wither on your brow,  
 Then boast no more your mighty deeds,  
 Upon death's purple altar now,  
 See, where the victor-victim bleeds;  
 Your heads must come  
 To the cold tomb;  
 Only the actions of the just  
 Smell sweet, and blossom in their dust

*James Shirley*

[From: The Poet's World: An Anthology of English Poetry  
 Edited by James Reeves (1948). London: William Heinemann Ltd]

1. What is this poem about? (4mks)
2. Who is the persona in this poem? (3mks)
3. Describe the tone of this poem. (3mks)
4. Identify and explain any two figures of speech used in the poem. (4mks)
5. Explain the meanings of the following lines. (6mks)
  - i) 'Are shadows, not substantial things,'
  - ii) 'And plant fresh laurels where they kill,'
  - iii) 'The garlands wither on your brow,'
- 4. GRAMMAR (15MKS)**
  - a) Use the correct form of the word in brackets to fill in the blanks (3mks)
    - I. His ..... (deceive) cost him his life.
    - II. The criminal's ..... (scandal) behavior in court appalled the judge.
    - III. Such an ..... (occur) had never been seen.
  - b) Use phrasal verbs to replace the underlined words. (2mks)
    1. He regained consciousness before the doctor arrived.
    2. Wafula became sick with fever after he was bitten by a mosquito.
  - c) Explain the meaning of the following sentences. (3mks)
    - a. Only Mutungi spoke to him.
    - b. Mutungi spoke to him only.
    - c. Mutungi only spoke to him.
  - d) Add the appropriate question tag. (2mks)
    - I. I am early.
    - II. Let us go to the garden.
  - e) Rewrite the following sentences as instructed. (3mks)
    - I. Someone is following us. (Rewrite in passive)
    - II. The victim and the neighbours did not speak to the reporters. (Begin: Neither...)
    - III. Okoyo will not win the elections if he does not clear himself of the corruption charges. (begin: Unless...)
  - f) Complete each of the following by filling the blank spaces with the correct preposition (2mks)
    - 1) On Saturday, our football team won because the spectators cheered .....
    - 2) Mwende is indebted ..... him for the help he gave me.

## COMPLIANT PREPARATORY EXAMINATION

101/3

ENGLISH

PAPER 3

TIME: 2 ½ HOURS

**1. IMAGINATIVE COMPOSITION***Either*

- a) Write a story ending with: when tears began to well up in her eyes, I turned and walked away. (20mks)

*Or*

- b) Write a composition either agreeing or disagreeing with the statement: “A good name is better than riches.” (20mks)

**2. THE NOVEL (COMPULSORY)**

“It is a changing world,” is a repeated phrase in The River and the Source. Using illustrations from the novel, show how the world is changing. (20mks)

**3. THE OPTIONAL SET TEXTS**

- a) *Short story; When the Sun Goes Down and Other Stories from Africa and beyond.*

“We are the product of the society around us.” With close reference to Rayda Jacobs’ short story ‘the guilt’ write an essay in support of this statement. (20mks)

- b) *Drama; Francis Imbuga, ‘Betrayal in the City’*

“No wrong in this world goes unpunished.” Write an essay illustrating this statement drawing your illustrations from Francis Imbuga’s, Betrayal in the City. (20mks)

- c) *The Novel; Witi Ihimaera, ‘The Whale Rider’*

Success is dependent on effort. Show the extent to which you agree with this proposition giving illustrations from The Whale Rider. (20mks)

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

**MURANGA SOUTH A**  
**END OF TERM II EXAMINATION**  
**101/1 English**  
**Paper 1**  
**(Functional Skills)**  
**June 2017**  
**2 hours**

1. Imagine that you are the chairperson of the students' council in your school. Your school is 1. Imagine that you are the chairperson of the students' holding a fund raising dinner in aid of a school hall. The class is given the invitation cards to give to their parents during the midterm break. You inform your parents/ guardians but forgot to give them the card.
  - i) Write a reminder to your parents guardians on the upcoming fundraising (10marks)
  - ii) Attach the invitation card that you forgot to give them (10marks)
2. Read the passage below and fill each blank spaces with the most appropriate word. (10 marks)  
 When you hear a gunshot you (1) \_\_\_\_\_ actually thank God; a bullet (2) \_\_\_\_\_ faster than the speed of sound (3) \_\_\_\_\_ chances are you would not hear a kill shot. In the middle (4) untold danger the gravest enemy is not the (5) \_\_\_\_\_, but the panic that naturally grips us. Overcoming this hysteria is (6) first battle. At the ring of a gunshot, lie flat on the ground and then (7) \_\_\_\_\_ listen to ascertain the (8) \_\_\_\_\_ of the shots. Looking around or even (9) \_\_\_\_\_ running and screaming makes you an easy (10) \_\_\_\_\_. Lie low as you quickly find a cover position behind a bullet - resistant surface.
3. ORAL SKILLS (30 marks)
  - a) **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
    - i. Identify and illustrate two sound devices in the poem. (2 marks)
    - ii. You've been asked to perform the above poem. Explain four things you will do to prepare for it. (2mks)
    - iii. What non-verbal aspects would you use in the performance of the poem and where? (2 marks)
  - iv. While performing **the** above poem you notice that members of **the** audience are murmuring. Give four possible reasons (2mks)
  - 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) depot



- 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**

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)

for free past papers visit: [www.freeksenpapers.com](http://www.freeksenpapers.com)

**MURANGA SOUTH A**  
**END OF TERM II EXAMINATION**  
**101/2**  
**English**  
**Paper 2**  
**(Comprehension, Literary Appreciation & Grammar)**  
**July 2017**  
**2 ½ hours**

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, 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 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 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 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 evaded 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 comes 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 a dull 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 matters is how well a career choice matches your values.

**QUESTIONS**

- i) What has created the necessity for career counseling? (3marks)
- ii) Why is one's ability an important factor in career choice? (2marks)
- iii) Why do you think the writer cites engineering in the passage? (2marks)
- 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. (4marks)
  - a) Liberalization
  - b) Dearth
  - c) Evaded
  - d) Social mobility

2. **THE CAUCASIAN CHALK CIRCLE**

Read the excerpt and answer the questions that follow.

GRUSHA Noon time is meal time. Now we'll sit hopefully in the grass, while the good Grusha (to the CHILD): goes and buys a little pitcher of milk. (She lays the CHILD down and knocks at the cottage door. An old man opens it) Grandfather could I have a little pitcher of milk? And a corn cake maybe?

OLD MAN: Milk? We have no milk. The soldiers from the city have our goats. Go to the soldiers if you want milk.

GRUSHA: But grandfather, you must have a little pitcher of milk for baby?

OLD MAN: And for a God-bless-you, eh?

GRUSHA :Who said anything about a God-bless-you? (She shows her purse.) We'll pay like princes. "Head in the clouds, back-side in the water." (The peasant goes off, grumbling, for milk).How much for the milk?

OLD MAN: Three piasters. Milk has gone up.

GRUSHA: Three piasters for this little drop? (Without a word he old man shuts the door in face). Michael, did you hear that? Three piasters! We can't afford it! (She goes back, sits down again, and gives the CHILD her breast). Suck. Think of the three piasters. There's nothing there, but you think you're drinking, and that's something. (Shaking her head, she sees that the child isn't sucking any more. She gets up, walks back to the door, and knocks again). Open grandfather, we'll pay. (softly). May lightning strike you!

(When the OLD MAN appears). I thought it would be half a piaster.

But the baby must be fed. How about one piaster for that little drop?

OLD MAN: Two

GRUSHA: Don't shut the door again. (She fishes a long time in her bag). Here are two piasters. The milk better be good. I still have two days' journey ahead of me. It's a murderous business you have here - and sinful, too!

OLD MAN: Kill the soldiers if you want milk.

GRUSHA: (giving the CHILD some milk): This is an expensive joke. Take a sip, Michael; it's a week's pay. Around here they think we earned our money just sitting on our behinds. Oh, Michael, Michael. You're a nice little load for a girl to take on! (Uneasy, she gets up, puts the CHILD on her back, and walks on.

The OLD MAN, grumbling, picks up the pitcher and looks after her unmoved).

SINGER: As Grusha Vashnadze went northward The Princes' Ironshirts went after her.

CHORUS: How will the barefoot girl escape the Ironshirts,

The bloodhounds, the trap-setters?

They hunt even by night.

Pursuers never tire.

Butchers sleep little.

### Questions

- (a) Explain what happens immediately before this excerpt? (3 marks)
- (b) As Grusha's Vashnadze went Northwards, the princes' Iron shirts went after her. Using the excerpt and elsewhere from the text, explain the importance of this mission to the soldiers. (3 marks)
- (c) What is the attitude of the Old man towards the soldiers? (2 marks)
- (d) Explain two character traits of Grusha as brought out in the excerpt. (4 marks)
- (e) What is the significance of the song in the excerpt? (2 marks)
- (f) Identify and explain two stylistic devices used in the excerpt. (4 Marks)
- (g) It is a murderous business you have here and sinful too. (Add a question tag). (1 mark)
- (h) Identify and illustrate two themes evidently brought out in the excerpt. (3 marks)
  - (i) Give the meaning of the following statements as used in the passage (3 marks)
  - (ii) This is an expensive joke
  - (iii) And for a God-bless-you, eh!
  - (iv) Bloodhounds

### 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 want 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 they 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.

- a) Explain why this narrative would be classified as a myth. (2 marks)
- b) What two differences are there between myths and legends? (4 marks)
- c) Describe any one character trait of: (4marks)
- Chameleon
  - Weaver bird.
- d) Explain one instance where suspense occurs in the story. (2marks)
- e) Identify and illustrate any two features of oral narrative present in the above oral narrative. (4 marks)
- f) Chameleon said, "Yes, I will go there" (Change into indirect speech) (1 mark)
- g) It is God who created man. (Change into passive) (1mark)
- h) Identify and illustrate one social activity practised by the community from which the narrative is drawn. (2 marks)
- GRAMMAR** (15 marks)
- (a) Change the following sentences into indirect speech. (2 marks)
- "You have cheated for too long," blurted the woman.
  - "How much money do you owe me?" demanded the creditor from the debtor.
- (a) Add question tags to the following statements. (2 marks)
- She warned you right from the beginning.
  - You will call in tomorrow.
- (c) Change the following sentences into the active voice. (2 marks)
- The experiment was successfully carried out by the student.
  - Our school was greatly honoured by the minister.
- (d) Rewrite the following sentences according to instructions given after each. (Do not change the meaning.) (3 marks)
- Many students benefit if they read in the morning. (Rewrite using a gerund)
  - If he calls me, I will attend the wedding ceremony. Begin: Unless
  - In spite of the bad weather they decided to go for a walk as planned. (Rewrite using although)
- (e) Fill in the blanks with suitable prepositions. (3 marks)
- I am fond \_\_\_\_\_ music.
  - He died \_\_\_\_\_ his country.
  - The river flows \_\_\_\_\_ the bridge.
- (f) Use the appropriate form of the word in brackets. (3 marks)
- Her cost her life, (deceive)
  - Such an \_\_\_\_\_ had never been seen. (Occur)
  - When we saw the suspect fidgeting, we knew that he was guilty. (doubt)

**MURANGASOUTH A****English****Paper 3****(Creative Composition****And Essays Based on Set Texts)****July 2017****2 ½ hours**

1. Imaginative composition (compulsory)

Either

- (a) Write a story ending with the words: (20 marks)

.....that is when I came to realise that I had been deceived.

or

- (b) Write a composition to illustrate the saying:

"Bad company ruins good morals."

2. Compulsory Set Text (20 marks)

Margaret Ogula's *The River and the Source*

Drawing illustrations from Margaret Ogula's *The River and The Source*, write an essay proving that Akoko is at the centre of the change process in the society of the River and The Source.

3. The Optional set texts (20 marks)

Answer any one of the following three questions

Either

- a. The Short Story

Ilieva Emilia and Waveney Olembo (ED.), *When the Sun Goes Down and Other Stories*.

With relevant illustrations, discuss the effects of global warming, in the story Tuesday Siesta by Gabriel Garcia Marquez.

Or

- b. Drama,

FRANCIS IMBUGA, *Betrayal in the city*.

"Absolute power corrupts absolutely." Basing your answer from the play, *Betrayal in The City*, show the validity of this statement.

Or

- c. The Novel.

Witi Ihimaera, *The Whale Rider*.

Despite the fact that Koro Apirana is like an old whale stranded in an alien present, he is a great leader who achieves a lot for his people. Write an essay to show the validity of this statement basing your illustrations on, *The Whale Rider*, by Witi Ihimaera.

**MURANGASOUTH B**  
**END OF TERM II EXAMINATION**  
**101/1 English**  
**Paper 1**  
**(Functional Skills)**  
**June 2017**  
**2 hours**

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

You are the secretary of Debating Club in your school, recently the club held a meeting and the following issues were discussed;

- Election of officials
- Income generating activities in the club
- Preparation for the great debate.

In the meeting, 8 members were present, 3 including the vice chairperson sent apologies and the whereabouts of 2 members were unknown. The club patron also attended the meeting. Apart from the main issues, members raised some issues from the previous meeting. Write down the minutes of the meeting.

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

The broadened freedom of speech bestowed upon people....1.....the rise of social media platforms does have its merits, as many now.....2.....a platform where they can.....3.....their concerns about injustices within the society. ....4.....,everything has its good things and bad things as..... 5 .....The freedom on social media has also rendered these avenues..... 6...grounds for hate.....7..... Many use it to promote their bigoted ideology. They encourage hatred ..8.....warring individuals or parties simply because they are.....9....to the views, beliefs, or behavior that differ from.....10.....

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

- a) **Read the oral poem below and respond to the questions that follow.**

**A BAREFOOT BOY**

A barefoot boy! I mark him at his play...  
 For May is here once more, and so is he,...  
 His dusty trousers, rolled half to the knee,  
 And his bare ankles grimy, too, as they:  
 Cross- hatchings of the nettle, in array  
 Of feverish stripes, hint vividly to me  
 Of woody pathways winding endlessly  
 Along the creek, where even yesterday  
 He plunged his shrinking body - gasped and shook  
 Yet called the water 'warm' with never lack  
 Of joy. And so, half enviously I look  
 Upon this graceless barefoot and his track,...  
 His toe stubbed..., his big toe-nail knocked back  
 Like unto the clasp of an old pocketbook.

- i) Identify and illustrate two devices that make the poem musical. (2mks)
  - ii) How would you effectively recite line 13 of this poem? (2mks)
  - iii) Which word would you stress in line 12? Give reason (2mks)
- b) One of the features in listening skills is maintaining a meaningful eye contact with the speaker. Why do you think it is important to do so? (3mks)
- c) Consider the following oral literature item. Kiugo kiu kiuru kiario kina kiundu kiuru (That bad word that has been spoken has something bad)
- i) Classify the above genre ..... (1mk)
  - ii) Identify and illustrate two features of sound in the above genre. (2mks)
  - iii) Identify what is lost when the item above is translated from its original language (2mks)
  - iv) Give one role of the above item (1mk)
- d) Underline the silent letter (s) in the following words. (3mks)
- |                  |             |
|------------------|-------------|
| i) word          | iv) bouquet |
| ii) debris       | v) victual  |
| iii) grandmother | vi) corps   |
- e) Which is the odd one out in the following groups of words based on the underlined sounds (3mks)
- |                  |                |               |                   |
|------------------|----------------|---------------|-------------------|
| a) <u>beer</u>   | <u>bare</u>    | <u>bear</u>   | <u>pair</u>       |
| b) <u>tough</u>  | <u>giraffe</u> | <u>dough</u>  | <u>photograph</u> |
| c) <u>honest</u> | <u>honour</u>  | <u>heifer</u> | <u>heir</u>       |
- e) Imagine you are the leader of a discussion group in class. How would you ensure that the discussion is fruitful?. (5mks)
- f) There were two candidates for an interview. One was successful while the other one was not. State and explain his or her conduct before the interview that could have made him or her to be successful. (4mks)

**MURANGASOUTH B**  
**END OF TERM II EXAMINATION**  
**101/2**  
**PAPER 2**  
**(Comprehension, Literary appreciation & Grammar)**  
**JULY 2017**

**COMPREHENSION (20MKS)**

*Read the passage below and answer the question 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 and 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 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 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 your 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 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.

1. What has created necessity for career counseling?
2. Why do you think the writer cites engineering in the passage?
3. What do you think should be the most important factor in choosing a career?  
Give a reason for your answer
4. In about fifty words, summarize the importance of knowing the availability of jobs in the career field one wants to join.
5. What evidence is given in the passage to support the statement "money does not play as a role in jobsatisfaction"?  
(2 marks)
6. a) "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: If.) (2 marks)
- b) The career market is full of many opportunities. (Begin: There ) (1 mark)
- c) Your career does not necessarily have to be your passion. (Re-write adding a question tag) (1mk)
7. Why is one's ability an important factor in career choices? (2 marks)



8. Explain the meaning of the following words as used in passage.

(4 marks)

- Dearth
- Liberalization
- Social mobility
- recipe

Read the Excerpt below and answer the questions that follow. (25mks)

FIRST LAWYER (bowing): Thank you, your honour. High court of justice, of all ties the ties of blood is strongest. Mother and child - is there a more intimate relationship? Can one tear a child from its mother? High court of justice, she has conceived it in the holy ecstasies of love. She has carried it in her womb. She has fed it with her blood. She has borne it with pain.

High court of justice, it has been observed that the wild tigress, robbed of her young, roams restless through the mountains, shrunk to a shadow. Nature herself.....

AZDAK (interrupting, to Grusha): What's your answer to all this and anything else that lawyer might have to say?

GRUSHA:He's mine.

AZDKA: Is that all? I hope you can prove it. Why should I assign the child to you in any case?

GRUSHA: I brought him up like the priest says "according to my best knowledge and conscience." I always found him something to eat. Most of the he had a roof over his head. And I went to such trouble for him. I had expenses too. I didn't look out for my own comfort. I brought the child up to be friendly with everyone, and from the beginning taught him to work. As well as he could, that is. He's still very little.

FIRST LAWYER:Your honour, it is significant that the girl herself doesn't claim any tie of blood between her and the child.

AZDKAThe court takes note of that.

Thank you, your honour. And now permit a woman bowed in sorrow

- who has already lost her husband and now has also to fear the loss of her child
- to address a few words to you. The gracious Natella Abashwili is.

GOVERNORS WIFE(quietly): A most cruel fate, sir, forces me to describe to you the tortures of a bereaved mother's soul, the anxiety, the sleepless nights, the.....

SECOND LAWYER:(bursting out): It's outrageous the way this woman is being treated! Her husband's palace is closed to her! The revenue of her states is blocked, and she is cold-bloodedly told that it's tied to the heir. She can't do a thing without that child. She can't even pay her lawyers! (To the FIRST LAWYER, Who desperate about this outburst, makes frantic gestures to keep him from speaking)

Dear Illo Shuboladze, surely it can be divulged now that the Abashwili estates are at stake?

FIRST LAWYER Please, Honoured Sandro Oboladze! We agreed(To AZDAK:) Of course it is correct that the trial will also decide if our noble client can take over the Abashwili estates, which are rather extensive. I say "also" advisedly, for in the foreground stands the human tragedy of a mother, as Natella Abashwili very properly explained in the first words of her moving statement. Even if Michael Abashwili were not heir to the estates, he would still be the dearly beloved child of my client.

AZDKA:Stop! The court is touched by the mention of estates. It's a proof of human feeling. SECOND LAWYER:Thanks, Your Honour. Dear Illo Shuboladze, we can prove in any case that the woman who took the child is not the child's mother. Permit me to lay before the court the bare facts. High court of justice, by an unfortunate chain of circumstances, Michael Abashwili was left behind on the Easter Sunday while his mother was making her escape. Grusha, a palace kitchen maid, was seen with the baby

COOK:All her mistress was thinking of was what dresses she'd take along!

#### Questions

- Recount the circumstances that lead to the events in the passage above. (4 marks)
  - In note form, summarize the points in the argument that the first lawyer gives in favour of Natella Abashwili. (4 marks)
  - After Grusha gives her argument, the first lawyer thinks that she weakened her own case. Why? (1mk)
  - Identify one character trait of the following as revealed in the passage
    - Natella Abashwili (2mks)
    - Grusha (2mks)
  - Explain two main themes dealt with in the passage (4mks)
  - Give the meaning of " I don't look out for my own comfort, (1mk)
  - Identify two stylistic devices employed by the playwright. (4mks)
  - Give two meanings of the word honor. (2mks)
  - "She has carried it in her womb" Rewrite in inverted form. (1mk)
3. Read the poem below and answer the questions that follow.
- "Sympathy"
- I know what the caged bird feels, alas!

When the sun is bright on the upland slopes;  
 When the wind stirs soft through the springing grass And the river flows like a stream of grass;  
 When the first bird sings and the first bud opes,  
 And the faint perfume from its petals steals –  
 I know what the caged bird feels!

I know why the caged bird beats its wing  
 Till its blood is red on the cruel bars;  
 For he must fly back to his perch and cling  
 When he rather would be on the branch a –swing.

And a pain still throbs in the old, old scars  
 And they pulse again with a keener sting  
 I know why he beats his wing!

I know why the caged bird sings, ah me,  
 When his wing is bruised and his bosom sore,  
 When he beats his bars and would be free;  
 It is not a song of joy or glee,  
 But a prayer that he sends from his heart's deep core,  
 But a plea, that upward to heaven he flings –  
 I know why the caged bird sings!

(Adapted from the poem by Laurence Donbar in 'American Negro Poetry' edited by Arna Bontemps. New York: Hill and Wang 1974)

#### Questions

- a. Explain briefly what the poem is about (3mks)
- b. What does the poet focus on in each of the three stanzas? (6mks)
- c. How would you describe the persona's feelings towards the caged bird? (4mks)
- d. What can we infer about the persona's own experiences? (3mks)
- e. Identify a simile in the first stanza and explain why it is used. (2 marks)
- f. Explain the meaning of the following lines:
  - (i) And the faint perfume from the petals steals (1 mark)
  - g. Supply another suitable title for this poem. (1 mark)
4. GRAMMAR:
  - (a) Rewrite the following sentences according to the instructions given. (3 marks)
    - i) Is there life after death or not? This is a question which man has been asking himself for a very long time. (Rewrite beginning: The question of Do not use the word question twice).
    - ii) I don't think you should go out this afternoon. (Rewrite beginning: I'd rather.....)
    - iii) After a new principal was appointed, results began to improve. (Rewrite beginning: Subsequent )
  - (b) Put the verbs in brackets in the gerund or the to-infinitive. (3 marks)
    - (i) I can't imagine Peter (go) by bike.
    - (ii) He agreed (buy) a new car.
    - (iii) I look forward to (see) you at the weekend.
  - (c) Explain the difference in meaning between the following pairs of sentences. (2 marks)
    - i) She went and bought herself a skirt.
    - ii) She went and bought a skirt herself.
  - (d) Fill in the blank spaces in the following sentences with the right form of the word in brackets. (3 marks)
    - (i) We must provide improvements in health services, (demonstrate)
    - (ii) I had never a marathon before, (run)
    - (iii) The prices at the market were quite (negotiate)
  - (e) Supply a question tag to each of the following. (2 marks)
    - (i) You will see the doctor,
    - (ii) They had bought the house,
  - (f) Replace the underlined words with a single word. (2 marks)
    - (i) My father is a very old man of between eighty and ninety years of age.
    - (ii) He bought books, pens, envelopes and a writing pad.

**MURANGASOUTH B**  
**END OF TERM II EXAMINATION**  
**101/3**  
**English**  
**Paper 3**  
**(Creative Composition And Essays Based on Set Texts)**  
**July 2017**  
**2 ½ hours**

1. *Imaginative composition (compulsory)*

Either

- (a) Write a story ending with the words: (20 marks)  
 .....that is when I came to realise that I had been deceived.  
 or  
 (b) Write a composition to illustrate the saying:  
 "Bad company ruins good morals..

2. *COMPULSORY SET TEXT*

(20 marks)

Margaret Ogula's *The River and the Source*

Drawing illustrations from Margaret Ogula's *The River and The Source*, write an essay proving that Akoko is at the centre of the change process in the society of the River and The Source.

3. *The Optional set texts*

(20 marks)

Answer any one of the following three questions

Either

a. The Short Story

*Ilieva Emilia and Waveney Olembo (ED.), When the Sun Goes Down and Other Stories.*

With relevant illustrations, discuss the effects of global warming, in the story Tuesday Siesta by Gabriel Garcia Marquez.

Or

b. Drama,

FRANCIS IMBUGA, *Betrayal* in the city.

"Absolute power corrupts absolutely." Basing your answer from the play, *Betrayal* in The City, show the validity of this statement.

Or

c. The Novel.

Witi Ihimaera, *The Whale Rider*.

Despite the fact that Koro Apirana is like an old whale stranded in an alien present, he is a great leader who achieves a lot for his people. Write an essay to show the validity of this statement basing your illustrations on, *The Whale Rider*, by Witi Ihimaera.

**MURANGASOUTH C****101/1 English****Paper 1****(Functional Skills)****June 2017****2 hours****FUNCTIONAL WRITIGN (20MKS)**

1. It has been noted that students of, late, have been buying food items over the school hedge, contrary to school rules. As the president of the students' council, you are greatly disappointed by the indifference of the secretaries to the students' council in this matter.

(a) Write a memo to the secretaries to the student's council reminding them of their responsibilities in ensuring no unauthorized transactions should take place in school (8marks)

(b) Design a poster to be posted on the school notice board alerting the students of the effects of their behavior (12mks)

**2. CLOZE TET (10MKS)**

Read the following passage and fill in each gap with the most appropriate word. (10mks)

It is an open secret that the country has gone into...1...campaign mode. Politicians have gone overdrive in.....2..... votes all over the country. As expected, the church has become a.....3... ..vote fishing ground. Politicians have taken up the.....4.....pulpit by storm. Allover .....5.....country, every Sunday, places of...6....are full of MPs, MCAs and other.....7.....They target churches.....8.....the congregation is...9...available and cost free in terms of mobilization and logistics. Surprisingly, the churches silent about...10.....The voice of the church has been swallowed by the deepening voice of the politicians.

**3: Oral skills (30mks)**

- a) Study the following song and answer the questions that follow;

**Soloist:** Greetings to you comrade warriors.

**Others:** Greetings!

**Soloist:** Do you know or do you not know me?

**Others:** We do not know you

**Soloist:** I know you know me not!

For I am he who is known as Ole Pare who wears a loose ring

And who owns stout steers and a healthy hand.

That beers in the months of plenty.

That are over-weight by fat.

**Others:** Yes it is him indeed!

**Soloist:** He that owns heifers with large stomachs

For who the meadow is insufficient but who gets stuffed at the valleys.

Where cow bells are removed.

As they are grazed together with those of the king's

**Others:** It is him!

**Soloist:** I have the blue one with the horn

Whose beauty resists branding.

Who leads the large herd of Kilapa

Whose numbers pose difficulty when moving homes.

**Notes:** (1) To prevent them from being discovered

(2) Name of a cow.

**Questions**

- Identify **two** features characteristic of an oral song (2mk)
  - Mention **two** ways in which you would expect the audience to react during the presentation of this song (2mks)
  - How would you say the following line to make it interesting?  
"He that owns heifers with large stomachs." (1mk)
  - Explain what the artist has done to involve the audience in the performance of this song. (3mks)
- (b) The Debating club in your school has organized a debating competition with the neighbouring school. As the secretary of the Debating club, you are appointed to be among the six members of the club who will represent the club in the competition. What would you do to ensure your presentation is successful.
- before presentation?(4mks)
  - During the presentation?(4mks)
  - For each word in the following sentence provide another one that is pronounced the same. (5mks)
- There aren't sweet ewes to see here (3 ½ marks)
  - I know flour (1 ½ mks)
- (d) Read the following dialogue carefully, then answer the questions that follow(9mks)

**MILKA:** (Cheerfully extending a hand). Good morning dear!

**MOREEN:** (Animated). Good morning, how are you?

**MILKA:** I'm fine thanks. And how are you?

**MOREEN:** I'm okay too.

**MILKA:** I'm looking for soya beans to cook quality succotash for my visitors. You know, I'm expecting a huge

- number of people in a week's time.
- MOREEN:** I have two tins of soya beans, here, you are lucky you wouldn't have to go elsewhere.
- MILKA:** I see how about those in that sack, what colour are they? ...er....I mean.
- MORREN:** I sell different types of beans there are these checkered ones, and in the sack I also sell the type known as Wairimu. Take your pick!
- MILKA:** It appears the Wairimu type are healthier than the soya which look a bit emaciated. Did you harvest them too early?
- MOREEN:** What you see is full grown size. Soya beans are never so copious. Don't forget the fact that they look really clean and healthy, size notwithstanding. Do you want quality or size?
- MILKA:** Both! You see healthier ones have more flesh, and that's exactly what we require. Anyway, what is the price of each tin of soya type?
- MOREEN:** Quite affordable. Each tin is sixteen kilograms (16kg) and each kg is Kshs.200. So you will part with Kshs 3,200 a tin.
- MILKA:** Three thousand what? That is the price of a ram! Can't spend all that for tiny beans. Come on, let's move. Quote what is tenable. The highest figure I can raise for a tin of beans is Kshs 2,400.
- MOREEN:** I have two children in a day school. I'm struggling to RAISE Kshs 18,000 for both of them. Your Kshs. 2,400 is way below my dream. Be serious, sister, if you really, need my very eye-catching beans. And I will give you one kilogram bonus if you buy my beans! Come on, give me Kshs 2,900 a tin. These are quality beans.
- MILKA:** Well, at least you sound promising now. I have two thousand seven hundred for you...er
- MOREEN:** (Yielding) You are a mean one. Anyway, how many tins do you need?
- MILKA:** (Fetching a wallet from her pocket) One and a half tins. That totals to Kshs. 4,050
- MOREEN:** (Receiving the money) Grat! Here, your money's worth and the bonus. You are not a bad guy. Next time you are looking for beans, come back to this stall. I'm Moreen Maina.
- MILKA:** (Appreciative) Thank you Moreen. I'm Milka Ogola. It has been a pleasure buying from you.
- MOREEN:** Thank you Mika. Byebye.
- MILKA:** Bye.

#### Questions

- i) Why do Milka and Moreen greet each other at the beginning of the conversation? (2mks)
- ii) Identify the negotiation skills employed by Milka in the transaction (5mks)
- iii. Judging from the transaction above, identify and illustrate two characteristics of negotiations (2mks)

**MURANGASOUTH C**  
**END OF TERM II EXAMINATION**  
**101/2**  
**ENGLISH PAPER 2**  
**(Comprehension, Literary appreciation & Grammar)**  
**JULY 2017**

**1. COMPREHENSION**

Read the passage below and answer the questions that follow.

You should have seen her walk in with elegance and style. Even those who had no taste for beauty and art quickly realised that she stood out among the beauty contestants. This was not an ordinary beauty contest like the previous ones. The competition had moved from the mere focus on outside beauty; it required brains too. When it came to answering the questions, Atieno did not disappoint the audience. She was eloquent and articulate, answering the questions intelligently and with precision. What is more, Atieno was cool and composed. She struck an image of one who was sure of herself and her subject. She spoke on how she would plough back the prize money to educate girls in her village and help orphans ravaged by the HIV/ AIDS pandemic. When she finished speaking, I could not help but join the rest of the audience in giving Atieno a standing ovation. To me, she was the epitome of perfection, a marriage of beauty and brains.

I loved the appearance and the experience of the judges. Their resumes spoke of people who were widely travelled and had vast experience, thus they knew what to look for in the contestants. I had no doubt that they would give a fair judgment. We waited with bated breath for the judges to come back from their consultations to announce the winner. Soon we became restless as people began whispering and murmuring. When it took a bit longer, word even begun going round that the judges had disagreed on who the winner was.

Finally, the judges emerged. Looking at their faces, my instincts told me something was amiss. Without wasting time, Judge Dulo dropped the bomb shell: " The winner of Miss Kenya Beauty Contest 2013 is Mzalendo Lukenya!" Shouts of disapproval filled the room. Even the minister for Culture and Social Services who is known for his level-headedness shook his head in disapproval. Finally the master of ceremonies calmed the audience and the judges called the winner on stage. When she appeared, the hall was filled with ululation and shouts of jubilation as song and dance filled the hall. I saw the minister wipe a tear from his left eye. The judges and the contestants had played a trick on us! Mzalendo Lukenya was actually Atieno! They had agreed not to associate her with any tribe in Kenya, hence the use of the name Mzalendo Lukenya. There were more shouts, music and dance in the hall. Indeed, this was a pageant of 'Beauty and Brains.'

**Questions**

**1.**

- a. Why was this contest different from any other? (1 mark)
- b. Identify a sentence in the last paragraph that indicates that all was not well. (1mk)
- c. Using illustrations from the passage describe the writer's attitude towards Atieno (3marks)
- d. Identify and illustrate a stylistic device dominating the last paragraph (2marks)
- e. Why do you think the minister wiped a tear from his left eye? (2mark)
- f. In a paragraph of not more than 30 words describe Atieno (5marks)
- g. Re-write the following sentences according to the instructions given after each (1mks)
  - i) Atieno did not disappoint the audience(Re-write in passive voice)
  - ii. I had no doubt they would give a fair judgement (Rewrite using "fairly") (1mk)
- h. Give the meaning of the following words as used in the passage (3mks)
  - i. Epitome
  - ii. Resumes
  - iii. ululations
  - iv. Articulate

**2. Passage based on set book: The Caucasian chalk circle by Berfolt Bretch.**

*Read the following passage carefully, then answer the questions that follow (25marks)*

**AN OLD WOMAN**(to Grusha) : Are you feeling bad? It's just excitement about Jussup. Sit down and rest a while, my dear.(GRUSHA Staggered).

**GUESTS:** Now everything'll be the way it was. Only the taxes'll go up because now we'll have to pay for the war.

**GRUSHA**(weakly): Did someone say the soldiers are back?

A man: I did.

**GRUSHA:** It can't be true

**FIRST MAN**(to a woman): show her the shawl. We bought it from a soldier. It's from Persia.

**GRUSHA**(looking at the shawl): They are her. (She gets up takes a step, kneels down in prayer, takes the silver cross and chain out of her blouse, and kisses it.)

**MOTHER-IN-LAW** (While the guests silently watch GRUSHA):

What's the matter with you? Aren't you going to look after our guests? What's all this city nonsense got to do with us?

**GUESTS** (resuming conversation while GRUSHA remains in prayer):

- You can buy Persian saddles from the soldiers too. Though many want crutches in exchange for them.
- The leaders on one side can win a war, the soldiers on both sides lose it
- Anyway, the war's over. It's something they can't draft you any more.
- The dying man sits bolt upright in bed. He listens.



- What we need is two weeks of good weather
- Our pear trees are hardly bearing a thing this year.

**MOTHER-IN-LAW** (*offering cakes*): Have some more cakes and welcome! There are more!

The MOTHER-IN-LAW goes to the bedroom with the empty cake pans. Unaware of the dying man, she is bending down to pick up another tray when he begins to talk in a hoarse voice.

**PEASANT**: How many more cakes are you going to stuff down their throats?

D'you think I can shit money?

**THE MOTHER-IN-LAW**: starts, stares at him aghast, while he climbs out from behind the mosquito net.

**FIRST WOMAN**(*talking kindly to GRUSHA in the next room*):

Has the young wife got someone at the front?

**A MAN**: It's good news that they're on their way home,huh?

**PEASANT**: Don't stare at me like that! Where's this wife you've saddled me with?

Receiving no answer, he climbs out of bed and in his nightshirt staggers into the other room. Trembling, she follows him with the cake pan.

**GUESTS**(*seeing him and shrieking*): Good God! Jussup!

Everyone leaps up in alarm. The women rush to the door

**GRUSHA**: Still on her knees, turns round and stares at the man.

**PEASANT**: A funeral supper! You'd enjoy that, wouldn't you?

Get out before I throw you out! (*As the guests stampede from the house, gloomily to GRUSHA*) I've upset the apple cart,Huh?  
(*Receiving no answer, he turns round and takes a cake from the pan which his mother is holding.*)

**SINGER**:

O confusion! The wife discovers she has a husband.

By day there's the child, by night there's the husband.

The lover is on his way both day and night.

Husband and wife look at each other.

The bedroom is small.

*Near the bed the PEASANT is sitting in a high wooden bath tub,anked, the MOTHER-IN-LAW is pouring water from a pitcher. Opposite GRUSHA cowers with MICHAEL, who is playing at mending straw mats.*

### Questions

- a. Explain what has happened just before this extract. (2mks)
  - b. Comment on the OLD WOMAN'S statement.  
"It's just excitement about dear Jussup." (2mks)
  - c. Explain the meaning of the following statement: (3mks)  
The leaders on one side can win a war  
The soldiers on both sides lose it.
  - d. Why do you think Grusha kneels down in prayer? (2mks)
  - e. Pick a sentence in the passage that indicate Jussup is unhappy about his mother's arrangement for his marriage to Grusha (1mk)
  - f. Identify and illustrate one theme brought out in the excerpt (2mks)
  - g. Describe two character traits of each of the following as depicted in the extract.
    - i. Grusha 2mks
    - ii. Jussup 2mks
    - iii. Identify one feature of style advanced by SINGER and explain its effectiveness. (2mks)
  - i. Explain the meaning of "...GRUSHA cowers with Michael..." (2mks)
  - j. From elsewhere in the text, how has MOTHER-IN-LAW benefited from the GRUSHA-JUSSUP marriage? (2mks)
  - k. Get out before I throw you out! (Add a question tag) (1mk)
  - l. What happens immediately after this extract? (2mks)
3. Read the song below and answer the questions that follow (20mks)
- |  |        |
|--|--------|
| The hoe goes up whaaaa                 | Eeeeh! |
| And lands strongly, ndu!               | Eeeeh! |
| It opens the earth                     | Eeeeh! |
| The earth to receive seed              | Eeeeh! |
| The sky, let forth the waters          | Eeeeh! |
| The seed, come back with many more,    | Eeeeh! |
| Many granaries grown under your weight | Eeeeh! |
| This harvest, who gives us?            | Eeeeh! |
| Only He, the owner of the sky!         | Eeeeh! |
| The owner of the land!                 | Eeeeh! |
| The maker of our people!               | Eeeeh! |
| Only He!                               | Eeeeh! |

The man who works, let his words be hearkened to!



The mother who works; let her happily cook!  
 The young man who works; may he in battle win!  
 The young woman who works; may suitors see her!  
 The hand that works; let its mouth eat!  
 The hand that is slack; shall its mouth yawn?

This harvest, who will eat it?  
 The fathers, may they be wise!  
 The mothers, may they birth nations!  
 The young man, may they be strong!  
 The young woman, may they be beautiful!  
 The people, let them work!  
 The children, let them play!

### Questions

- |   |        |
|---|--------|
| a. Classify this song   | 2marks |
| b. Using illustrations from the text identify four values of the community which this song comes from | (4mks) |
| c. Identify four oral features that make the song an oral piece                                       | (4mks) |
| d. What are the gender roles of men and women in this community?                                      | (3mks) |
| e. Identify one social and one economic activity of the community that owns this song                 | (2mks) |
| f. What religious beliefs do the members of the community have?                                       | (4mks) |
| g. Explain the meaning of the line<br>The hand that is slack; shall its mouth yawn?                   | (1mk)  |

### Question 4 GRAMMAR (15MKS)

- |  |          |
|--|----------|
| a. Rewrite the following sentences according to the instructions after each  | (2mks)   |
| i. Bali could not pass the interview. He did not prepare adequately for it(Begin: If...)                                 |          |
| ii. I never failed to switch off the lights after ten(Begin: Not once....)   |          |
| b. Fill in each blank space with the correct prepositions  | (2mks)   |
| i. The child died .....typhoid.  |          |
| ii. These men have been accused.....robbery with violence  |          |
| c. Fill in the blank spaces with the correct form of the word in brackets  | (2mks)   |
| i. This issue is not.....(negotiate)   |          |
| ii. He has received.....(commend)for his determination and hard work.  |          |
| d. For each of the following sentences, replace the underlined phrasal verb with one word which conveys the same meaning | (2marks) |
| i. I hope my performance <u>measures upto</u> your expectations.   |          |
| ii. The man <u>walked out on</u> his wife last year.   |          |
| iii. His study <u>brought to light</u> some interesting facts.   |          |
| e. Rewrite the sentences below, replacing each idiomatic expression with an expression similar in meaning                | (3marks) |
| i. This time round, you have <u>crossed the red line</u>   |          |
| ii. When he abused her he made her <u>blood boil</u>   |          |
| iii. I eat meat <u>once in a blue moon</u>   |          |
| f. Join each pair of following sentences using appropriate conjunctions  | (3mks)   |
| i. The boy swept his room. His father prepared lunch.  |          |
| ii. I feel unwell. I will attend the meeting.  |          |
| iii. This is the man. I gave my bag to him.  |          |

**MURANGASOUTH C**  
**END OF TERM II EXAMINATION**  
**101/3**  
**English**  
**Paper 3**  
**(Creative Composition**  
**And Essays Based on Set Texts)**  
**July 2017**  
**2 ½ hours**

**1. Imaginative composition (20Marks)**

**Either:**

- (a) "From the preparations that were going on in the compound that morning, it was clear that our family was going to experience one of the most colourful events of our lifetime"  
 Write an imaginative composition on this event, detailing what you saw and experienced. (20marks)

**OR:**

- (b) Write a composition to illustrate proverb:  
 Bad company ruins good morals

**2 The compulsory set book (20mks)**

Margaret Ogola, the River and the source

"Our parents play a very important role in shaping our destiny." Drawing illustrations from the novel The River and the source by Margaret Ogola, write an essay to illustrate the validity of this statement (20marks)

**3 The optional set text (20mks)**

Answer any ONE of the following questions

**a. The short stories: When the sun Goes Down and other stories from Africa and Beyond.**

"Dowry should be a token of appreciation not purchase of a bride and a girl should be allowed to marry a man of her choice."  
 Write a composition to support this statement drawing your illustrations from The Law of the Grazing fields by Cyprian Ekwensi (20marks)

**b. The play: Betrayal in the city, by Francis Imbuga.**

Artists use characters in their stories to represent certain segments of society. Using Mulili in the play Betrayal in the city for your illustrations, discuss the validity of this statement.

**c. The Novel: The Whale Rider, by Witi Ihimaera**

"For women to survive in a male-dominated society they have to assert themselves." Discuss the validity of this statement using Nani flower in Witi Ihimaera's The whale Rider for your illustrations (20marks)

**IMENTI CENTRAL**  
**101/1**  
**ENGLISH**  
**PAPER 1**  
**FORM FOUR**  
**END OF TERM TWO EXAM 2017**  
**TIME : 2 HRS**

**1. FUNCTIONAL SKILLS (20MKS)**

Imagine that you are the organizing secretary of Veronica Sign's graduation party. Veronica has graduated with a first class honours degree from the University of Nairobi.

- a) Design and invitation card to be sent to guests. (12mks)  
 b) Write a congratulatory note to Veronica to be presented on that day. (8mks)

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

READ THE PASSAGE BELOW AND FILL IN EACH BLANK SPACE WITH THE MOST APPROPRIATE WORD.

As controversy rages about the shocking poor .....the KCSE examination, debate is now shifting .....what the future holds for over two thirds .....the candidates classified as having failed in .....is turning out to be a brutal clean-up of the .....sector.

A majority of parents .....children find themselves on the receiving .....essentially, this means that they don't qualify to .....either a degree or a diploma course which .....greatly affect their chances of getting a job. Thus they are .....to joining Kenya's unemployment statistics.

(Adapted from Sunday Nation 8th January 2017)

**3. ORAL SKILLS: (30MKS)**

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

The sweetest thing .....by / bid

There is in this world something  
 That surpasses other things  
 In sweetness  
 It is sweeter than honey  
 It is sweeter than salt  
 It is sweeter than salt  
 It is sweeter than sugar  
 It is sweeter than all  
 Existing things  
 This thing is sleep  
 When you are conquered by sleep  
 Nothing can prevent you  
 Nothing can stop you from sleeping  
 When you are conquered by sleep  
 And numerous millions arrive  
 Millions will find you asleep

**Questions**

- i. Identify and illustrate two sound devices/used in the poem. (4mks)  
 ii. Write down words from the poem that have the following sounds. (3mks)  
 /i/ -  
 /s/ -  
 /p/

**iii. Underline the stressed syllables in the following words. (3mks)**

- a) Surpasses  
 b) Conquered  
 c) Numerous

**B) Consider the following genre**

Mi moet moet a moita (there is a wound in a calf's stomach)

**Questions**

- i. Classify the above genre. (1mk)  
 ii. Identify and illustrate two features of sound in the above genre. (2mks)  
 iii. Explain what is lost if the above item is translated from its original language. (2mks)  
 iv. Give one role of the above genre. (1mk)

**C) Read the following oral narrative and answer the questions that follow.**

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

The race began and without donkey’s knowledge, the chameleon jumped on the donkey’s tail. they ran and ran, until the donkey was so tired until he stopped to rest, as soon as the donkey stopped, the chameleon jumped from the donkey’s tail and said. “Now my friend, are you any faster than I?” No, now I know that you are a man,” answered the poor donkey.

**Questions**

- i. What would you do to capture the attention of the audience before you begin to tell the story. (2mks)
- ii. How would you make the narration of the indicted in bold effective. (4mks)
- iii. Which word is pronounced the same as the word “tail” in the narrative? (1mk)

**D) Read the conversation below and answer the questions that follow**

(The patient is entering the office, where the doctor is writing something)

Doctor: (stop writing) Good morning Eunice, sit down.

**Patient:** Good morning doctor, thank you.

**Doctor:** What is your problem?

**Patient:** What, what is there about the children that upset you?

**Patient:** Uh! Before I moved in where I stay now, I used to ..... they used to listen to me and all that. Now, they .....

**Doctor:** Go on, they .....

**Patient:** They disobey and disrespect me and upset me.

**Doctor:** Why do you think they disobey you?

**Patient:** I think because the father is away most of the time.

**Doctor:** (Smiling) That is a simple problem. When your husband comes, bring him along, we will sort it out.

**Patient:** Thank you doctor. I believe you will assist me.

**Questions**

- i. Identify features of turn taking in the conversation above. (5mks)
- ii. Identify two features of etiquette used in the conversation. (2mks)

**IMENTI CENTRAL****101/2****ENGLISH****Paper 2****(Comprehension, Literary Appreciation and grammar)****Time 2hrs 30mins****QUESTION 1: COMPREHENSIO****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 fleecing 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 cooperation 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 Lok Adalats, 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.

- What is corruption? (2marks)
- Why are the causes of corruption considered as complex? (2marks)
- Identify and explain two ways in which the citizens contribute towards corruption. (4marks)
- In note form, identify four causes of corruption as identified by the passage. (4marks)
- Rewrite the sentences below as one.
 

Corruption is an intractable problem. It is like diabetes. It can only be controlled and not eliminated. (1mark)
- What does the writer suggest should be done to eliminate corruption? (3marks)
- According to the passage, can corruption be eliminated? Explain. (2marks)
- Explain the meaning of the following words as used in the passages. (4marks)
  - Fleecing
  - Malevolent
  - Endemic
  - Intractable

**Question 2: THE CAUCASIAN CHALK CIRCLE (25MARKS)**

OLD MAN: milk? We have no milk. The soldiers from the city have our goats. Go to the soldiers if you want milk

GRUSHA: but grandfather, you must have a little pitcher of milk for baby?

OLD MAN: And for a God-bless-you,eh?

GRUSHA: Who said anything about a God-bless-you?(she shows her purse.) we'll pay like rinces. "Head in the clouds, back-side in the water". (The peasant goes off, grumbling, for milk). How much for the milk?

- OLD MAN:** Three piaster. Milk has gone up.
- GRUSHA:** Three piasters for this little drop? (Without a word the old man shuts the door in her face). Michael, did you hear that? Three piasters! We can't afford it!(she goes back , sits down again, and gives the CHILD her breast). Suck. Think of the three piasters. There's nothing there, but you think you're drinking, and that's something. (shaking her head, she sees that the child isn't sucking any more. She gets up, walks back to the door, and knocks again). Open grandfather, we'll pay. (Softly). May lightning strike you!(When the OLD MAN appears.) I thought it would be half a piaster. But the baby must be fed. How about one piaster for that little drop?
- OLD MAN:** Two!
- GRUSHA:** Don't shut the door again.(she fishes a long time in her bag.). Here are two piasters. The milk better be good. I still have two days' journey ahead of me. It's a murderous business you have here – and sinful, too!
- OLD MAN:** Kill the soldiers if you want milk.
- GRUSHA:** (giving the CHILD some milk): this is an expensive joke. Take a sip, Michael; it's a week's pay. Around here they think we earned our money just sitting on our behinds. Oh, Michael. You're a nice little load for a girl to take on! (Uneasy, she gets up, puts the CHILD on her back, and walks on. The OLD MAN, grumbling, picks up the pitcher and looks after her unmoved.)
- SINGER:** As Grusha Vashnadze went northward.  
The prince's Iron shirts went after her.
- CHORUS:** How will the barefoot girl escape the iron shirts,  
The bloodhounds, the trap-setters?  
They hunt even by night.  
Pursuers never tire.  
Butchers sleep little.

- a) Explain what happens immediately before this excerpt? (3marks)
- b) From the above extract, what are the effects of war? (3marks)
- c) "Michael you are a nice little load for a girl to take on!" Give a brief explanation of an earlier incident in the play when Grusha took up responsibility of Michael. (3marks)
- d) "And for a God-bless you, eh?" what does the old man mean by this? (2marks)
- e) "How will the barefoot girl escape the ironshirts;. The bloodhounds and the trap setters?"  
From the background of this story, explain why it is so crucial for the soldiers to capture Michael? (4marks)
- f) Identify and illustrate one character trait of Grusha and of the Old man as brought out in this extract. (4marks)
- g) Identify and explain any two figures of speech used in this extract. (4marks)
- h) The prince's ironshirts went after her.(change into an interrogative statement.) (1mark)
- i) They hunt even by night. (Add a question tag.) (1mark)

### Question 3 Oral Narrative

Read the following oral narrative and then answer the questions that follow.

#### THE CRUEL STEP-MOTHER

Once upon a time, there was a man and a wife who had a baby girl. Unfortunately, the wife died and so , the man married again. He got another girl with the second wife.

The two girls became extremely close, so close that whenever the mother sent one on an errand, the other was sure to accompany her. The mother, however, did not like the child of the deceased. She would always show her dislike by denying her certain favours. Her feelings became so bad that she decided to get rid of the girl. To do this, she dug a hole in her bedroom on a day when the husband was absent and covered the hole with a cow's hide. She then called her daughter and sent her to the house of a friend some kilometers away. As usual, the two girls wanted to go together but the woman refused, giving the excuse that she wanted to send the other one elsewhere.

After the departure of her daughter, she called the other girl and sent her for her snuffbox in the bedroom. Unaware of what lay ahead, the girl eagerly rushed into the room only to fall into a hole! The mother very quickly filled the hole with soil, completely disregarding the girl's screams for help.

When the daughter came back, she merely assumed that the absence of her dear companions was justified. After hours of waiting, she, however, became impatient and questioned the mother.

"where is my sister?" she asked.

'But she followed you. As soon as she did what I wanted, she ran after you. Now stop bothering me', the mother retorted.

Time passed and the now anxious girl went round calling out the name of the other one, but all in vain. Alas... She cried the whole night and the next day and refused to touch any food. The father helped in the search but to no avail.

After three days, the girl still cried and called the other one. She then heard a very weak voice responding in song:

Maalya maalya

Maalya maalya

Na mwenyu niwe mwai iiee malya

Ekwinza muthiko iiee malya

Wakwisa kunthika iiee malya

Wakwisa kunthika iiee malya

(Maalya Maalya

And your mother is the wise one iiee malya,

She dug a grave iiee malya

For interring me in iiee malya)

The girl dashed towards the direction of the voice, repeated her cries and again got the same response. She came to the conclusion that whoever was responding was definitely underground, somewhere in the house. Immediately the father came



that day(before the arrival of the mother), she told him what had happened. After hearing the song, the father dug up the place and pulled out an extremely weak and disfigured daughter. All three wailed and wailed. Eventually, the father gave her a mixture of blood from a goat and milk to drink after which she vomited all the soil she had eaten. He gave her some more of the mixture on after which he hid her.

When the wife eventually came back, the man did not let her get into the house but sent her for a cow in a far off place. He explained away his action by telling her that he had decided to host a feast for relatives (including his in-laws). In the meantime, he sent for all of them. When the woman came back with the cow, she found everyone waiting for her. Uneasy now, she sat down in the place she was shown by her husband. He then stood up and after welcoming all, reminded them of the lost daughter. He then called upon the wife to explain the circumstances leading to the sad episode. She hauntingly repeated the now commonly known story. When she sat down, the husband told this woman's daughter to repeat her earlier wails after which all heard:

Maalya maalya  
Maalya maalya  
Na mwenyu niwe mwai iiee malya  
Ekwinza muthiko iiee malya,  
Wakwinsa kunthika iiee malya.

All were surprised to hear the words of the other girl's song and at that moment, the 'dead' girl joined them. The woman was as though paralysed by shock.

The husband then explained the truth of the matter and told his in-laws to take their daughter with them. They said that if that was what she had done to the girl, they couldn't have such a monster in their house. The woman was disowned by all and chased away.

#### Questions.

- To which audience and when can such a story be told? (1mark)
- Explain three features of style employed in the narrative. (6marks)
- Contrast the character of the mother and her blood daughter. (4marks)
- Explain two problems you are likely to encounter when collecting materials for such a genre. (4marks)
- What does the author mean by the following sentences as used in the passage?
  - "When the daughter came back, she merely assumed that the absence of her dear companion was justified. (1mark)
  - And your mother is wise one iiee malya. (1mark)
- What is the moral lesson of this narrative? (2marks)

#### Question 4: GRAMMAR. (15MARKS)

- Fill in the blanks with suitable preposition. (2marks)**
  - His breath smelt.....alcohol
  - She was living.....her means.
- For each of the following sentences replace the underlined phrasal verb with one word which has the same meaning. (2marks)**
  - His performance did not measure up to the expected standards.
  - It's not good to walk out on one's family.
- Rewrite the following sentences according to the instructions given after each. Do not change the meaning of the original sentence. (2marks)**
  - The snake did not bite the boy.  
(Begin: The boy.....)
  - They were so happy that they forgot to lock the door.  
(Begin: So happy.....)
- Complete the following sentences with the correct form of word in brackets.(3marks)**
  - The film, though poor in artistic value, was a.....success.(finance)
  - Will you.....your theory.(clear)
  - They gave him morphine to.....the pain.(dead)
- Change the following sentences into indirect speech (2marks)**
  - "You have cheated for too long,"blurted the woman.
  - "How much money do you owe me?" demanded the creditor from the debtor.
- Add question tags to the following statements. (2marks)**
  - She warned you right from the beginning.....
  - You will call in tomorrow.....
- Rewrite the following sentences to remove gender bias. (2marks)**
  - A professor should give his students opportunities to develop their skills.
  - My sister was appointed chairman of the water project committee.



**IMENTI CENTRAL****101/3****ENGLISH****(Creative composition and essays based on set texts)****PAPER 3****FORM FOUR****END OF TERM TWO EXAM 2017****1. Imaginative composition****Either**

- a) Write a composition beginning with the following:

It all started as a rumour but no one in the family took it seriously until.....

(20marks)

**Or**

- (b) Write a composition agreeing or disagreeing with the statement, "Ethnicity is the major cause of violence in our society,"

**2. Compulsory Set Text**

(20mks)

Margaret Ogola's The River and the Source

Drawing illustrations from Margaret Ogola's The River and The Source, write an essay proving that Akoko is at the centre of the change process in the society of the River and The Source.

**3. OPTIONAL TEXTS (20MARKS)****Answer only one question.**

- (b) Imbuga Francis:
- BETRAYAL IN THE CITY**

"Like caged animals we move but inside the cage". Draw illustrations to support this statement.

**Or**

- (b)
- The Short Story**

Longhorn Publishers: **When The Sun Goes Down and Other Stories from Africa and beyond**

"Terror gangs bring about devastation to any society." Write an essay in support of this statement with close reference to Moses Isegawa's story '**The War of the Ears**'.

**Or**

- (c)
- The Novel: The Whale Rider**

"Racial and tribal discrimination are the order of the day in the society." Support this statement drawing illustrations from Witi Ihimaera's novel '**The Whale Rider**'.

**KASSU JET**  
**101/1**  
**ENGLISH**  
**Paper 1**  
**(Functional Skills)**  
**JUNE, 2017**  
**Time: 2 Hours**

**1. Functional Writing (20 marks)**

You have just graduated from the university after pursuing your dream course. It is no mean feat because your life since childhood has been marked by multiple challenges which you have however, conquered successfully. Email your autobiography to a publisher.

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

All the ordinary Kenyans and their leaders, irrespective of their political 1 \_\_\_\_\_, must fully 2 \_\_\_\_\_ the war on drugs. The consequences of drug 3 \_\_\_\_\_ are devastating, and many have been moved to tears on seeing young people wrecked by these substances. When these drugs are exported, 4 \_\_\_\_\_ have same effects on the users overseas. And this is why governments in the west, including the United States, invest heavily in 5 \_\_\_\_\_ drugs. The extradition of two Kenyans and their suspected foreign accomplices to the US is a manifestation of the determination 6 \_\_\_\_\_ break up cartels that ruin American lives. It is, 7 \_\_\_\_\_, unfortunate that anybody would wish to politicize such a 8 \_\_\_\_\_ matter. Kenya is bound by International conventions to co-operate and facilitate the arrest of criminals suspects on its own. If the suspects can prove they have 9 \_\_\_\_\_ to do with drug 10 \_\_\_\_\_, there is no reason they should not return home as soon as possible.

**3. Oral Skills (30 marks)**

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

**Three Pool Player Seven at the Golden Shovel**

We read cool. We  
 Left school. We  
 Lurk late. We  
 Strike straight. We  
 Sing sin. We  
 Thin gin. We  
 Jazz June. We  
 Die soon.

-Gwendolyn Brooks

- a) List all the pairs of rhyming words in the poem. (1 mark)  
 b) What effect is created by the rhyming words in the poem? (1 mark)  
 c) Apart from the rhyming words, how else is the effect mentioned in b) above achieved in the poem. (1 mark)  
 b) "Come ye to me and I will **heel** your soles." (1 mark)  
 a) Classify the genre above. (1 mark)  
 b) Give one function of the genre above. (1 mark)  
 c) Identify one characteristics of the genre above. (1 mark)  
 c) Identify the silent letter (s) in each of the following words. (3 marks)

- a) Mutton \_\_\_\_\_  
 b) Sachet \_\_\_\_\_  
 c) Sword \_\_\_\_\_

- d) From the following set of words identify the odd one out with regard to the pronunciation of the underlined letters. (3 marks)

- a) Critically                      Occasionally                      Academically  
 b) Hop                              rod                                      hope  
 c) Soar                              saw                                      so

- e) Provide a homophone for each of the following words. (3 marks)

- a) Choose \_\_\_\_\_  
 b) Quire \_\_\_\_\_  
 c) Story \_\_\_\_\_

- f) The debate club of your school has been invited to participate in a debate contest at a school in Kisumu. After a lengthy discussion with the Principal, they were allowed to travel to Kisumu to participate in the contest. State four negotiation skills they might have used to convince the Principal. (4 marks)  
 g) Imagine that the mayor of a city in Australia has visited your school to address the students. How would you introduce him to the audience? (1 mark)  
 h) Against each of the following sentences state whether you would end with a rising or falling intonation. (3 marks)  
 a) Why did you oversleep? \_\_\_\_\_

- b) What a tragic experience that was! \_\_\_\_\_
- c) My younger sister has identical twins. \_\_\_\_\_
- i) Underline the stressed syllable in the following words. (2 marks)
- a) Reply
- b) Absent (*adjective*)
- j) Read the following telephone conversation and then answer the questions that follow.

**Secretary:** (*phone rings*) Hello Masomo Secondary School. How may I help you?

**Caller:** I want to speak to my mother.

**Secretary:** May I know who your mother is please.

**Caller:** (*Impatient and irritated*) I have said I want to speak to my mother.

**Secretary:** Excuse me, I'm sorry I don't know who your mother is. Could you please tell me her name?

**Caller:** (*Shouting*) You have been working in that institution for the last ten years and you don't know Mrs Marita?

**Secretary:** (*politely*) Oh! Mrs Marita? She has just stepped out shortly. May I take a message for her please?

**Caller:** (*bangs the receiver*)

- a) Identify any **three** instances that show the caller's lack of telephone etiquette. (3 marks)
- b) How can you tell that the secretary observes professional conversational skill in the above telephone conversation? (2 marks)

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)

KASSU JET

101/2

ENGLISH

Paper

(Comprehension, Literary  
Appreciation and Grammar)

June, 2017

2½ hours

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

We are moving inexorably into the age of automation. Our aim is not to devise a mechanism which can perform a thousand different actions of any individual man but, on the contrary which could by a single action replace a thousand men.

Industrial automation has moved along three lines. First there is the conveyor belt system of continuous production whereby separate operations are linked into a single sequence. The goods produced by this well-established method are untouched by the worker, and the machine replaces both unskilled and semi-skilled. Secondly, there is automation with feedback control of the quality of the product; here mechanisms are built into the system which can compare the output with a norm, that is, the actual product with what it is supposed to be, and then correct any shortcomings. The entire cycle of operations dispenses with human control except in so far as monitors are concerned. One or two examples of this type of automation will illustrate its immense possibilities. There is a factory in the USA which makes 1,000 million electric light bulbs a year, and the factory employs three hundred people. If the pre-automation techniques were to be employed, the labour force required would leap to 25, 000. A motor manufacturing company with 45,000 spare parts regulates their entire supply entirely by computer. Computers can be entrusted with most of the supervision of industrial installations, such as chemical plants or oil refineries. Thirdly, there is computer automation, for banks, accounting departments, insurance companies and the like. Here the essential features are the recording, storing, sorting and retrieval of information.

The principal merit of modern computing machines is the achievement of their vastly greater speed of operation by comparison with unaided human effort; a task which otherwise might take years, if attempted at all, now takes days or hours.

One of the most urgent problems of industrial societies rapidly introducing automation is how to fill the time that will be made free by machines which will take over the tasks of the workers. The question is not simply of filling empty time but also of utilizing the surplus human energy that will be released. We are already seeing straws in the wind: destructive outbursts on the part of youth whose work no longer demands muscular strength. While automation will undoubtedly do away with a large number of tedious jobs, are we sure that it will not put others which are equally tedious in their place? For an enormous amount of sheer monitoring will be required. A man in an automated plant may have to sit for hours on end watching dials and taking decisive action when some signal informs him that all is not well. What meaning will his occupation bear for the worker? How will he devote his free time after a four or five hour stint of labour? Moreover, what, indeed, will be the significance for him of his leisure? If industry of the future could be purged of its monotony and meaninglessness, man would then be better equipped to use his leisure time constructively.

- What is the main purpose of automation, according to the passage? (1mk)
- Explain why less men are required for the first type of industrial automation than in a manual system? (2mks)
- What is more sophisticated about the second industrial automation system than the first? (2mks)
- What is the main benefit of computing machines? (1 mark)
- Comment on the biggest drawbacks of automation in industrial societies. (2mks)
- How would the sense be changed if the phrase "a single action" (lines 2-3) were replaced by "a thousand actions"? (1mk)
- What does the phrase "if attempted at all" refer to? (1mk)
- What does the author consider as important as "filling empty time"? (1mk)
- State the three lines of industrial automation referred to by the author. Give your answer in note form. (3mks)
- In a paragraph of not more than 100 words, describe the benefits and problems of increasing industrial automation. (5mks)

**2. EXCEPT**

**THE NEPHEW:** (takes the chair) The IRONSHIRTS and the FAT PRINCE sit on the steps. Enter AZDAK, mimicking the gait of the Grand Duke

**AZDAK :** (in the Grand Duke's accent) Is any here know me? Am Grand Duke

**IRONSHIRTS:**

-What is he?

-The Grand Duke. He knows him, too.

-Fine. So get on with the trial

**AZDAK:**

Listen! Am accused instigating war? Ridiculous!

Am saying ridiculous! That enough? If not, have brought lawyers.

Believe five hundred. (He points behind him, pretending to be surrounded by lawyers.) Requisition all available seats for lawyers! (The IRONSIRTS laugh; the FAT PRINCE joins in.)

**NEPHEW :** (to the **IRONSHIRTS**): You really wish me to try this case? I find it rather unusual. From the taste angle, I mean.

**FIRST IRONSHIRTS:** Let's go!

**FAT PRINCE:** (smiling) Let him have it, my little fox!

**NEPHEW:** All right. People of Grusinia versus Grand Duke. Defendant, what have you got to say for yourself?

**AZDAK:** Plenty. Naturally, have read war lost. Only started on the advice of patriots. Like Uncle Arsen Kazbeki. Call Uncle Arsen as witness.

**FAT RPINCE:** (to the **IRONSHIRTS**, delightedly): What a madcap!

**NEPHEW:** Motion rejected. One cannot be arraigned for declaring a war, which every ruler has to do once in a while, but only for running a war badly.

**AZDAK:** Rubbish! Did not run it at all! Had it run! Had it run by Princes! Naturally, they messed it up.

**NEPHEW:** Do you by any chance deny having been commander-in-chief?

**AZDAK:** Not at all! Always was commander-in-chief. At birth shouted at wet nurse. Was trained drop turds in toilet, grew accustomed to command. Always commanded officials rob my cash box. Officers flog soldiers only on command. Land owners sleep with peasant's wives only on strictest command. Uncle Arsen here grew his belly at my command!

**IRONSHIRTS:** (clapping) He's good! Long live the Grand Duke!

**FAT PRINCE:** Answer him, my little fox: I'm with you

**NEPHEW:** I shall answer him according to the dignity of the law. Defendant, preserve the dignity of the law!

**AZDAK:** Agreed. Command you proceed with trial!

**NEPHEW:** It is not your place to command me. You claim that the Princes forced you to declare war. How can you claim, then, that they-er- "messed it up"?

**AZDAK:** Did not send enough people. Embezzled funds. Sent sick horses. During attack, drinking in whorehouse. Call Uncle Arsen as witness.

**NEPHEW:** Are you making the outrageous suggestion that the princes of this country did not fight?

**AZDAK:** No Princes fought. Fought for war contracts.

**FAT PRINCE:** (jumping up) That's too much! This man talks like a carpet weaver!

**AZDAK:** Really? Told nothing nut truth.

**FAT PRINCE:** Hang him! Hang him!

**FIRST IRONSHIRT:** (pulling the **PRINCE** down) Keep quiet! Go on, Excellency!

**NEPHEW:** Quiet! I now render a verdict: You must be hanged! By the neck! Having lost war!

**AZDAK:** Young man, seriously advise not fall publicly into jerky clipped speech. Cannot be watchdog if howl like wolf. Got it? If people realize Princes speak same language as Grand Duke, may hang Grand Duke and Princes, huh? By the way, must overrule verdict. Reason? War lost, but not for Princes. Princes won their war. Got 3,863,000 piasters for horses not delivered, 8,240,000 piasters for food supplies not produced. Are therefore victors. War lost only for Grusnia, which is not present in this court.

**FAT PRINCE:** I think that will do, my friends. (To **AZDAK**): You can withdraw, funny man. (To the **IRONSHIRTS**) You may now ratify the new judge's appointment, my friends.

**FIRST IRONSHIRT:** Yes, we can. Take down the judge's gown. (One **IRONSHIRT** climbs on the back of the other, pulls the gown off the hanged man.) (To the **NEPHEW**) Now you run away so the right person can get on the right chair. (To **AZDAK**): Step forward! Go to the judge's seat! Now sit in it! (Azdak steps up, bows, and sits down.) The judge was always a rascal! Now the rascal shall be a judge! (The judge's gown is placed round his shoulders, the hat on his head.) And what a judge!

**SINGER:** And there was civil war in the land  
The mighty were not safe.  
And Azdak was made a judge by the Ironshirts.  
And Azdak remained a judge for two years.

**SINGER AND CHORUS:** When the towns were set a fire  
And rivers of blood rose higher and higher,  
Cockroaches crawled out of every crack.  
And the court was full of schemers  
And the church of foul blasphemers.  
In the judge's cassock sat Azdak

### Questions

1. What had happened before? (2mks)
2. Describe any one characters trait of each of the following from the excerpt. (4mks)
  - i. Fat Prince
  - ii. Grand Duke
3. Identify and illustrate two themes evident in the excerpt. (4mks)
4. Comment on any two styles used in the excerpt (4mks)
5. "Princes fought. Fought for war contracts"  
What is implied by the quoted speech? (3mks)
6. Rewrite the following sentence derived from the excerpt in grammatically correct English. (1mk)

7. Young man, seriously advise not fall publically into jerky clipped speech.
8. What is the prevailing mood in the words of the songs? (2mks)
9. What happens immediately after the excerpt? (2mks)
10. Explain the meaning of each of the following words as used in the excerpt. (3mks)
  - a.) Hairsplitter
  - b.) Rascal
  - c.) Ratify the new judge's appointment

### 3. POETRY

#### THE TEARS OF A SLAVE

Adieu, to my native shore,  
To toss on the boisterous wave;  
To enjoy my kindred no more,  
But to weep – the tears of a SLAVE!

By the sons of freemen I'm borne,  
To the land of the free and the brave;  
From my wife and children I'm torn,  
To weep – the tears of a SLAVE!

When, I think on mother and friends,  
And the joy their countenance gave;  
Ah! How my sad bosom it rends,  
While weeping – the tears of a SLAVE!

Ah! Now, I must labour for gold,  
To pamper the pride of the knave;  
Ah! Now, I am shackled and sold  
To weep – the tears of a SLAVE!

Keen sorrow so presses my heart,  
That often I sigh for my grave;  
While feeling the lash-cruel smart!  
And weeping – the tears of a SLAVE!

Ye sons, of the free and wise,  
Your tender compassion I crave;  
Alas! can your bosoms despise  
The pitiful tears of a SLAVE!

Can a land of Christians so pure!  
Let demons of slavery rave!  
Can the angel of mercy endure  
The pitiless – tears of a SLAVE!

Just heaven, to thee I appeal;  
Hast thou not the power to save?  
In mercy the power reveal,  
And dry – the sad tears of a SLAVE.

*By Africus-Freedom Journal.*

1. Who is the persona in the poem? (2mks)
2. What is happening to the persona in the first stanza? (3 marks)
3. Identify the dominant two styles used in the poem and state their effectiveness? (4mks)
4. What is the tone of the poem? (2mks)
5. Who do you think is described as 'knave' in the fourth stanza? Give a reason for your answer. (2mks)
6. In what way does the persona question religion? (2mks)
7. What solution does the poet offer that will end slavery? (2mks)
8. Explain the meaning of the following lines as used in the poem. (3mks)
  - a. From my wife and children I'm torn.
  - b. Keen sorrow so presses my heart.
  - c. Your tender compassion I crave.

**4. GRAMMAR****1. Fill in the blank with the appropriate complex preposition.****(1mk)**

Aoro was suspended ----- indiscipline.

**2. Using a participle, combine each of the following into one sentence.****(2mks)**

a.) The parents talked to the students. They discovered that the students were focused on their studies.

b.) The students were tired after the match. They went straight to the dormitory.

**3. Rewrite the sentences below replacing the underlined word with a phrasal verb.****(4mks)**i) The government has abolished certain taxes.ii) He stole the money from the till.iii) Kwame was eagerly awaiting his holiday to the Bahamas.iv) We cannot solve problems by avoiding them.**4. Fill the blanks in the following sentences with the missing part of the idiom whose meaning is given in brackets.****(2mks)**

a) This dress cost me an arm and a -----, (expensive)

b) She was considered a gold ----- when she married the president's son. (opportunist)

**5. Rewrite the following sentences according to the instructions given after each.****(3mks)**

a) We shall never again fall for their lies. (Begin: Never ----- )

b) It is late but you must leave. (Begin: Late ----- )

c) The old man was so sick that he could not walk. (Begin: So ----- )

**6. Explain the difference in meaning between the following sentences.****(2mks)**

i) My brother who lives in Sidney came to see me last month.

ii) My brother, who lives in Sidney, came to see me last month.

for free past papers visit: [www.freekcsepastpapers.com](http://www.freekcsepastpapers.com)



**KASSU JET****101/3****ENGLISH****PAPER 3****(Creative Compositions and Essays Based on Set Texts)****JUNE 2017****2 ½ hours.****1. Imaginative Composition.****Either**

- a). Write a story beginning...

I heard the screeching of brakes ....

**Or**

- b). Discuss ways in which the youth can contribute towards a peaceful election.

**2. Compulsory set text.**

Traditional practices can be used widely in creating harmony among members of the society. Drawing illustrations from Margaret Ogola's *The River and the Source*, write an essay to discuss the validity of this statement.

**3. Optional Set texts.**

Answer any one of the following three questions.

**Either**

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

(20 marks).

A teacher plays a central role in a student's life. Making reference to Michael Anthony's 'Sandra Street', write a composition supporting this statement. (20 marks)

**Or**

- b).
- Drama.**

Francis Imbuga, *Betrayal in the City*.

(20 marks)

Poor governance leads to the suffering of the citizens in a country. Discuss the statement in light of the text *Betrayal in the City* by Francis Imbuga.

**Or**

- c).
- The Novel.**

Witi Ihimaera, *The Whale Rider*.

(20 marks)

Racial and tribal prejudices manifest themselves in Witi Ihimaera's *The Whale Rider*. Write an essay in support of this statement.

for free past papers visit: [www.freekcsepapers.com](http://www.freekcsepapers.com)

**SUKEMO JET 2017****101/1****ENGLISH****PAPER 1****(Functional skills)****TIME: 2HRS****1. FUNCTIONAL WRITING**

The Young Farmers Club in your school plans to sell Rabbits to the neighboring school. Send an advertisement through e-mail stating the price, quality of the product and any other relevant information. Remember to copy the club patron.

**2. CLOZE TEST**

A 2009 report by the international Federation for the Red Cross and Red Crescent Societies

(1) ----- that 10,000 people living (2) ----- albinism within East Africa, were displaced (3)-----  
-----in hiding. Between 2007 and 2009 forty four people living with albinism (4)-----  
children were killed in Tanzania and fourteen (5)-----in Rwanda. Most of the killings were  
ritualistic and fuelled by myths and witchcraft.

“Some of these beliefs people (6) ----- are quite disturbing, like the

(7) ----- that albinos never die or the body parts of an albino can cure

(8) ----- diseases. None of this is true,” says Dr Choksey. “But Kenya is (9)-----  
a beautiful country because we (10) ----- hear such cases of people with albinism being killed.”

**3. ORAL SKILLS****a) Read the following narrative and answer the questions that follow****Hare and Tortoise**

Once upon a time, there lived a hare and tortoise. They were good friends and met regularly to discuss many issues. Hare made it a habit to ridicule Tortoise about his short legs and slow pace. Although Tortoise would brave the ridicule by trying to explain that he always got things done even at his slow pace, Hare's daily taunts were getting on his nerves.

“I wish I could find a way of proving to hare that though I am slow, I'm steady and sure,” tortoise agonized.

One day, Hare challenged Tortoise to a race. “Let's compete in a race. With your stumps of legs, I can run ten times faster than you!” Hare said this loudly for other animal; which were nearby to hear.

“You may defeat me but you cannot run ten times faster than me” Tortoise protested.

To settle the argument, the two decided to compete the following day. Hare run home, got his horn and blew it hard. When the other animals came to enquire what the news was, Hare invited them to witness the race the following day.

When the race started, Hare zoomed off as if he had been attacked by a swarm of bees, leaving Tortoise way behind.

Soon Hare came across a group of animals resting by some bushes. He stopped to chat with them.

“I'm sure I can take a nap and still wake up to beat Tortoise,” he declared proudly. He then proceeded to find a nice shade and dozed off.

When Hare woke up, he could only see the silhouette of Tortoise as he disappeared way off ahead of him. By the time he got to the finishing point, Tortoise had long finished the race. Hare walked away in shame and never taunted Tortoise about his short legs and slow pace again.

**Questions**

- i) If you were to narrate the above story to an audience, how would you capture their attention before the narration? (3mks)
- ii) What paralinguistic features would you employ to make your narration interesting? (3mks)
- iii) How would you say the last sentence of the narrative? (2mks)
- b) Underline the letters that are silent in the words below. (2mks)
  - i) Married
  - ii) Rendezvous
- c) For each of the following sentences state the intonation used at the end. (3mks)
  - i) You won, hurrah!
  - ii) I should plan for my destiny.
  - iii) May I go out?
- d) Give the homophones of the words given below (3mks)
  - i) Quay
  - ii) Draught
  - iii) Sink
- e) You are scheduled to interview the chairperson of the electoral commission on free, fair and peaceful polls. How would you prepare? (3mks)
- f) Underline the stressed syllable in each of the following words. (4mks)
  - i) Humanity
  - ii) Conceptual
  - iii) Malnourished
  - iv) Organize
- g) Your teacher of English has requested you to inform the form four students about the staging of the play “ The Caucasian Chalk Circle” during the weekend. Give three things you would do to ensure that the announcement is effectively delivered. (3mks)
- h) Imagine that you are listening to a narration. How would the narrator know that you are listening attentively? (4mks)

**SUKEMO JOINT EXAMINATION**  
**ENGLISH PAPER 2**  
**(Comprehension, Literary**  
**Appreciation and Grammar)**  
**July 2017**  
**2 ½ Hours**

**1. COMPREHENSION (20MKS)**

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

With mobile phone networks spread throughout the country, services such as Safaricom's mobile money transfer (M-Pesa), mobile banking (M-Kesho) and information on agricultural produce markets (411 Get It) have increased job opportunities for rural youths as the demand for local agents increases. In his late twenties, Elijah Kimenjo, from Pwani in Nakuru district, is an example: he approached Equity Bank in 2007 for a loan to set up an M-Pesa kiosk. As well as enabling farmers and traders to deposit or withdraw money using their mobile phones, Kimenjo was able to pay back his start-up loan in just six instalments.

By simplifying money access, members of the community have more money at their disposal and therefore are more likely to spend it locally. The service has also enabled farmers and traders to purchase inputs and make orders with their suppliers without having to travel into town. The savings made on transport costs enable them to acquire more stock, which means that the entire community benefits from more goods being available locally.

Kimenjo's business has also benefitted from transactions made by the farm owners residing in Nakuru, who do not have to commute to the village to pay their casual labourers. These farm owners are also able to pay their farming supervisors for land preparation and purchase of fertilisers and seeds.

In 2008, the entire region of Nakuru experienced a severe drought, which led to widespread crop failure, and Kimenjo noticed an increased flow of money through his business due to remittances from relatives in urban areas. "This service has strengthened friendships and social interactions in the community," Kimenjo says. "Moreover, this has greatly contributed to the success of my business. This means that the entire community benefits from the goods available."

Using the revenue generated by his M-Pesa business, Kimenjo has diversified into farming, now leasing 20 acres of land. He also receives information about agronomic practices from the Organic Farmer e-bulletin, published by the International Centre for Insects, Pests and Ecology (ICIPE), through his data-enabled mobile phone, helping him to grow maize, beans and potatoes.

The SMS-based '411 Get It' service, a joint venture between Safaricom and the Kenya Agricultural Commodity Exchange (KACE), also provides Kimenjo with information on agricultural produce and market prices, enabling him to identify favourable markets and cut out middle men. With the profits from his farm, Kimenjo opened an M-Kesho business, allowing community members to make deposits from their M-Pesa accounts into an Equity Bank account where they earn interest. "This is an incentive for rural youths to engage in farming," Kimenjo adds.

During the planting and weeding season, Kimenjo's operating capital is reduced as his customers increase their M-Pesa withdrawals. To counter this problem, Kimenjo took out another loan from Equity Bank to purchase a motorcycle so that he could travel to Nakuru town quickly to top up his M-Pesa account. As a result, he has a steady flow of cash in order to facilitate local business transactions.

Despite an increasing range of information services available through the internet, literacy remains a major obstacle for many people because these services are only supplied in official languages. The technologies therefore need to be adapted in such a way as to be accessible in a variety of local dialects to help farmers have easy access to modern farming information and technologies, especially to tackle the current climatic uncertainties that are being experienced. Access to ICT services would also help to foster local skill building and knowledge sharing between rural communities.

Yet guided by locally driven business oriented solutions, Kimenjo's experiences and business knowledge clearly show the important linkages and synergies that exist between the development of ICTs and information sharing that can support the livelihoods of a large cross-section of youth and other members of communities for agricultural and rural development.

**Questions**

- a) According to the first paragraph what is the impact of the spread of mobile phone network on the youth? (1mk)
- b) Explain the irony in the fourth paragraph. (2mks)
- c) In not more than 50 words, summarize the benefits of mobile telephony to farmers as brought out in the passage. (5mks)
- d) "This service has strengthened friendships and social interactions in the community," Kimenjo says. (Rewrite in **reported** speech) (1mk)
- e) Which other piece of technology did Kimenjo obtain to support his business? How did it help him? (2mks)
- f) What is the relevance of Kimenjo in the passage? (2mks)
- g) What is the **tone** of the passage? (2mks)
- h) What is the biggest problem facing mobile telephony and what is the solution according to the passage? (2mks)
- i) Supply a suitable title to this passage. (1mk)
- j) Give the meaning of the following as used in the passage. (2mks)
  - a. Start-up
  - b. Incentive

**2. EXCERPT (25MKS)****SINGER***Hear the story of the judge**How he turned judge, how he passed judgment, and what kind**Of judge he was.**On that Easter Sunday of the great revolt, when the Grand**Duke was overthrown**And his Governor Abashwili, father of our child, lost his head**The village Scrivener Azdak found a fugitive in the woods**And hid him in his hut**Azdak, in rags and slightly drunk, is helping the old beggar into his cottage.*

AZDAK: stop snorting, you're not a horse. And it won't do you any good with the police to run like a snotty nose in April. Stand still, I say. (*He catches the OLD MAN, who has marched into the cottage as if he'd like to go through the walls.*) Sit down.

Feed. Here's a hunk of cheese. (*From under some rags, in a chest, he fishes out some cheese, and the OLD MAN greedily begins to eat.*) Haven't eaten in a long time, huh? (*The OLD MAN growls*) why are you running like that? The cop wouldn't even have seen you

OLD MAN: Had to! Had to!

AZDAK: Blue funk? (*The OLD MAN stares uncomprehending*) Cold feet? Panic? Don't lick your chops like a Grand Duke. Or an old sow I can't stand it. We have to accept respectable stinkers as God made them, but not you! I once heard of a senior judge who farted at a public dinner to show an independent spirit! Watching you eat like that gives me the most awful ideas. Why don't you say something? (*Sharply*) Show me your hand. Can't you hear? (*The OLD MAN slowly puts out his hand.*) White! So you're not a beggar at all! A fraud, a walking swindle! And I'm hiding you from the cops like you were an honest man! Why are you running like that if you are a landowner? For that's what you are. Don't deny it! I see it in your guilty face! (*He gets up*) Get out! (*The OLD MAN looks at him uncertainly.*) What are you waiting for, peasant-flogger?

OLD MAN: pursued. Need undivided attention. Make a proposition...

AZDAK: Make what? A proposition? Well, if that isn't the height of insolence. He's making me a proposition! The bitten man scratches his fingers bloody, and the leech that's biting him makes him a proposition! Get out, I tell you!

OLD MAN: Understand point of view! Persuasion! Pay hundred thousand piasters one night! Yes?

AZDAK: What? You think you can buy me? For a hundred thousand piasters? Let's say a hundred and fifty thousand. Where are they?

OLD MAN: Have not them here. Of course. Will be sent. Hope do not doubt.

AZDAK: Doubt very much. Get out!

**Questions**

- What happens immediately after this excerpt? (2mks)
- Identify any two stylistic devices evident in the excerpt. (4mks)
- What is the exact identity of the Old man? Why is he being referred to as a fugitive? (2mks)
- What does the Old man imply when he tells Azdak to make a proposition? (2mks)
- Identify and illustrate the major theme evident in the excerpt. (2mks)
- From elsewhere in the text, make notes on how Azdak turned a judge. (5mks)
- What in the excerpt shows that the Old man is in a desperate situation? (2mks)
- Describe the character of the characters below as portrayed in the excerpt. (4mks)
  - Azdak
  - Old man
- Explain the meaning of the words and phrases below as used in the excerpt. (2mks)
  - Height of insolence
  - Pursued

**3. POETRY (20 MARKS)**

Read the following poem and answer the questions that follow.

**PURGING**

You were given to me,

As a steward I cared for you,

You morphed from baby to boy,

Changed from youth to manhood,

But death dealt a blow.

Before you gave us a daughter-in-law,

And grandchildren to love and spoil,

We mourned and moiled but back,

We couldn't bring the departed you.

Life and death is a real dream of life,

With no morning to wake up to.

I wonder; do I really exist?

I'm in a lifelong dream,

Only to wake upon a death daybed?

## Questions

- (a) Who is the persona in this poem? (2mks)
- (b) How is the title 'purging' relevant to the subject matter of the poem? (2mks)
- (c) What is the poem about? (4mks)
- (d) Explain the meaning of the following expressions as used in the poem. (2mks)
- i) But death dealt us a blow  
Before you gave us a daughter-in-law
- ii) I'm a lifelong dream
- (e) Comment on any one aspect of style used in this poem. (3mks)
- (f) Describe the persona's attitude towards the subject matter at the beginning and at the end of the poem. (4mks)
- (g) What is the prevailing mood in this poem? (2mks)
- (h) You were given to me. (Change the statement into active form. (1mk)

**4. GRAMMAR (15MKS)**

- a) Fill in the blank spaces in the following sentences with the correct form of the word in brackets (3mks)
- i) The politician tried to \_\_\_\_\_ the rowdy crowd but failed. ( peace)
- ii) Juma found an old radio and \_\_\_\_\_ it trusting it would work. (wind)
- iii) Any person taking a public office ought to be \_\_\_\_\_ ( corrupt).
- (b) Replace the underlined words in each of the following sentences with an appropriate phrasal verb. (3mks)
- i) Please remove that jacket.
- ii. We were forced to spend the night by the road side after the lights and breaks of our vehicle failed to work
- iii. As soon as they got to know each other, Wandia and Aoro became close friends
- c) Explain the difference in meaning between the following sentences. (2mks)
- i) Peter likes the car more than I.
- ii) Peter likes the car more than me.
- d) Rewrite the following sentences according to the given instructions. (3mks)
- i) We will ring you tonight if we abandon the plan. (Rewrite beginning: Should...)
- ii) They became hungrier and hungrier.  
So the robbers became weaker and weaker.  
(Join the sentences into one avoiding repetition. Begin: The hungrier...)
- iii) John Kibito is hoping to recapture his gubernatorial seat. He is campaigning seriously.  
(join into one sentence using present participle)
- e) Insert the correct preposition to complete the sentences below. (4mks)
- i) It is amazing \_\_\_\_\_ any standards that a student at this level should write such an essay.
- ii) The new manager was not acquainted \_\_\_\_\_ the problems of the company.
- iii) Were they acquitted of all the charges preferred \_\_\_\_\_ them?
- iv) The children were pleased \_\_\_\_\_ the news.

**SUKEMO MOCK****103****ENGLISH****PAPER 3****Creative Composition and Essays Based on Set Texts****July/August 2017****2 ½ hours**Answer **three** questions only.

1. a) Imaginative composition.

**Either**

Write a story ending with: If I had a second chance I would be wiser.

**Or**

- b) Write a story to illustrate the proverb:-

“Once beaten twice shy”.

2. **Compulsory Set Text.**

**The River and the Source by Margaret Ogolla.**

Drawing illustrations from Margaret Ogolla’s “The River and the source, show how women characters overcome the obstacles of patriarchal society that degrades women.

(20 marks)

3. **Optional Set text**

3. a) **When the Sun Goes Down and Other Stones from Africa and Beyond.**

Using illustrations from Tillie Olsen’s story “I using Here Ironing,” write an essay to show that all that children require is love and understanding, for them to achieve in life.

(20 marks)

3. b) **Betrayal in the City –Francis Imbuga.**

Greed heightens the level of moral decay in the society. With illustrations from the play Betrayal in the City, write an essay to justify the statement.

(20 marks)

3. c) **The Whale rider.**

Male chauvinism is an exercise in futility. With close reference to Witi Ihimaera’s text The Whale Rider, justify the truth in this statement.

(20 marks)

for free past papers visit: [www.freekcsenpastpapers.com](http://www.freekcsenpastpapers.com)



**MOKASA****101/1****ENGLISH****Paper 1****(Functional Skills)****2017****Time: 2 Hours****1. FUNCTIONAL WRITING (20 MARKS)**

You are going to the Masai Mara on a three day trip.

- a. Write a **shopping list** of the items that you will require. (8 marks)
- b. Prepare a **journal** you kept for the three days you were there. (12 marks)

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

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

Tourism is one of the jewels in Kenya's economic crown, contributing ..... the economy as it is one of the top three income generating sectors that contribute immensely to the GDP. It has ..... since before independence owing to the unique attractions our country ..... visitors. But it is also the most vulnerable to disruption. Just one or two ..... advisories can wipe out millions ..... dollars in revenue for industry players and this just ..... of a perception that visitors are not safe.

This is the reality that our election managers, our security forces, our media and all of ..... should endeavour to forestall. We cannot afford to play dice with our economic lifeline. And we cannot let a basic, regular and too often repeated civic ..... like a general election deprive us of our livelihoods, if not our lives. Elections ..... and go. They should afford us an opportunity for renewal and not plunge us into a fear that we spread to visitors from afar.

**3. ORAL SKILLS (30mks)****People Should Mind Their Own Business**

There was once a man who was a trapper and he used to set his traps and catch birds and small animals in the forest. Now, this man had a wife. And every day, he set out to go to the forest. Whenever he caught something, like a guinea fowl, he would go and sell part of what he had caught and other part he would take home to eat. With the money he got from selling some of the creatures he caught, he bought rice for himself and his wife to eat.

As time passed, he began to trap some really big animals and birds. He would slaughter them and, as usual, take some of the meat to the market to sell and the rest to his house to eat. He always bought rice for their food. One day he caught a number of rabbits. He slaughtered them and sold some of the meat.

But the trapper's wife never found the liver in any meat of which he brought home. This is because the trapper had made a pact with a beast of the forest: 'You do the trapping and catching... me, I will keep an eye on your trap here and whatever you trap, what is inside is for me and the flesh is for you.'

So the wife never found the liver and began to wonder. She said to the trapper, 'What kind of husband are you, then? Every day you bring me game meat and what do you do with the livers of all these animals?' He answered her, 'My wife, one shouldn't get involved in other people's affairs; one should mind one's own business. Be content with what I bring you and don't go around asking unnecessary questions.' But the woman wouldn't listen. She said to herself, 'I'll follow him.'

So, one day the man went out and set his trap. He had set his trap out there and the woman didn't know where the trap was. She came walking, *kwah-kwah-kwah!* and the lion was there, the one which had made a pact with the man that whatever was caught, the tripe or innards would be for it and the flesh for the man. Anyway, here was the woman, walking, walking and walking, and then, all of a sudden, *huruuuu-kwi!* The trap caught her. There she was, held up by the head, her legs dangling down.

Now, her husband was coming along, far behind her. 'Oh, oh, my friend!' exclaimed the lion when it saw him arrive, 'Today we've caught a really big animal! We always catch small animals but today we've got the real one, the two-legged one!'

'Oh, no!' said the man, 'Don't say that. This is my wife.' 'No, no, no,' said the lion, 'I am not going to have any of that. We've agreed that of whatever comes here, what is in the stomach is mine and the flesh is yours. I can't allow you to back out now.'

The Hare was passing by and the man called him. 'Hey, Hare, come and help us to settle this.' The Hare came and asked the woman, 'Now, how did you get up there?' 'Well, I was passing here like this, just passing like this and...'

'Wait a minute,' said the Hare. 'Let's set her free first, so that she can show us, this woman, how she got caught up in the trap.'

So, they left the woman off the trap and the Hare set it exactly as it had been before she got caught in it. Then he said to the Lion, 'Maybe you can show us how this woman got caught in the trap.'

The Lion said, 'Sure. She came walking like this, like this and like this and then stepped on the trap and then it went *huruuuu-kwi!* and caught her. Hey, look here my friend,' said the Lion, 'Set me free at once.'

The Hare laughed and said, 'No way!' then he turned to the woman and said, 'Now you, make yourself scarce at once!' the woman turned and ran all the way home without even looking back once.



Later, when the trapper came home, he said to his wife, "That was a narrow escape, wasn't it? Your inquisitiveness and suspicion nearly got you into trouble."

Well, that's it. It isn't me who made up the stories; it's the people of long ago.

Translated and adapted from: N. Gueunier. *Si Mimi MwongoWatuwaZamani. Zanzibar: EACROTANAL, 1980.*

- i) What techniques will the narrator use to capture and maintain the audience attention? (2mks)
  - ii) If you were part of the audience for this story, explain two things you would do to show that you are participating in the performance. (2mks)
  - iii) Identify and illustrate two sound devices that have been used in this story. (2mks)
    - a. Give a word that is pronounced the same as the following (2mks)
      - i) bark
      - ii) dough
    - b. study the genre below and answer the questions that follow
- Gregory and Grace grew glassy grapes and grimy garlic gladly.
- i) Classify the genre above (1mk)
  - ii) Give two functions of the genre above (2mk)
  - iii) Identify one sound device used in the genre (1mk)
  - c. Imagine you are a speaker at a youth rally. Identify four speech enhancing cues you would employ and explain how it would make the speech more effective. (4mks)
  - d. Imagine you are going to take part in the debate in your school. Explain what you would do as preparation and what you would do during presentation to convince your audience. (4mks)
  - e. Underline the part (syllable) where the stress falls in the following words. (4mks)
    - i) Exaggerate
    - ii) Amalgamate
    - iii) Amaze
    - iv) Forgive
  - f. Consider the following group discussion and answer the questions that follow.
 

**Chairperson:** Our teacher has asked us to discuss the importance of poetry. As the chairperson, I should begin by giving my observations about it. I find poetry exciting and I have even tried to compare some.....

**Tony:** We need to report back.....

**Chairperson:** I will do the reporting

**Jane:** But Mr. Chairperson, can you chair and record what we are going to say at the same time? And is it proper?

**George:** I don't even know why people write poetry anyway. Why can't they write in a straightforward way?

**Tamara:** for me, a poem tries to capture a moment of human feelings that are universal in significance and as readers.....

**Chairperson:** You didn't allow me to finish. As I was saying

**Mandy:** But have we resolved the question of procedure?

**Chairperson:** I give up. Somebody else can chair and report to the rest of the class.

- i) Identify the limitations both in the chairing and participation. (6mks)

MOKASA

101/2

ENGLISH

Paper 2

(Comprehension, Literary  
Appreciation and Grammar)

2017

2½ hours

## 1. Read the passage provided below and answer the questions that follow: (20mks).

When I read in the pages of this esteemed paper that the Executive master of Business Administration degree programme (as opposed to the regular MBA degree) could be recalled, I remembered Shakespearean literature from my high school days. "A rose by any other name would smell as sweet" is frequently referenced part of William Shakespeare's play Romeo and Juliet, in which Juliet seems to argue that it does not matter that Romeo is from her rival's house of Montague, that is that he is named "Montague."

So what is in a Master of Business Administration (MBA) and an Executive Master of Business Administration (EMBA)? Let us start by looking at the history of the MBA degree.

The degree is said to have originated in the Wharton School of the University of Pennsylvania, US in 1981. This is when the country industrialized and companies sought scientific approaches to management.

Given the difference departments in industry headed by different specialists, it made sense that any holder of any bachelor's degree would be accepted into an MBA course. The clear message here is that industry requires scientific management. No wonder the Kenya Government found it necessary to declare that nobody can be a vice or deputy vice chancellor in public university without an MBA. Consequently all VCs and DVCs in public Kenyan universities hold either an MBA or an EMBA.

The MBA is today an internationally- recognized degree designed to develop the skills required for careers in business and management and whose value is not limited strictly to the business world. An MBA is also useful for any one pursuing a managerial career in the public sector, government and other areas. The general entry requirement for an MBA is a first degree in any discipline. The target group for the MBA programme is students looking forward to future careers in management.

With time however, the need arose to introduce an Executive MBA to gather for managers who were ready in industry. Thus in 1943, the first EMBA programme for working professionals was introduced at the University of Chicago's Booth school of Business.

Different levels of management have different needs and an EMBA is usually targeted at older, more experienced professionals wanting to enhance their **proficiency** in functional management skills. The pioneering EMBA programme focused on business but over time, other areas were introduced. Thus, there is for instance, an Executive Master of Business Administration in healthcare, which focuses on building business expertise while also instilling specific healthcare knowledge essential to development as an executive leader in healthcare.

It is clear that the key differences between the MBA and EMBA lie in the entry and exit requirements, the target groups, the content and the process. An MBA is more general in nature and strives to prepare business associates for executive level management positions and also for further studies. An EMBA on the other hand is designed specifically for experienced managers (but is not necessarily a watered down version of an MBA). Since EMBA students are typically already in executive level positions, there no extended introductory courses. The general objective of an EMBA programme is therefore to meet the educational needs of mid-to senior level managers and enable them to broaden their business perspective and leadership skills.

Globally, the average age of EMBA students ranges from 32 to 38 years old. An Executive MBA programme may be a lot like a regular MBA programme, only that it is designed to educate working executives, managers, entrepreneurs and other business leaders. The EMBA content and methods of delivery are tailored for people with experience. The robust EMBA curriculum is accelerated, interactive and peer-oriented. It is by and large devoid of robust theoretical underpinnings: However, because the EMBA is strictly focused and devoid of generalities, and because it has deficiencies in theoretical **underpinnings**, it is therefore terminal.

This means a holder of an EMBA cannot use it for further studies, for instance, for entry into a PHD programme. Such a person may also not be well qualified to be a lecturer but could make a very good guest speaker during lessons.

My **bone of contention** then would be: if someone obtained an Executive Master of Business Administration degree properly and is practicing it in industry, does it make any sense to recall it? And who should be held accountable for the present state of affairs? Is it the commission for University Education that approved the curriculum, the lecturers (and I am one of them) who taught it, and set and marked the examination, or the University senate that awarded the degree? Should it be only the grass to suffer?

- a) In note form, state the difference between an MBA and EMBA. (4 Mks)
- b) Why was the MBA degree started? (2 Mks)
- c) Briefly identify and explain the use of the following devices in the passage. (4Mks)
  - i) Allusion
  - ii) Metaphor
- d) Industry requires scientific management. (Rewrite beginning with: Scientific management...)
- e) Who are the target group for the EMBA course? (4 Mks)
- f) Briefly explain the biggest disadvantage of an EMBA course. (2 Mks)
- f) Explain the meaning of the following words or phrases as used in the passage. (3 Mks)

- i) Proficiency
- ii) Underpinning
- iii) Bone of contention

**2. Read the excerpt below and answer the questions after it.**

(25 marks)

SHAUWA: I can swear to that: he let him run.

*The IRONSHIRTS burst out laughing and slap SHAUWA on the back. AZDAK laughs loudest. They slap AZDAK too, and unchain him. They all start drinking as the FAT PRINCE enters with a young man.*

FIRST IRONSHIRT (to AZDAK, pointing at the FAT PRINCE): There's your "new age" for you! (*More laughter*).

FAT PRINCE: Well, my friends, what is there to laugh about? Permit me a serious word. Yesterday morning the Princes of Grusinia overthrew the war mongering government of the Grand Duke and did away with his Governors. Unfortunately, the Grand Duke escaped. In this fateful hour our carpet weavers, those troublemakers, had the effrontery to stir up a rebellion and hang the universally loved city judge, our dear Illo Orbeliani. Ts-ts-ts. My friends, we need peace, peace, peace in Grusinia! And justice! So I've brought along my dear fellow nephew Bizergan Kazbeki. He'll be the new judge, hm? A very gifted fellow. What do you say? I want your opinion. Let the people decide!

SECOND IRONSHIRT: Does this mean *we* elect the judge?

FAT PRINCE: precisely. Let the people propose some very gifted fellow! Confer among yourselves, my friends. (*The IRONSHIRTS confer.*) Don't worry little fox. The job's yours. And when we catch the Grand Duke we won't have to please this rabble any longer.

IRONSHIRTS (*among themselves*)

- Very funny: they're wetting their pants because they haven't caught the Grand Duke.
- When the outlook isn't so bright, they say: "MY friends!" and "Let the people decide!"
- Now he even wants justice for Grusinia! But fun is fun as long as it lasts! (*Pointing at AZDAK.*) He knows all about justice. Hey rascal, would you like this nephew fellow to be the judge?

AZDAK: Are you asking me? You're not asking *me*?!

FIRST IRONSHIRT: Why not? Anything for a laugh!

AZDAK: You'd like to test him to the marrow, correct? Have you a criminal on hand? An experienced one? So the candidate can show what he knows?

SECOND IRONSHIRT: Let's see. We do have a couple of doctors downstairs. Let's use them.

AZDAK: Oh, no, that's no good, we can't take real criminals till we're sure the judge will be appointed. He may be dumb, but he must be appointed, or the law is violated. And the law is a sensitive organ. It's like the spleen, you mustn't hit it – that would be fatal. Of course you can hang those two without violating the law, because there was no judge in the vicinity. But judgment, when pronounced, must be pronounced with absolute gravity – it's all such nonsense. Suppose, for instance, a judge jails a woman – let's say she's stolen a corn cake to feed her child – and this judge isn't wearing his robes – or maybe scratching himself while passing sentence and half his body is uncovered – a man's thigh *will* itch once in a while – the sentence the judge passes is a disgrace and the law is violated. In short it would be easier for a judge's robe and a judge's hat to pass judgment than for a man with no robe and no hat. If you don't treat it with respect, the law just disappears on you. Now you don't try out a bottle of wine by offering it to a dog: you would only lose your wine.

- (a) What reasons does Azdak give Shauwa on why people should be afraid of the new age as he being brought to be tried earlier on? (3 marks)
- (b) "A very gifted fellow" What fate befalls this gifted fellow outside this excerpt? (2 marks)
- (c) Explain the character traits of the Fat Prince and Shauwa that emerge in this excerpt. (4 marks)
- (d) What is sarcastic about the Fat Prince's assertion that the people should propose some very gifted fellow? (2 marks)
- (e) What does the First Ironshirt mean when he refers to the Fat Prince as Grusinia's "new age"? (2 marks)
- (f) "In short it would be easier for a judge's robe and a judge's hat to pass judgment than for a man with no robe and no hat. If you don't treat it with respect, the law just disappears on you." (2 marks)
- (i) What does Azdak reveal about justice when he says these words? (2 marks)
- (ii) What do these words reveal about Azdak's view of what he considers as the ironical thing about justice dispensation? (2 marks)
- (g) "Suppose, for instance, a judge jails a woman – let's say she's stolen a corn cake to feed her child ... the sentence the judge passes is a disgrace and the law is violated." (2 marks)
- (i) How does this proposition help Azdak in solving the cases brought before him as the judge for the time he is on the bench? (2 marks)
- (ii) With specific reference to the case brought against the Stableman, how does this logic assist Azdak in freeing the Stableman? (2 marks)
- (g) "Let the people decide." Rewrite in indirect speech. (1 mark)
- (h) Explain the meaning of the following words as used in the excerpt.
  - i) effrontery
  - ii) rascal
  - iii) violated

**3. Oral Literature**

(20 marks)

**Read the narrative provided below and answer the questions that follow:**

THE CALABASH

Long time ago, a girl went to fetch water. She took her father's calabash. On reaching the river, she held the calabash above the water so as to fill it. It slipped from her hand and fell into the river. The girl tried to grab it but the swift flowing river carried it downstream. She ran after the calabash crying. She knew her father would beat her when he discovers the loss. She began to sing.

My father's little calabash  
 You have gone and left me  
 Wherever you go, I will follow.

Towards sunset, she came to a place where food was cooking and eating itself at the same time: to her surprise the food spoke.

'Little girl, come and cook and feed on us. A traveler has neither friends nor means on the wayside. She obeyed, cooked the food, but did not eat it. She continued with her journey, it then began to rain. She decided to take shelter under a tree. As she stood under the tree, honey began to fall on her, but she did not eat it. She wiped her face with her hands. Then she heard two people talking.

Is the honey eating itself or is it being eaten?

It is eating itself?

Is she true?

She is true.

The girl saw a man called Wagatu. He led her to a very beautiful homestead. In the homestead she was welcomed happily. A goat was slaughtered in her honour. When she was invited to eat she ate reluctantly. Then a man carrying two pots came to where she sat.

"Our visitor, we thank you for your visit and we would like to give you a present which you will take home with you. Choose one of these pots and dip your hand into it; the girl pointed to the old dusty pot. When she dipped her hand into it, it was covered with ornaments, necklaces, bangles, anklets and earrings. When she was told to dip her left hand into the pot, she did as she was told. She pulled out more ornaments. She was the most beautiful girl in the land. Then she was given her father's calabash which the man filled with beer. The beer, she was instructed was meant for a special function. She was to go home, hide herself where firewood was stored, and when her mother came to light the fire, the girl would put out the fire by pouring beer on it. When ordered to descend, she was to say she would not come down until her uncle's sitting mat was oiled and spread on the floor for her.

The girl followed the instructions carefully. Everybody was pleasantly surprised when they saw the beautiful girl. She then told them the story.

### Questions

1. Explain two functions of the song in this narrative (2 marks)
2. Using specific examples identify two aspects of style employed in this story which are characteristic of the oral narrative (4 marks)
3. What do you think is meant by "A traveler has neither friends nor means on the wayside." (2 marks)
4. Describe the social and economical activity of this community. (4 marks)
5. State clearly three things that make this girl's character admirable in the narrative (3 marks)
6. What is the message of the narrative you have read (3 marks)
7. Describe the character of Wagatu as illustrated in the narrative (2 marks)

### 4. Grammar (15mks)

1. Rewrite the following sentences according to the instructions given after each. (4 marks)

- a. He used to walk without shoes when he was in primary school. (replace the underlined phrase with another phrase of the same meaning)
- b. Juma is short. He cannot change the bulb. (join into one using 'enough')
- c. This phone is superior to the other one you had. (rewrite using 'better')
- d. This car is shinier than that one. (rewrite using 'expensive' instead of 'shinier')

2. Fill in the blanks in the following sentences with the correct form of the word in brackets. (3 mks)

- a. She has a \_\_\_\_\_ for finer things. (prefer)
- b. His remarks did not agree well with us because they were \_\_\_\_\_. (offense)
- c. You should make your \_\_\_\_\_ clear. (intend)

3. In each of the following sentences, replace the underlined word or words with the correct phrasal verb based on the verb given in bracket to bring out the same meaning. (3 mks)

- a. Failing in exams is a disappointment to students. (let)
- b. It was difficult for him to recover from his wife's death. (get)
- c. They could not reach an agreement. (arrive)

4. Give two possible meaning for the following sentence: John dislikes football as much as James. (2 marks)

5. Rewrite the following sentences into passive. (3 marks)

- a. Who will host the visitors?
- b. A car knocked him down yesterday.
- c. Before they could steal, the police arrested the robbers.

**MOKASA****101/3****ENGLISH****PAPER 3****(Creative Compositions and Essays Based on Set Texts)****2017****2 ½ hours.***Answer **three** questions only.***1. Imaginative Composition (Compulsory)****(20 marks)***EITHER*

- a) Write a story beginning: "He steadily walked towards me with a broad, warm smile, but as we shook hands, I realized he was avoiding eye contact..."

*Or*

- b) Write a composition illustrating the saying: "When two bulls fight, the grass suffers."

**2. The Compulsory Set Text.****(20 marks)**

Even in a patriarchal society, women can succeed. Write an essay in support of this statement with relevant illustrations from Margaret Ogola's 'The River and the Source'. (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.**

People must maintain their dignity even in the face of dire poverty. Write an essay in support of this statement drawing illustrations from Gabriel Garcia Marquez's story, *Tuesday Siesta*.

*OR*

- b) **Drama**

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

With illustrations from the play, show how those under Boss are responsible for the downfall of his government.

*OR*

- c) **The Novel.**

**Witi Ihimaera, The Whale Rider**

'Koro Apirana is forced to eat a humble pie.' Drawing illustrations from *The Whale Rider*, justify the assertion.