**NAME……………………………INDEX NUMBER…………………………**

**SCHOOL………………………CANDIDATE’S SIGNATURE……………………. DATE………………………………………………...**

**ENGLISH**

**PAPER 1**

**(Functional skills, cloze test and oral skills)**

**TIME: 2 HOURS**

**SET 7**

**Kenya certificate of secondary education (K.C.S.E)**

**Instructions to candidates**

1. ***Write your name and index number in the spaces provided.***
2. ***Sign and write the date of examination in the spaces provided.***
3. ***Answer all questions in the question paper.***
4. ***All the answers must be written in the spaces provided in this question paper***

FOR EXAMINER’S USE ONLY

|  |  |  |
| --- | --- | --- |
| QUESTION | MAXIMUM SCORE | CANDIDATE’S SCORE |
| 1 | 20 |  |
| 2 | 10 |  |
| 3 | 30 |  |
| TOTAL SCORE | 60 |  |

**This paper consists of 8 printed pages. Candidates should check the question paper to ensure that all the pages are printed as indicated and no questions are missing**

1. **a)** Imagine you are interested in buying some revision materials from a bookshop in a town near

 you. Write a letter asking for details of the KCSE Revision materials you want and their

 prices. **(10 marks)**

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 **b).** Write a letter requesting for these materials to the same bookshop. **(10 marks)**

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1. Cloze Test

 Young people aged between 15 and 34 years, who **(1)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 35 per cent of the Kenyan population, have the highest unemployment rate of 67 percent. Over one million young people without any skills **(2)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the labour market every year. A further 500,000 join after **(3)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ some form of training.

 More than 1.3 million jobs need to be created every year to meet this **(4)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 There is therefore an urgent **(5)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for government to strengthen and scale up quality skill development and job creation.

 The government **(6)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ praise for the many **(7)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it gas embarked on to improve the condition **(8)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the country’s young population and reviewing the existing national youth **(9)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ would enhance these efforts and yield much anticipated **(10)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Read the poem and answer the questions.

The Bulls are fighting again

The bulls are fighting again

This time its about work done

I did a better job than you

I did a better job for your people

Yet you want to gore me?

I want to be good to your people

I do not want you to be good to my people.

Keep off my people; they are mine

Even if they are poor

They do not need your little help.

We say, we need the help-

We say, keep the fight

But give us our grass

You’re so fed that you can fight

But we say do not trample on our grass

 Composed by

 Pennina Mutembei

Questions

1. Show how repetition helps in passing the message.  **(2 marks)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..**

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1. Discuss the device used in the second stanza and explain its effectiveness in delivering the message. **(2 marks)**

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1. How would you say the last two lines? **(3 marks)**

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1. What intonation would be used in saying the question in stanza one? **(2 marks)**

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**4. a)** In the Underlined sounds pick the odd sounds in the set of words given **(4 marks)**

 **i)** dumb **ii)** climb **iii)** umbrella

**i)** entrepreneur **ii)** enter **iii)** entourage

**i)** examination **ii)** exemption **iii)** excel

**i)** chase **ii)** mechanic **iii)** machine

**…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

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 **b)** Write a word that is pronounced as the one given.

 **(i)** draft \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **(ii)** gate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **(iii)** right \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **(iv)** nice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **(v)** maize \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5.** You meet with Joan in school after the holiday and you are trying to tell her of your holiday frustrations with your mother.

 You: Hi, Joan

 Joan: Hi, How was your Holiday?

 You: My holiday was a mess.

 Joan: Why? Mine was great. It was the best. We went to Mombasa with auntie Lily.

 You: My mother grounded me where she learnt I had gone to see James, the boy from

 Highrise…..

 Joan: Hey! Aren’t those boys hot! I will make sure I go for the funkie on Saturday and get

 one ……

 You: I told you I was grounded the whole holiday for …………

 Joan: You did not play smart. I never let anyone mess up with my plans! (looking herself over)

 You: I did not do anything wrong. Anyway, I think you are not ready to listen to me, Let me go

 to class. (walking towards class)

 Joan: Let’s go, I do not care for such unwise people who do not know how to play smart

 (she raises her hands towards you , dismissing you, as she walks towards class).

Question

1. Discuss **three** things that show Joan is a poor listener. **(4 marks)**

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**b)** It’s over the Holiday and you’ve been sent by your parents to the market . You are with your friend Teddy who is trying to convince you to go to a bar in your hometown to get some beer, yet you do not drink but he wants to introduce you to it. **(8 marks)**

**Teddy:** Hi you, look so bored where are you going?

**You:** Hi, I have been sent to the market to buy some things.

**Teddy**: Oh. That’s not cool for people like you. I ………………………………………………..

**You:** Well, I assist my mother with shopping when she is busy or away at work

**Teddy:** Ok, can I... I'll ...I can show you how to have some fun in a bar?

**You:** I have never been ………………………..............................................................................

**Teddy:** Its nothing bad. I always take ………………......................................................................

**You:** Uh... Um …………. I have never.........................................................................................

**Teddy:** How naive you are!

 Great men and women...........................................................................................................

**You:** Eh …… eh. I do not think ……………................................................................................

**Teddy:** Ok. I do not think I have all day to ……………...................................................................

**You:** Sorry I cannot …………………………………....................................................................

**Teddy:** See you later

**You:** See you too later

**NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_INDEX NO\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SCHOOL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Candidate’s Sign\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**101/2**

**ENGLISH**

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

**PAPER 2**

**TIME: 2½ HOURS**

**SET 7**

**Kenya certificate of secondary education (K.C.S.E)**

**Instruction to candidates**

1. Write **your name** and **index number** in the spaces provided.
2. Sign and write the **date** of examination in the spaces provided above.
3. Answer **all** questions in this question paper.
4. Answers to all questions **must** be written in the spaces provided in this booklet.
5. Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

**For Examiner’s use only**

|  |  |  |
| --- | --- | --- |
| Question | Maximum score | Candidate’s score |
| 1 | 20 |  |
| 2 | 25 |  |
| 3 | 20 |  |
| 4 | 15 |  |
| **Total score** | **80** |  |

**This paper consists of 12 printed pages. Candidates should check the question paper to ensure that all the pages are printed as indicated and no questions are missing**

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

STRIVE FOR EXCELLENCE

Many of us are thrilled when we watch a great football game or the Olympics or the Marathon or the Super bowl. We observe with awe as the sportsmen and women put their best foot forward.

A few days ago we celebrated our national women’s volleyball team after they beat Algeria to win the African Nations Championship. The coach at an interview on NTV said the players were well prepared physically and mentally. The same could be said of an excellent student, a distinguished staff, a great manager or successful business. Like winning, excellence is never an accident, it is intentional, It is always as a result of putting a little more effort time and again.

 More than three decades ago, Tom Peters and Robert Waterman published the book In Search of Excellence. In the book, they shared insights on eight characteristics if what they called “Excellent” companies. Despite the controversies surrounding the data used to arrive at the conclusions, I find the first two characteristics of uppermost interest. These are a bias for action and staying close to the customer.

 Organisations striving for excellence in service stay close to their customers and they continuously improve their people, policies, facilities, processes, products, etc, They take their right action, they keep getting better.

 But what exactly is excellence? Is it achievable? Pat Riley defines excellence as the gradual result of always striving to do better,. On the other hand, Dictionary.com defines excellence as the quality of being outstanding or extremely good. Excellence is about being better than yesterday and staying ahead.

 At a recent conference, I shared several insights of the subject of striving for excellence in service. I started off the session by sharing inspiring stories of certain athletes.

 One of the stories was that of Heather Dorniden who in the 2008 big 10 indoor track championships took a flat fall but still won the 600 metres race. The other one was that of our very own Hyvon Ngetich who crawled to finish 3rd in the Austin Marathon in February this year. That was exceptional but what has it got to do with business? Like athletes, when we strive for excellence in our business, we win.

 I believe that striving for excellence in service requires that we set high service standards for ourselves and for our organizations. I received numerous emails from last week’s article on the poor state of service at pharmacies. It seems the experiences I shared are common, Many pharmacies and several other businesses seem not to hold themselves to a high level of standard. Many live in mediocrity as far as service to the customer is concerned.

There is no doubt that our efforts to achieve excellence in service are seen during interactions with our customers. If we consistently strive every day to serve our customers better than we did yesterday, we will be on the excellence track. Excellence is not a destination, it is a journey. Excellence is not a skill we learn, it is an attitude we should embrace every day. Are you striving for excellence in service?

**Questions**

1. How should we prepare for excellence? **(2 marks)**

**…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. What two characteristics of ‘ excellent companies’ are discussed? **(2 marks)**

**…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Discuss two people who won in spite of hindrances as discussed in the story. **(2 marks)**

**…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Explain from the passage what the writer means by excellence is not a destination but a journey. **(2 marks)**

**…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Give the meaning of the following words and phrases.
2. Put their best foot forward. **(5 marks)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Super bowl

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Striving for excellence

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. A flat fall

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Mediocrity

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Rewrite this sentence in indirect speech

But what is excellence? **(1 mark)**

 **……………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. What two lessons do we learn from athletes and sportsmen? **(2 marks)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Outline the writer’s new on excellence. **(2 marks)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. In twenty five words write a summary of the last paragraph on excellence. **(2 marks) ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**Q2. Compulsory set Text**  **(25 marks)**

**The Caucasian chalk circle by Bertolt Bretch.**

AZAK: Shut your mouth, Shauwa. You don’t understand a new age is upon us! It’ll go

 thundering over you. You’re finished,. The police will be wiped out – poof! Everything will be gone

 into, everything will be brought into the open. The guilty will give themselves up. Why? They

 couldn’t escape the people in any case, (To SHAUWA) Tell them how I shouted all along Shoemaker

 Street (with big gestures, looking at the IRONSHIRTS) “In my ignorance I let the Grand Swindler

 escape! So tear me to pieces, brothers!” I wanted to get it in first.

FIRST IRONSHIRT: And what did your brothers answer?

SHAUWA: They comforted him in Butcher Street, and they laughed themselves sick in Shoemaker Street.

 That’s all.

AZDAK: But with you it’s different. I can see you’re men of iron. Brothers, where’s the judge? I must be tried.

FIRST IRONSHIRT (pointing at the hanged man)” There’s the judge. And please stop “bothering” us. It’s

 rather a sore spot this evening.

AZDAK: “There’s the judge. An answer never heard in Grusinia before. Townsman, where’s His Excellency

 the Governor? (Pointing to the ground). Here’s His Excellency, stranger. Where’s the Chief Tax

 Collector? Where’s the official Recruiting Officer? The Patriach? The Chief of Police? There, there

 there – all there. Brothers, I expected no less of you.

SECOND IROSHIRT: What? What was it you expected, funny man?

AZDAK: What happened in Persia, brother, what happened in Persia?

SECOND IRONSHIRT: What did happen in Persia?

AZDAK: Everybody was hanged. Viziers, tax collectors,. Everybody. Forty years ago now, My grandfather,

 a remarkable man by the way, saw it all. For three whole days. Everywhere.

SECOND IRONSHIRT: And who ruled when the Vizier was hanged?

AZDAK: A peasant ruled when the Vizier was hanged.

SECOND IRONSHIRT: An d who commanded the army?

AZDAK: A soldier, soldier.

SECOND IRONSHIRT: And who paid the wages?

AZDAK: A dyer. A dyer paid the wages.

SECOND IRONSHIRT: Wasn’t it a weaver, maybe?

FIRST IRONSHIT: And why did all this happen, Persian?

AZDAK: Why did all this happen? Must there be a special reason? Why do you scratch yourself, brother? War!

 Too long a war! And no justice! My grandfather brought back a song that tells how it was. I will sing

 it for you. With my friend the policeman. (To SHAUWA) And hold the rope tight. It’s very suitable.

 (He sings, with SHAUWA holding the rope tight around him).

Questions

1. Discuss the events that have taken race before this except **(2 marks)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Briefly explain two themes that are illustrated in this except. **(4 marks)**

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1. Identify and illustrate two character traits of **(4 marks)**

**(i)** Azdak

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

 **(ii)** Second ironshirt

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Explain the role of the iron shirts in other part of the play in relation to Azdak. **(4 marks)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Describe two aspects of style used here. **(4 marks)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Explain what happened to the Grand Swindler mentioned by Azdak after this except. **(2 marks)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Explain the meaning of the statement “brothers, I expected no less of you” **(1 mark)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Write these sentences as one sentence everybody was hanged viziers, tax collectors. Everybody, forty years ago now. **(1 mark)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. The hanging man and Azdak eventually share something in common. Discuss what it is. **(1 mark)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**10.** Describe a dramatic event that occurs between the ironshirts and Azdak’s later in the play.

 **(2 marks)**

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1. ORAL NARRATIVE (20 marks)

THE FAIRY FIDDLE

Once upon a time there was a boy by name called Thomas. He had blue eyes and a shock of unruly fair hair. He liked two things more than anything else: the woods and fields around him and Music, Wherever he went, he sang a song or quietly whistled a little tune to himself.

 The boy’s father kept a couple of goats, and when Thomas returned from school, he took them out to graze in a clearing of the woods, As soon as the animals were safely tied to a pole, Thomas lay down in the long grass, and stared into the blue sky above. Then he began to sing. First he repeated all the songs he knew then quite new ones to his mind, The murmuring of the brook, the rustle of the wind in the trees, even the hum of the bumble-bees, all made little tunes for him. He sang them to himself, until one day he cut a short length of wood from a willow, whittled it down, pierced holes in it, and made a flute. On his flute the tunes sounded lovier than ever before.

 At home he hid the flute and kept his playing a secret.

 One fine summer’s day Thomas heard something in the bushes beside him. He looked up. It was not often that someone from the village came to these lonely sports. To the boy’s amazement a little man. Thomas rose to his feet. Do you know what I have come here for?

 ‘No,’ answered boy.’ I’M ….. I’M very sorry, but I don’t.’ Without further ado the fairy sat down on the grassy bank beside Thomas.

 ‘Well,’ he then said, The elves and spirits of the wood have long been listening to your flute. “Only the fairy pipe can play like him,’ they say, “but then his tune are so different. So I have come to hear for myself and on the spot. Deep down in our caravans we have many musicians, but I have got tired of their tunes. I want to hear yours. And I’ll reward you well for your playing to me.’

 Thomas did not need telling twice. He was quite at ease with the little man now, and he began to play at once. Fairy hummed the tunes to himself, enjoying himself vastly until the moon rose over the distant hills.

 Suddenly he got up, saying: ‘Only once in a while am I allowed to join the people above. I must hurry now and get back before midnight. It has been nice, thank you. And what is your wish?’ Thomas stood silent, too timid to say a single word. Be quick’. Encouraged the little man, ‘or I’ll have to go.’

 ‘The fairy fiddle……… I have heard tell of the fairy fiddle’ exclaimed the little man, greatly astonished. That is a most precious gift, and only he who fulfils these three conditions will obtain it. Now listen carefully, Thomas: your playing must be so lovely that it will charm the birds into stopping their own song to listen; your music must make animals cease their fighting; and finally your tunes must comfort the sad and sick so that they get well again.’ Take this ring,’ the fairy continued,’ and when you have worked hard enough, and only then, a turn of the ring will bring you the fiddle.’

 With that the little man vanished, and had Thomas not felt the ring in his hand he might have believed that the whole adventure was only a dream.

 Next morning he remembered the ring and took it from under his pillow where he had hidden it the night before. Its gold shone brightly in the morning sun, and he knotted the ring carefully into a corner of his red handkerchief. After school he took the goats to graze as usual.

 Would the little man come again?

 Nothing happened. There was no sign of him, and in the end Thomas began playing on his flute, He played every song over again, trying to make each one better and better. At dusk he looked up, as high in a tree just above him he heard the sweet song of a blackbird. Then Thomas played his loudest to vie with the bird. Nothing happened, and certainly the bird did not stop its own song to listen. For weeks on and Thomas practiced until he almost doubted the little man’s promise. Then , on a sunny afternoon he played a merry dance, A new tune it was and he played it over and over again. And suddenly there gathered in a wide circle robins and wrens, finches, blackbirds, even a shy cuckoo and a wagtail, wagging its tail saucily to the music. All the birds family fluttered about and listened ……. Yes, they listened, not making the slightest noise themselves. Thomas shuddered with excitement. Could this be the first condition fulfilled?

 Again long weeks went by with nothing unusual happening. One afternoon Thomas heard a great din coming from a farm yard. The hens were cackling and flying down from their roots as Master Reynard, the fox, tried to catch the proudest cock. At once, and without quite knowing why, Thomas swung himself over the wall and, standing in the middle of the yard he played his flute loudly. As if by magic, the fox halted and let the cock go.

 Thus the boy saw the condition fulfilled.

 Gathering his goats who had been grazing by the roadside he made for home.

 As he entered his village he heard a child cry and, looking into the window of a cottage, he saw a little girl at her mother’s feet, sobbing her heart out. ‘My sister, my poor sister,’ she kept saying in between tears, In a bed lay another child, pale and worn.

 ‘Good evening,’ said Thomas softly, poking his head inside, What’s wrong?’

‘Our Gretel is very ill,’ answered the mother,’ we just don’t know what to do’.

 Again, and as if somehow guided. Thomas took up his flute. First he played a quit little tune, then another merry one and then one merrier still,. Then, slowly, very slowly, some colour came back into the sick child’s face. Next she opened her eyes, and again very slowly raised herself up in bed.

 ‘Have I slept late?’ She almost whispered. And in a strong voice…. ‘It’s like waking from a bad dream. May I get up, I am hungry’.

 Very quietly Thomas left the window. Could this be the third and last condition fulfilled?

 He leapt down the street, got out his ring and turned it.

 And there, in the high grass at his own door, lay the fiddle. The fairy fiddle, the most wonderful fiddle there ever was.

 How he could play to his heart’s content, and the fiddle remained his constant companion all through a long life.

 They say that even now on a fine summer’s day, you may catch the sound of the fairy fiddle in the distance.

Questions

1. Identify what kind of a narrative this is with a reason. **(1 mark)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Give three conditions that Thomas was to fulfill to get the fairy fiddle. **(3 marks)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**…………………………………………………………………………………………………………**Discuss three features of oral literature found in this story. **(3 marks)**

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1. Describe one of the character traits of each of this character. **(4 marks)**

**(i)** Thomas

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**…………………………………………………………………………………………………………**

**(ii)** Fairy

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**…………………………………………………………………………………………………………**

1. Explain two features of style used in this story. **(4 marks)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**……………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Discuss one theme that is explained in this story. **(2 marks)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**…………………………………………………………………………………………………………**

Identify the main socio economic activity of this community **(2 marks) ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

1. Summarize the moral lesson learnt in this story. **(1 mark)**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

GRAMMAR **(15 marks)**

A) Use the following words **(2 marks)**

 **i)** As a gerund

 **ii)** As a participle

Walking

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**…………………………………………………………………………………………………………**

**B)** Use the following word as a transitive and an intransitive verb **(2 marks)**

 Break

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**C)** Use the instructions given after each of these sentences to rewrite the sentences. **(4 marks)**

1. I will go to the shamba.

 You will go to the shamba

 (Use ‘so’ and ‘too’ to rewrite the sentences as one sentence)

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

 **ii)** Mutua had just come into the house. The rain stopped

 (Rewrite the sentences as one sentence using ‘Hardly’)

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

 **iii)** Teddy will be jailed; that is the law.

 (Rewrite the sentences as one using “in accordance with” the law)

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

 **iv)** All the staff members were in the meeting. (Rewrite the sentence using ‘Every’)

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

 D) Use the correct preposition to fill in the blank spaces  **(3 marks)**

 **i)** The girls were dressed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ green.

 **ii)** He boasts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_great investments

 **iii)** We were overtaken \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ events.

 E) Use the correct form of the word to fill in the blank spaces from the word in brackets.

 **(2 marks)**

 **a)** The issue is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of my concerns. (little).

 **b)** Boss is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ leader (dictate)

 F) Correct the following sentences **(2 marks)**

 **a)** You and me need time to talk.

 **b)** I will drink my tea later

**101/3**

**ENGLISH**

**Paper 3**

**Time: 21/2 Hours**

**SET 7**

**Kenya certificate of secondary education (K.C.S.E)**

**ENGLISH**

**Paper 3**

**(Creative composition and essays based on set texts)**

**21/2 Hours**

## INSTRUCTIONS

***Answer THREE questions only.***

***Question ONE and TWO are COMPULSORY.***

***In question three choose only one of the optional texts you have prepared on.***

***Each of your essays MUST NOT exceed 450 words.***

***All answers should be written in the foolscaps provided.***

**This paper consists of 2 printed pages.**

**Candidates should check the question paper to ensure that all the pages are printed as indicated and no questions are missing**

1. **Imaginative composition**  **{20 marks}**

Write an essay based on:-

a) Hard work pays

Or

 b) Write an essay that proves the end justifies the means.

1. **The compulsory set text** **{20 marks}**

The River and the source

Explain the theme of determination as depicted in the novel.

**The Optional Set Texts** **{20 marks}**

1. Betrayal in the city

The statement “He be a green grass in the snake” aptly describes Mulili. Show how this is done in the play.

1. The whale Rider

Discuss the role of Nani flowers in the novel

1. When the sun Goes Down

Two stories of a House

Explain the use of irony in the story.